



Division of Social and Behavioral Sciences

Sociology Department

SOCI 2319§012 | Minority Studies | Lecture | CRN 16959

Fall 2019—F8B | 8 Weeks | Online-Only | October 20—December 15, 2019

Delivery Method: Online-Only

Semester Credit Hours: 3-hour lecture course | 48 hours per semester

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Instructor Contact Information

Instructor: Ruth Dunn, BS, MA, Sociology	Office Phone: 713-718-7999
Office: West Loop Campus C227#7 ; by Appointment ONLY	Office Hours: See Below, (Mon & Wed ONLY; By Appointment Only)
HCC Email: ruth.dunn@hccs.edu	Office Location: West Loop Center
CONTACT Email: EAGLE-ONLINE CANVAS E-MAIL ONLY	
Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance/success in our class is very important to both of us. I am available (by appointment only) to hear your concerns and to discuss course topics.	

Instructor's Preferred Method of Contact

How to Contact Your Instructor

The only way to contact me is in person in class, in person during office hours, or by [EO-Canvas email](#). Phone conversations can be confusing and important portions can be forgotten or misconstrued, therefore, I confer ONLY through EO-Canvas email. Email gives us a record of what was said and what remedies, if any, were discussed and agreed on based on the rules in this syllabus, in EO-Canvas, and the current [HCCS Student Handbook](#). I will read and respond to communications ONLY in EO-Canvas email.

EO-Canvas email is the **ONLY** way to reach me for anything about this course.

Please use EO-Canvas email to contact me about things that are about this course. **Please do NOT use my HCCS email address; I will not respond.** Contacting me through Canvas email permits me to keep a log of our conversations in one place so that we have a comprehensive record of our discussions.

I will read and respond to communications ONLY in EO-Canvas email. I answer my office phone during OFFICE HOURS ONLY when I am at the West Loop Campus.

I do not check messages on my office phone.

Making an Appointment to See Your Instructor

If you need to see me, you must make an appointment in the calendar in EO-Canvas (Scheduler) two or more days before you want to see me and send me an email in EO-Canvas letting me know when you scheduled your appointment. I hold office hours ONLY during the hours listed in this syllabus for this semester and only in the location listed in this syllabus for this semester.

Making an appointment is not just telling me when you want to see me, but what you want to see me about. This permits me to check all of your course activity before we meet so that we can talk about what I can do to help you and how we can work together to make sure you are doing well in our course. (Making an appointment is a life skill and a professional skill you will need when you are in the workforce.)

[Click Here to See the Official HCCS Academic Calendar for this Term](#)

Ruth Dunn's Schedules for All Courses—Fall—2019

Please see the **Office Hours Schedule (Tentative)**, **Availability Schedule (Tentative)**, and **On Campus Teaching and Location Schedule (Tentative)**, below, in this syllabus for the best times to reach me.

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Calendars for Ruth Dunn's Office Hours, Availability, and Teaching

Ruth Dunn's Office Hours Schedule (Tentative)—Fall All Classes 2019

(Subject to Change without Notice)

Day	Campus	Location	Office Hours (Tentative)	Appointment Times
Mon	West Loop	C226; F7	9:00 AM-11:45 PM	By Appointment Only
Wed	West Loop	C226; F7	11:00 AM-01:00 PM	By Appointment Only

Ruth Dunn's Availability Schedule (Tentative)—Fall All Classes 2019

(Subject to Change without Notice)

Day	Time	Campus	Location/Room #	CRN	Course
Mon	09:00 AM -11:45 PM	C226; F7	On Campus; West Loop	All	All
Tue	08:00 AM-04:00 PM	Online Only	Online Only	All	All
Wed	11:00 AM -01:00 PM	C226; F7	On Campus; West Loop	All	All
Thu	08:00 AM-04:00 PM	Online Only	Online Only	All	All
Sun	12:00 PM -05:00 PM	Online Only	Online Only	All	All

Ruth Dunn's On Campus Teaching and Location Schedule (Tentative)—Fall All Classes 2019

(Subject to Change without Notice)

Day	Time	Campus	Location/Room #	CRN	Course	TERM
Mon	12:00 Noon-02:00 PM	West Loop	TBD	14877	SOCI 2319-0032	SS-12 Weeks
Wed	09:30 AM-11:00 AM	West Loop	TBD	15338	SOCI 2319-51	RT-16 Weeks

Sociology is Exciting, Useful, and Fascinating!

When we try to explain Sociology we often have either not enough words or too many. However, Kenneth Plummer, Emeritus Professor of Sociology at the University of Essex, United Kingdom, put beautifully the magical draw of Sociology when he wrote:

And the sociologist gets up every day and stands in wonder at the little social worlds—and indeed human societies—that we have created for ourselves: their meaning, order, conflict, chaos and change. For the sociologist, social life is sometimes sensed as something quite inspiring, and sometimes as something quite horrendous which brings about disenchantment, anger and despair. Sociologists stand in awe and dreading, rage and delight at the humanly produced social world with all its joys and its sufferings. We critique it and we critically celebrate it. Standing in amazement at the complex patterns of human social life, we examine both the good things worth fostering and bad things to strive to remove. Sociology becomes the systematic, sceptical study of all things social. (Plummer 2010)

Sociology is a useful scientific enterprise because it gives us the scientific tools we need to understand ourselves and the people around us. Sociology matters because it gives us the scientific tools we need to analyze, explain, and predict human

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behavior in groups. Therefore, the information you will receive in this course is useful, and it matters. All of your course material is either peer-reviewed or is accurate based on your instructor's training and knowledge.

Sociology is a science. Our scientific perspectives have descriptive meaning in the real world. Science observes various phenomena and then wants to know what those phenomena are, and under what natural or social circumstances they occur. From those observations, we develop theories that are tested many times so that we know they are valid and that they apply to real people, real societies, and real social systems in our real world. Science is as objective as the scientist can make it. We follow very strict protocols in our search for knowledge and truth. The material for this course is grounded in the science of sociology and is not "common sense," or "opinion," or "well, that's just a theory." In science, our theories are robust and have weight; they are valid because they have been tested, and they do explain and predict reality. Sociology is useful, and it matters because it is the scientific study of **us**, all of humanity in all our diversity.

To learn more about this, go to the Modules Tab in EO-Canvas and read all of the information about Perspectives, Theories, and Causation.

This course examines material and contains content that some of us might find challenging, offensive, obscene, or extremely difficult. No personal affront is intended, I am NOT trying to hurt your feelings or give you nightmares, but I maintain the right and responsibility to access your grasp of all the material discussed in this class since it meets all Sociology Department learning objectives. If you are disturbed and if necessary, you may contact me in Eagle Online Canvas email about this.

There are many topics that we may be studying this semester, including but not limited to rape, torture, murder, mutilation by the self and others, nudity (forced or voluntary), slavery, economic, social, and political inequality, human sexuality including gender identity, human trafficking, what it means to be human, how the structures of our society guide how we think and the way we interact with one another, cannibalism, globalism, isolationism, the movements of populations, war, climate change, religion, child abuse, and other equally difficult ideas and topics. I do not teach these things to hurt your feelings or cause you psychological damage; I teach them because they are about the way we behave and the way we interact with one another based on the ways we structure our societies. Many of these topics/issues are very difficult, and we will be looking at videos and still photos that will be profoundly disturbing to many of us. However, we are adults. Even if you are not a legal adult, you are in an adult college classroom, and you must be prepared to be confronted with ideas you had never thought about and knowledge that you didn't know existed. If you are offended by the course material, withdraw from the course. I am not trying to upset you, I am trying to impart information that it is critical for an informed citizen of the world to know.

Welcome to Our Class!

I love sociology! Even the most difficult of topics that we study I find fascinating because sociology is delving into our collective psyche and behavior. Why do humans behave the way we do? How does our sociocultural background delimit our thought and behavioral processes? For example, I was born and raised in a small town in Southwestern Iowa, where we froze in the winter and sweltered in the summer. From the perspective of most of you, I'm about a thousand years old, so my upbringing was probably very different from yours. Not everyone had a telephone! Not everyone had a radio! Not everyone had a TV! All TV shows were in black and white, there were only three channels, and they went off the air at midnight! Not everyone had indoor plumbing! Not everyone could read or write! Not everyone had a car! Rock and Roll was just starting out and most parents and teachers hated it! Most people didn't have air conditioning! We walked to more places than we rode. Everyone seemed like a Republican—not the kind of Republicans that exist today with Trump as their leader—who could be very conservative or very liberal. Democrats could be very liberal or very conservative. We were at the beginning of the rise of the American Middle Class, letter carriers lived next door to the mayor and railroad workers lived next to physicians. Racism, sexism, and homophobia were prevalent and prominent. The Civil Rights Movement was just getting underway and a president and several Civil Rights leaders were assassinated.

That background colored and shaped the way I think about the world and the sociological perspective that provides a particular lens through which I see and understand the world. It is my hope that you will learn to analyze our human society

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Delivery Method—Online-Only

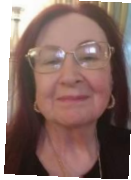
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Ruth Dunn BS, MA, Sociology Instructor

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Meet Ruth Dunn



Ruth Dunn
late 2018



My Avatar



Ruth Dunn
mid 2018



Ruth Dunn—
No
Makeup—
Mid May
2019



Ruth
Dunn—July
31, 2019



Ruth
Dunn—
July 30,
2019

from a different framework than ever before. I hope you will enjoy our class and that you will be glad you took sociology. Thus, I welcome you to our class! Learning is fun, fundamental, and lifelong now let's get going so that we can be successful students of life!

Hi! I am Ruth Dunn, your Sociology Instructor for this course I have supplied some photographs so that you will know how I look. I have been teaching Sociology at HCC since January 1998, full-time since January 2015. I LOVE teaching. For me, it's not really work; it's joyful play. I have two adult daughters, four grandsons (one is transgender), two granddaughters (one is bisexual), and two great-grandchildren. I have had purple hair since 2013. I was married for 38 years; my beloved husband died in May 2018 and I will always miss him. We have three huge, furry, Maine Coon Cats; the smallest weighs 12 pounds, the largest 16-17 pounds.

I am a member of Texas Community College Teachers Association (TCCTA), ALPHA CHI National Academic Honor Society, ALPHA KAPPA DELTA International Sociology Academic Honor Society, PHI KAPPA PHI International Academic Honor Society, the ACLU, Cy-Tom Democrats, Houston Justice Coalition, Indivisible Cypress, and the NAACP as well as a supporter of the Southern Poverty Law Center. I love hard rock, heavy metal, classical music, symphonies, ballet, Victorian novels, Sci-Fi, books of all sorts, movies but I usually watch them when they come out on Netflix or Amazon Prime. I like Cuban food, French food, Italian food, big juicy cheeseburgers, chili cheese dogs, American BBQ, Koran BBQ, Porterhouse steaks, ice cream—dark chocolate only, please—Talenti dark chocolate gelato, Häagen-Dazs or Dove ice cream bars—again, dark chocolate only!—potato chips, extra-crisp French fries, Tex-Mex, Chinese, pasta. I could go on with this forever, but I'll stop here. This gives you a clue as to who I am so that you will have a better understanding of your teacher for this semester.

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I believe with my whole heart and soul that we can do better and be better toward our fellow humans if we just learn more about each other and learn more about our hopes, our dreams, our fears, the mind and soul of our humanity, we can do better. I believe that we have the obligation to care for our fellow humans, to care for our planet, and to bring about equality among all peoples of our world. I believe that inequality can be overcome, but it will require us to work every day toward equality. I believe that you can do whatever you set your mind and heart to as long as you put the necessary work into it.

Eagle Online Canvas Learning Management System

What Is a Learning Management System?

What are **EO**, **Eagle Online**, **Eagle Online-Canvas**, and **Canvas**?

This section of SOCI 2319 will use [Eagle Online Canvas](#)

HCCS, along with many colleges and universities in the world, uses a Learning Management System (LMS) to maintain and support the online teaching and learning tools that are used for most of our courses. Those tools include tutorials, videos, handouts, readings, links to important websites, and information from your instructor that is not in your textbooks.

We call our LMS Eagle Online (EO as a nickname). Our LMS is supported and managed by a company called Instructure. They maintain the cloud for our LMS and interface directly with the people at Canvas. Canvas is the LMS platform that we use at HCCS.

EO is the acronym for our Learning Management System at HCC

Eagle Online is the title of our Learning Management System at HCC

Canvas is the platform of the Learning Management System at HCC.

We buy services for Canvas from Instructure who maintains our EO website, updates, and server cloud, and is our direct interface with Canvas.

EO-Canvas is the complete designation for our Learning Management System at HCC

Eagle Online, EO, Eagle Online-Canvas, EO-Canvas, and Canvas are the same thing and are merely different forms of the title of our Learning Management System at HCC.

If your Instructor tells you that something is in EO, Eagle Online, or Canvas, it means that you can't find it anywhere else except in the body of the LMS—Eagle Online-Canvas.

Your gradable activities, videos, required readings, and miscellany that are not in your textbooks, handouts, commentaries, and other useful and valuable resources supplemental to other course material will be in EO.

HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE FIREFOX OR CHROME AS YOUR BROWSER.**

HCC Online Information and Policies

[Here is a link](#) to information about [HCC Online](#) classes including the **required** Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

Timeline for Completion of the Project

There are timelines in the Modules Tab in EO-Canvas that will help you figure out how much time it will take to finish the Final Course Project. I urge you to use this and all other the tools that I have given you to help you complete successfully all of the course material.

Scoring Rubrics, Sample Assignments, etc.

Instructions, Directions, and Rubrics for Gradable Activities Will Be in EO-Canvas

Look in Eagle Online Canvas for the scoring rubrics for gradable activities, examples of written work, and other information that will assist you in the course. <https://eagleonline.hccs.edu/login/ldap>

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Ruth Dunn BS, MA, Sociology Instructor

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All Required Readings, Instructions, Directions, Rubrics, Templates, Examples (if any), Checklists (if any), Miscellany, Handouts, and any Activity or Resource that your Instructor deems valuable and useful will be in the Modules Tab in EO-Canvas. Gradable Activities such as, but not limited to, Quizzes (includes Exams if any), Projects, Assignments, and Discussions will be in the Assignments and/or Discussions Tab in Eagle Online and/or the link to your required textbook and textbook materials. It is your responsibility to follow the directions and read and/or watch and/or do whatever is required. If something says REQUIRED, it is required. All Assignments, Discussions, Projects, and any other Gradable Activities are REQUIRED.

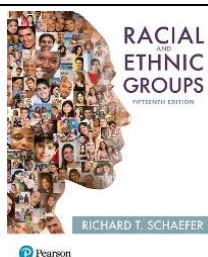
Prerequisites and / or Co-Requisites

SOCI 2319—Minority Studies

Prerequisite: Must be placed into college-level reading (or take GUST 0342 as a co-requisite) and be placed into college-level writing (or take ENGL 0310/0349 as a co-requisite). [HCCS Student Handbook](#).

Textbook Information

Required Textbook (Beginning Fall 2019)



Schaefer, Richard T. *Racial and Ethnic Groups - 15th edition*. ISBN13: 9780134732855; ISBN10: 0134732855. Pearson 2019.

This book is available in loose-leaf and as an ebook. I love books, but for textbooks, I prefer the ebook; if you have a laptop, tablet, and/or smartphone, you can take the book wherever you go, and you can't lose it or misplace it! 😊😊 This is the book that you must have for this course and it has a code that permits you access to the course material in Pearson Revel®. (If the title, author, and edition are correct, the book will be the correct one.) Do NOT let the bookstore try to sell you any other book! If they do, please contact me immediately. Thank you!

Temporary Free Access to E-Book (Beginning Fall 2019)

There will be an ebook and platform with quizzes and interactive assignments for the assigned chapters that will help you learn the course material. You will be able to access online components related to your textbook from "Modules" in Eagle Online-Canvas and through the quizzes and assignments settings in Eagle Online-Canvas.

Buying Your Textbook and Financial Aid (Beginning Fall 2019)

Unless there is a hold on your account, Financial Aid is **always** disbursed ten days before classes start. You will have access to your Financial Aid funds ten days before classes start which means that you must purchase your textbook either as a physical copy or as an ebook when eBooks are available. You will have temporary free access to a digital version of the textbook for the first fourteen days of class. Therefore, there will be no problem for you to have your textbook **ON THE FIRST DAY OF CLASS**. If you are not receiving Financial Aid, you will also have temporary free access to a digital version of the textbook for the first fourteen days of class. This textbook is **REQUIRED ON THE FIRST DAY OF CLASS**. If you tell me that your Financial Aid did not come in on time for you to get your book before the Temporary Free Access runs out, you must provide written documentation from your Financial Aid officer and the manager of the bookstore.

Course Overview

Course Description

SOCI 2319 Minority Studies

(ACGM—Texas Higher Education Coordinating Board) <http://www.theccb.state.tx.us/reports/pdf/2692.pdf>

Course Description:

1. A sociological study of minority-majority group relations that addresses their historical, cultural, social, economic, and institutional development in the United States.

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2. Discussion includes the experiences of minority groups within the context of their own cultural heritage and tradition, as well as that of the dominant culture.
3. Core concepts of migration, prejudice/discrimination, inequality, dominance/subordination and diversity are included.
4. Analysis of minorities may include race/ethnicity, sex/gender, disability, and religion.

Learning Outcomes:

Upon the successful completion of this course, students will:

1. Differentiate between important concepts and theories pertaining to prejudice and discrimination.
2. Describe the social constructs of minority/majority status, gender, race, and ethnicity.
3. Analyze the developmental history, culture, experiences of inequality, and current life chances of minority groups in the United States.
4. Analyze minority group interactions in the United States focusing on immigration and migration patterns, assimilation processes, and adjustments to American life.
5. Describe the effects of discrimination and prejudice on the everyday life of minority group members in the context of social institutions.
6. Describe some of the challenges of living and interacting within a diverse multicultural society.

(Sociology) SOCI 2319 Minority Studies—HCC catalog

This course studies minority-majority group relations, addressing their historical, cultural, social, economic, and institutional development in the United States. Both sociological and social psychological levels of analysis will be employed to discuss issues including experiences of minority groups within the context of their cultural heritage and tradition, as well as that of the dominant culture.

Core concepts to be examined include (but are not limited to) social inequality, dominance/subordination, prejudice, and discrimination. Particular minority groups discussed may include those based on poverty, race/ethnicity, gender, sexual orientation, age, disability, or religion.

Approval Number: 45.1101.53 25

Maximum SCH per student 3

Maximum SCH per course 3

Maximum contact hours per Course 48

Learning Outcomes:

Upon successful completion of this course, students will:

1. Explain how the concept of social inequality pertains to minority group status defined in terms of identities that may include: social class, race/ethnicity, gender, sexual orientation, age, disability, or religion.
2. Differentiate between important concepts and theories of prejudice and discrimination including the effects of prejudice and discrimination on the everyday lives of minority group members in the context of social institutions.
3. Analyze the history of culture, experiences of inequality, and current life opportunities of various minority groups in the United States with contrasting reference to other countries.

Analyze minority group interactions in the United States focusing on immigration and migration patterns, assimilation processes, and adjustments to American life.

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Core Curriculum Objectives

Learning Outcomes

Upon successful completion of this course, students will:

1. Compare and contrast the basic theoretical perspectives of sociology.
2. Identify the various methodological approaches to the collection and analysis of data in sociology.
3. Describe key concepts in sociology.
4. Describe the empirical findings of various subfields of sociology.
5. Explain the complex links between individual experiences and broader institutional forces.

Core Curriculum Skills and Assessment:

Sociology 2319§012 is a core curriculum course. It may be used to fulfill the requirements for a core Social and Behavioral Sciences course OR a core Cross/Multi-Cultural Studies course.

[Please click here to go to the HCC Student Catalog for more information about course offerings.](#)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. Students enrolled in this core curriculum course will complete several assignments designed to cultivate the following core objectives:

Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

These objectives will be assessed as follows:

Critical Thinking: Nearly all the work in this course will require critical thinking about the societal topics that we address. Your critical thinking skills will be assessed through the written work that you submit and being able to conduct an informed discussion of the required readings.

Communication: Nearly all the work in this course will also require that you be able to communicate well in writing. Your communication skills will be assessed primarily through the written work you submit and class participation.

Empirical and Quantitative: You will be required to answer questions from the required readings that assesses your empirical and quantitative skills. Furthermore, you will be expected to critically assess various research projects and comprehend various quantitative facts.

Social Responsibility: This entire course, reading and class material, is largely focused on social responsibility as an element of Sociology is the understanding that we are social beings.

Program Student Learning Outcomes (PSLOs)

TBD

TBD

TBD

TBD

TBD

SOCI 2319—Fall/F8B-8 weeks—2019—CRN16959 §082

Delivery Method—Online-Only

Revision Number2 Revised on Friday, October 25, 2019—Page 12 of 33

Ruth Dunn BS, MA, Sociology Instructor

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Course Students Learning Outcomes (CSLOs)

1. Explain how the concept of social inequality pertains to minority group status defined in terms of identities that may include: social class, race/ethnicity, gender, sexual orientation, age, disability, or religion.
2. Differentiate between important concepts and theories of prejudice and discrimination including the effects of prejudice and discrimination on the everyday lives of minority group members in the context of social institutions.
3. Analyze the history of culture, experiences of inequality, and current life opportunities of various minority groups in the United States with contrasting reference to other countries.
4. Analyze minority group interactions in the United States focusing on immigration and migration patterns, assimilation processes, and adjustments to American life.

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the assigned portions of the textbook or other written material
- Attending all classes in person and / or online
- Completing all gradable activities on time and correctly
- Active participation in class activities
- There is no shortcut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives, grading rubric, instructions for any gradable activities as your guides.
- Showing up every day or being online every day does not guarantee a passing grade for any SOCI course taught by Ruth Dunn. You must DO THE REQUIRED work. If you don't do the REQUIRED work, you will not be able to pass this course. **REPEAT:** Just showing up does not guarantee a passing grade. YOU MUST COMPLETE AND PASS ALL OF THE **REQUIRED** WORK IN ORDER TO EARN A PASSING GRADE of 70% or above. There are NO exceptions to this policy.

Should You Register for Short Courses?

Short courses—Minis (3-4 weeks), 5-week, 8-week, 10-week—are notoriously difficult. There are certain standards that must be met, which means that you will be doing all of the work that is in a Regular Term 16-week course or a Second Start 12-week course. The number of credit hours is the same for all of these courses, and we must meet the same standards and cover the same amount of material.

You must be very disciplined to complete a short course; time management is the key. You must have continuous access to a computer that can access the Internet. If you have a job, if you have a job and children, if you have a job, children, and are the primary caregiver for an invalid, if you have a job, children, are a primary caregiver, and have any legal situation that can land you in jail, you should not register for a short course.

In a short course, you do not have the luxury of going on vacation, going to a wedding that is outside of Texas, or outside of the United States, or taking time off from your studies. If you have a medical condition that may require hospitalization, if you work offshore, if you are in the military and may be deployed to a duty station or war zone where Internet access is limited or intermittent, if you do not have the time to do everything you have to do throughout the day, you should not register for a short course.

Your success in our course matters. Your success in all of your academic career matters. An education is important whether it is academic, workforce, or a professional trade, in many ways, the things you know are going to be of value for your success in life. Please take your education very seriously just as you take your life seriously.

SOCI 2319—Fall/F8B-8 weeks—2019—CRN16959 5082

Delivery Method—Online-Only

Revision Number2 Revised on Friday, October 25, 2019—Page 13 of 33

Ruth Dunn BS, MA, Sociology Instructor

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Instructor and Student and Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Describe and direct any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and policies on makeup work
- Provide the course outline and class calendar which will include a description of most special projects or assignments
- There may also be separate handouts, occasional verbal instructions, and classroom activities for assignments not included in the course calendar
- Be available at mutually convenient times of Instructor and student to meet either before or after class as needed or at another scheduled time

As a student it is your responsibility to:

- Attend class in-person and / or online
- For online-only classes, be online regularly throughout the day every day, participate in online discussions and activities, both inside and outside of class
- For in-person or hybrid classes, be in class everyday your class meets, participate in discussions and activities, both inside and outside of class
- Be an active listener or reader, take good notes, pay attention, ASK questions, participate in discussions in class
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook and all other course material
- Use all of the resources available for each course you take
- Constantly look for ways to apply the course concepts to specific experiences in your own life
- Make the online components supplied by the publisher of your textbooks between what you read, see, or hear in the classroom, hallways, library, and other meeting places on campus, and your life outside of school.
- Talk about the course material. Weave it into discussions outside of school. Teach some of the concepts and theories to your friends, family, and co-workers. It will give you something new and interesting to talk about! (Much more interesting than the weather!)
- Complete all required, gradable activities on time.
- Create a checklist for all assignments.
- Ask for help when there is a question or a problem.
- Meet all course requirements and assignments
- Help each other; form study groups online or in person
- Keep copies of all written work including, but not limited to, this syllabus, handouts, and instructions for gradable activities
- Make a commitment to do your very best work in the class
- Be consistent
- Follow instructions very carefully
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)
- You are responsible for your learning and for your education. therefore, you must read and do everything that is required for each day and week of your sociology course. If you don't read and do everything that is **required**

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throughout the course, you are not fulfilling your task of managing your own learning. If you have not read all of the available, required information by the end of the first day of class, please do not ask any questions about the day-to-day workings of the class, titles of books, due dates, assignments, absences, readings, page numbers, submitting assignments, late submissions, missing an in-class graded discussion, missing any course participation, missing a class, what you are supposed to be doing in class each day, online discussions, quizzes (includes tests), assignments, projects, or any other kind of gradable activity or **(REPEAT)** anything about the day-to-day operation of our class that you need to pass this class, I will not respond.

- I expect you to behave like the adult that you are and find the information that I have provided for you, because any and all information that you need to pass this class will be discussed in class or will be in Eagle Online. I am here to guide your learning and help you to understand sociology. Watch the [Medieval Help Desk](#), for five points added to your first special project written assignment; at the end of the first special project assignment, write two pages, double-spaced telling me the video is about and what you thought about it. I am not here to show you how to open a book, tie your shoes, or read directions. I am a resource for you, the learner, and you need to use my knowledge to help you learn. You need to take charge of your own learning process by reading all of the information in Eagle Online-Canvas that is pertinent to the day-to-day processes that occur in and out of our classroom.

Assignments, Exams, Quizzes, Discussions, and Any Other Gradable Activities

All Required Readings, Instructions, Directions, Rubrics, Templates, Examples (if any), Checklists (if any), Miscellany, Handouts, and any Activity or Resource that your Instructor deems valuable and useful will be in the Modules Tab in EO-Canvas. Gradable Activities such as, but not limited to, Quizzes (includes Exams if any), Projects, Assignments, and Discussions will be in the Assignments and/or Discussions Tab in Eagle Online and/or any online components related to your textbook.

It is your responsibility to follow the directions and read and/or watch and/or do whatever is required. If something says **REQUIRED**, it is **REQUIRED**. All Assignments, Discussions, Projects, and any other Gradable Activities are **REQUIRED**.

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Grading and HCC 100-Point Grading Scale

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance. Showing up every day or being online every day does not guarantee a passing grade for any SOCI course taught by Ruth Dunn. You must **DO THE REQUIRED** work. If you don't do the **REQUIRED** work, you will not be able to pass this course. **REPEAT:** Just showing up does not guarantee a passing grade. **YOU MUST COMPLETE AND PASS ALL OF THE REQUIRED WORK IN ORDER TO EARN A PASSING GRADE.** There are **NO** exceptions to this policy.

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Houston Community College—Standard 100-Point Grading System

A=100—90=4 points per semester hour B= 89—80=3 points per semester hour C= 79—70=2 points per semester hour D= 69—60=1 point per semester hour F= 59 and below =0 points per semester hour P* (In Progress)=0 points per semester hour W (Withdrawn)=0 points per semester hour I (Incomplete)=0 points per semester hour AUD (Audit)=0 points per semester hour	*IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. GPA: To compute the grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM,” and “I,” do not affect your GPA.
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Incompletes

I do not give Incompletes. Incompletes are always at the discretion of the instructor. In over 20 years in the classroom, I have had only six students clear an incomplete. Furthermore, you do NOT have a right to an incomplete, that is at my discretion! However, IF and ONLY IF I decide to give an Incomplete, you are REQUIRED to clear the incomplete by the end of the next long semester, and you will be responsible for responding to an email from me detailing the rules of clearing the Incomplete. If you don't acknowledge the agreement to clear the Incomplete, or if you don't clear the Incomplete by the end of the next long semester after the incomplete is incurred, your grade will automatically roll over to an F or to whatever grade you earned at the point where the Incomplete was given. I will NOT extend the Incomplete or change it from an F. Also, in order to be given an Incomplete, you must have completed, by the due dates, 85% of all course work assigned as of the date you request the Incomplete with a cumulative grade of 75% or higher. I will not give an Incomplete after the [Official Last Day of Instruction that is in the Official Academic Calendar on the HCCS Website](#). [No Gradable Activities of Any Kind Will be Accepted After the Official Last Day of Instruction that is in the Official Academic Calendar on the HCCS Website](#). [Any information about Due Dates in this syllabus or in EO-Canvas is null and void if the dates listed are after the Official Last Day of Instruction that is in the Official Academic Calendar on the HCCS Website](#). Advisors, counselors, department chairs, deans, administrators, and other support staff and faculty do not make the rules for Incompletes for my courses. The rules for being given an Incomplete and clearing the Incomplete for this course are at the discretion of Ruth Dunn, Sociology Instructor at Houston Community College.

SOCI 2319 Gradable Activities and Grading Scale

Type of Activity	Number of Activities	Points Per Activity	Total Points
Pearson Revel® Assignments	TBD		10
"Breaking the Ice/Sharing about Ourselves"	5	2	10
Library Research & Writing Course	1	10	10
Syllabus Quiz	1	10	10
Academic Integrity Quiz	1	1	1
Special Projects	TBD	TBD	10
Final Project	1	100	100
Topic Selection and Initial Outline	1	Complete/Incomplete	-10 for Incomplete
First Rough Draft	1	Complete/Incomplete	-10 for Incomplete

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Second Rough Draft	1	Complete/Incomplete	-10 for Incomplete
Final Polished Draft	1	Complete/Incomplete	-10 for Incomplete
Final Presentation	1	80	80
Final Discussion of Presentations	1	20	20
Total Points*			150

Your Final Grade for This Course Is Dependent Upon:

Your daily activity online (I can track everything you do online)	
1.	Completing the Components from your textbooks quizzes and assignments
2.	Discussing any assigned readings through the Discussions or Peer Review Tab
3.	Showing up or being online every day does not guarantee you a passing grade for this course, but you must show up or be online every day
4.	You must do the REQUIRED work and complete the all of the REQUIRED work with a passing grade in order to pass
5.	Completing all of your writing assignments (Reflections, Special Projects, Short Projects, Breaking the Ice/Sharing about Each Other, and any other required written assignments that you will find in the EO-Canvas Assignments Tab)
6.	Completing your discussion assignments (Reflections, Special Projects, Short Projects, Breaking the Ice/Sharing about Each Other, and any other required written assignments that you will find in the EO-Canvas Assignments Tab)
7.	Following the directions, using the Template (if any), the Instructions, the Rubric, the Syllabus, the Checklist (if any) for each course activity
8.	Using All Required Readings, Instructions, Directions, Rubrics, Templates (if any), Examples (if any), Checklists (if any), Miscellany, Handouts, and any Activity or resource that your Instructor deems valuable and useful will be in the Modules Tab in EO-Canvas. Gradable Activities such as, but not limited to, Quizzes (includes Exams if any), Projects, Assignments, and Discussions will be in the Assignments and/or Discussions Tab in Eagle Online and/or online components related to your textbook. It is your responsibility to follow the directions and read and/or watch and/or do whatever is required
9.	If something says REQUIRED, it is required
10.	All Assignments, Discussions, Projects, and any other Gradable Activities are REQUIRED
11.	Being online for 2 or more hours a day, five or more days a week
12.	Deductions from your final grade will be made based on how well you do in completing each of the items listed above; any activity that is not completed will result in a 10-point deduction for each uncompleted activity even if the activity has a zero-point value
13.	I will use a rubric to grade almost everything and you will have access to ALL Rubrics used for grading

How Can I Make an A?

(There will be Instructions, a Template (maybe) and a Rubric for you to follow. You MUST use all of the tools that are in the Modules in EO-Canvas to guide the writing of your written activities).	
1. An "A" assignment	
	a) Will demonstrate that Sociology is useful and matters because it will have a clear, in-depth, analytical discussion using sociological tools to explain the sociocultural environment in which we live.
	b) Will go beyond what is required, beyond what is in the text, and beyond what you already know.



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c) Will be a sharp, clean analysis and in-depth discussion of a topic, theory, or perspective.
d) Will exhibit interest, passion, and solid understanding through the use of complex, real world examples.
e) Will show that you have absorbed and internalized the course material through the analysis of the examples.
f) Will show excellent clarity of writing, use of standard written English, correct punctuation, spelling, capitalization, etc.
g) Will make excellent sense and flow with clear, unbroken logic throughout the assignment.
h) Will have fewer than five grammatical and/or mechanical errors.
2. A "B" assignment
a) Will demonstrate that Sociology is useful and matters because it will have a discussion using sociological tools to explain the sociocultural environment in which we live.
b) Will go slightly beyond what is required, beyond what is in the text, and beyond what you already know.
c) Will be a good analysis and discussion of a topic, theory, or perspective.
d) Will exhibit some interest, passion, and understanding through the use of real-world examples.
e) Will show that you have absorbed somewhat and internalized somewhat, the course material through a weak analysis of the examples.
f) Will show good clarity of writing, use of standard written English, correct punctuation, spelling, capitalization, etc.
g) Will make good sense but sometimes have illogical flow in parts of the assignment.
h) Will have fewer than ten grammatical and/or mechanical errors.
3. A "C" assignment
a) Will not clearly demonstrate that Sociology is useful and matters because it will have no analysis and will show confusion and inadequate ability to use sociological tools and to clearly explain the sociocultural environment in which we live.
b) Will do only what is required.
c) Will be an adequate analysis and discussion of a topic, theory, or perspective.
d) Will exhibit little interest, passion, or understanding and will use poor real-world examples.
e) Will show evidence that you have absorbed and internalized the course material but will not have an analysis of the examples.
f) Will show little clarity of writing, and poor use of standard written English, correct punctuation, spelling, capitalization, etc.
g) Will indicate poor sense and have no logical flow throughout the assignment.
h) Will have fewer than fifteen grammatical and/or mechanical errors.
4. A "D" assignment
a) Will not be able to demonstrate that Sociology is useful and matters because it will be shallow, will have no analysis, will show extreme confusion and an inability to understand sociological tools and to explain the sociocultural environment in which we live.
b) Will do less than what is required.
c) Will have no analysis or discussion of a topic, theory, or perspective.

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d) Will exhibit no interest, passion, or understanding and will not use real world examples.
e) Will show very little evidence that you have absorbed and internalized the course material and will not have an analysis of the examples.
f) Will show very poor writing, and very poor use of standard written English, correct punctuation, spelling, capitalization, etc.
g) Will make very little sense and have no logical flow throughout the assignment.
h) Will have fewer than twenty grammatical and/or mechanical errors.

5. An "F" Assignment

a) Will not be able to demonstrate that Sociology is useful and matters because it will have no analysis, will show extreme confusion and a complete inability to understand sociological tools and explain the sociocultural environment in which we live.
b) Will do significantly less than what is required. Will have no analysis or discussion of a topic, theory, or perspective. Will exhibit no interest, passion, or understanding and will not have examples
c) Will show no evidence that you have absorbed and internalized the course material and will have no analysis of the examples.
d) Will show extremely poor writing and extremely poor use of standard written English, correct punctuation, spelling, capitalization, etc.
e) Will make no sense and will have no logical flow throughout the assignment.
f) Will have more than twenty grammatical and/or mechanical errors.

Course Calendars

Due Dates for Coursework, Cutoff Time for Coursework, and Other Important Course Dates

Due Dates and other important dates that will impact student attendance and student grades will be found in the Calendar in EO-Canvas. If you find any Due Date errors or discrepancies, please let me know immediately through EO-Canvas email so that I can make any necessary corrections as quickly as possible.

You will find all due dates and other important dates in the Calendar in EO-Canvas. All of the due dates and important course dates will be in EO-Canvas and/or online components related to your textbook. Don't ask me when something is due, I won't remember, and I will have to go to the EO-Canvas calendar so that I can tell you the dates that you should have checked for yourself. Save a couple of steps and look in the calendar! If there are Due Date errors, please let me know immediately so that I can change them immediately.

The Due Dates for all Gradable Activities (Discussions, Assignments, Weekly Quizzes, Extra Credit and anything else I might think of) can be found in the Calendar in EO-CANVAS. The Due Dates in EO-CANVAS are almost always correct and accurate but check them daily because they might be changed. If I change any due dates, you will be notified through the Announcements in EO-Canvas. All gradable activities turned in on the due date will be considered complete and finished and may not be rewritten.

The cutoff time for the online components related to your textbook, quizzes, and assignments will be 11:30 PM every Sunday for 16-week and 12-week classes. Shorter courses will have different due dates that will be closer together because of the shortness of those courses. Regardless of the length of the course, they all have the same number of credit hours and must, therefore, cover all of the course material that would be in a 16-week Regular Term course. [No Gradable Activities of Any Kind Will be Accepted After the Official Last Day of Instruction that is in the Official Academic Calendar on the HCCS Website. Any information about Due Dates in this syllabus or in EO-Canvas is null and void if the dates listed are after the Official Last Day of Instruction that is in the Official Academic Calendar on the HCCS Website.](#)

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[Click Here to See the OFFICIAL HCCS Calendar for This Term](#)

HCCS OFFICIAL Day of Record for Fall 2019

AUGUST 2019

Date	Event	Semester
Aug 28	Fall 2019 1st 4 WK: Official Day of Record	Fall

SEPTEMBER 2019

Date	Event	Semester
Sep 3	Fall 2019 1st 8 WK: Official Day of Record	Fall
Sep 9	Fall 2019 Reg 16 WK: Official Day of Record	Fall
Sep 25	Fall 2019 2nd 4 WK: Official Day of Record	Fall
Sep 25	Fall 2019 2nd 4 WK: Official Day of Record	Fall

OCTOBER 2019

Date	Event	Semester
Oct 2	Fall 2019 2nd Start: Official Day of Record	Fall
Oct 23	Fall 2019 3rd 4 WK: Official Day of Record	Fall
Oct 28	Fall 2019 2nd 8 WK: Official Day of Record	Fall

NOVEMBER 2019

Date	Event	Semester
Nov 20	Fall 2019 4th 4 WK: Official Day of Record	Fall

[Click Here To See the HCCS OFFICIAL LAST DAY to Withdraw with a Grade of “W” for Fall 2019](#)

Last Day to withdraw with a Grade of “W” for Fall 2019

SOCI 2319—Fall/F8B-8 weeks—2019—CRN16959 §082

Delivery Method—Online-Only

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Ruth Dunn BS, MA, Sociology Instructor

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SEPTEMBER 2019

Date	Event	Semester
Sep 11	Fall 2019 1st 4-WK: Last Day to withdraw	Fall
Sep 30	Fall 2019 1st 8 WK: Last Day to withdraw	Fall

NOVEMBER 2019

Date	Event	Semester
Nov 1	Fall 2019 Reg 16 WK: Last day to withdraw	Fall
Nov 5	Fall 2019 3rd 4 WK: Last Day to withdraw	Fall
Nov 11	Fall 2019 2nd Start: Last Day to withdraw	Fall
Nov 22	Fall 2019 2nd 8 WK: Last Day to withdraw	Fall

DECEMBER 2019

Date	Event	Semester
Dec 6	Fall 2019 4th 4 WK: Last Day to withdraw	Fall

First Week Assignments

You Must Complete ALL "First Week" Assignments (Including the Library Research and Writing Course, Syllabus Quiz, and Academic Integrity Quiz) No Later Than:

Class Length	Time Due	Day Due
16 Week Regular Term	11:30 PM	First Sunday after Your Course Starts
12 Week Second Start Term	11:30 PM	First Sunday after Your Course Starts
8 Week SS 12 WEEK ONLINE ONLY ONLINE ONLY&F8B	11:30 PM	First Sunday after Your Course Starts
8 Week S8A& S8B	11:30 PM	First Sunday after Your Course Starts
5 Week	11:30 PM	First Wednesday after Your Course Starts
Minis	11:30 PM	First Tuesday after Your Course Starts

Final Exam

There is no final exam for this course.

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Instructor's Practices, Procedures, and Policies

Late and Missed Gradable Activities Policy

Late Discussions and Assignments

All of your gradable activities are available beginning the first day of the semester.

That means that you have as many weeks as the course for which you registered is available.

Because you have access to ALL of your gradable activities you have no reason to be late, or to ask for an extension.

If you think you want to ask me for an extension because you didn't have time to complete a gradable activity, you may want to think about such a request more than once, or twice, or three times, until you have decided that it is a waste of your time to ask because the answer will be "NO!"

I do not take kindly to students who waste their time or who run out of time when they have all of the gradable activities available from the first day of class.

If you are in any course that is shorter than 12 weeks or if you are in a mini-term and you don't have time to complete everything, remember that no one forced you to register for a short course.

I have no sympathy for students who complain about the amount of work required in a short course.

You registered for the course and if you decided to take a short course in the mistaken belief that there would be less work to do, then you made a serious error that could affect your GPA and/or your ability to Transfer.

Beginning Fall 2019, online components and gradable activities related to your textbook are available from the first day of the semester until [the Official Last Day of Instruction that is in the Official Academic Calendar on the HCCS Website.](#)

Late Gradable ACTIVITIES OF ANY KIND will not be accepted.

Once the cut-off date has passed for a WRITTEN ACTIVITY THROUGH EO-CANVAS/and or online components related to your textbook, you will no longer be able to submit the activity and you will receive a zero that cannot be made up.

Once the cut-off date has passed for a WRITTEN ACTIVITY THROUGH EO-CANVAS/and or online components related to your textbook and you have submitted the wrong assignment, or submitted an assignment through the wrong link for that activity, you will not be allowed any make-ups.

Failure to follow all of the rules that are in this syllabus or in the EO-Canvas Modules or Assignments may result in poor grades.

You MUST read my commentary that will be embedded in your written assignments and / or the comment sections of the Rubric so that you understand why you received the grade you were given.

My commentaries are meant to explain concepts about which you are unsure and to give you useful feedback that will help you to improve your grades throughout the semester.

It is your responsibility to read my comments about each of your gradable activities BEFORE you contact me about your grade.

The Daily QUIZZES, if any, in online components related to your textbook, CANNOT BE MADE UP!

Weekly QUIZZES cannot be made up.

The Daily ASSIGNMENTS, if any, in online components related to your textbook, CANNOT BE MADE UP.

Weekly ASSIGNMENTS if any, in online components related to your textbook, CANNOT BE MADE UP.

[No Gradable Activities of Any Kind Will Be Accepted After the Official Last Day of Instruction that is in the Official Academic Calendar on the HCCS Website.](#)

[Any information about Due Dates in this syllabus or in EO-Canvas is null and void if the dates listed are after the Official Last Day of Instruction that is in the Official Academic Calendar on the HCCS Website.](#)

Showing up every day or being online every day does not guarantee a passing grade for any SOCI course taught by Ruth Dunn.

You must DO THE REQUIRED work.

If you don't do the REQUIRED work, you will not be able to pass this course.

REPEAT: Just showing up does not guarantee a passing grade.



YOU MUST COMPLETE AND PASS ALL OF THE REQUIRED WORK IN ORDER TO EARN A PASSING GRADE.

There are NO exceptions to this policy.

NO Exceptions!

When instruction ends per the [Official Last Day of Instruction in the Official HCCS Academic Calendar in the HCCS Website](#), the final exams will begin—there is NO final in this course!—and [No Gradable Activities of Any Kind Will Be Accepted After the Official Last Day of Instruction that is in the Official Academic Calendar on the HCCS Website](#).

[Any information about Due Dates in this syllabus or in EO-Canvas is null and void if the dates listed are after the Official Last Day of Instruction that is in the Official Academic Calendar on the HCCS Website](#).

The end of the semester is kind of like driving over a cliff; if you didn't get your faulty brakes fixed, you're doomed.

DON'T PROCRASTINATE! DO THE NECESSARY COURSE WORK BEFORE IT'S DUE! DON'T WAIT! DO THE WORK NECESSARY TO PASS THIS COURSE.

Making Up Missed or Late Work

I do not permit make-up work or late work unless you can supply written documentation that I, reasonably, can use to decide whether your excuse concerning an unsubmitted written assignment or an absence from a class on a due date for an in-class assignment of some kind meets my criteria. You will be required to provide from a hospital, emergency room, (or any other such medical facility), from an undertaker or funeral home, from the military, from another college, university, or other such institution of higher learning, from your advisor only if you are a CECHS student, or from any source that your Instructor deems legitimate, written documentation within 48 hours of missing any assignment. Make-up work and accepting late work is always at the discretion of the instructor. If and only if I agree privately with a student to permit late or make-up work, it will be no more than 2 gradable activities per semester.

Instructor's Academic Integrity Policy

Academic Integrity means that you take your education seriously and that you understand what lack of integrity costs you and your educational institution. Cheating hurts us all. Those who are honest and work hard for their grades are hurt when cheaters get higher grades. Those who are dishonest are cheating themselves out of an education and when caught can face severe penalties including expulsion. Faculty are cheated out of their time when we spend extra hours tracking down and proving dishonesty. Academic Integrity is Personal Integrity; are you an honest person, or are you a dishonest person? This is a choice that we make; please make the right one.

Most students are honest, hard-working, diligent, thoughtful, and are attending Houston Community College in order to learn and improve in some significant way their lives. Unfortunately, there are a few students who make it necessary to develop classroom policies to deal with academic dishonesty. Therefore, the following set of policies will be used in order to discourage and reduce academic dishonesty (cheating). **This policy expands on the policy of Houston Community College as stated this syllabus and in the [HCCS Student Handbook](#).**

"Scholastic Dishonesty Includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a Test includes:

- Copying from another student's test paper
- Using, during a test, materials not authorized by the person giving the test.
- Collaborating with another student during a test without authorization.
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain a test that is to be administered.

'Plagiarism' means the appropriation of another's work and the unacknowledged incorporation of that work in one's written work for credit.

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'Collusion' means the unauthorized collaboration with another person in preparing work offered for credit." (HCC Core Sociology Curriculum.)

We will be using **Turnitin®** for all written work. This program will allow you to discover if you have plagiarized. It will also let you know about any mechanical writing errors you have made so that you can correct them BEFORE you submit your gradable activity.

Academic Dishonesty will result in:

A grade of zero for that activity.

A failing grade for the course.

A notice placed in your academic file and on your transcript.

Every effort I can bring to bear to have you expelled from the college.

If I cheat, and if I am caught I will receive a zero for the course! If I withdraw before the official drop date, I will be reinstated so that I will receive the zero that I have earned.

I understand that if I receive an F for cheating and decide to drop the course, Instructor Dunn will have me reinstated and my grade will be changed from a W to an F.

I have retained this policy statement for my own records.

Please see the Instructor's Academic Integrity Policy at the end of this syllabus.

Attendance Policies

Attendance Policy for Online-Only Courses

You must log in to EO-Canvas a minimum of three times a day for a minimum of one-two hours a day during a mini-term. For Regular Term (16-week), Second Start (12-week), and SS 12 WEEK ONLINE ONLY ONLINE ONLY&F8B (8-week) classes, you must be logged in five days a week for a couple of hours or more each day. If you're not doing your job, your grade might be penalized! Just so you know: your instructor can track every page you access, every time you log in, how long you are online, and everything that you do online in EO-Canvas and in any online components related to your textbook.

Attendance Policy for F2F and Hybrid Courses Only

You must be in class on the days and times our class meets AND log in to EO-Canvas a minimum of three times a week for a minimum of one-two hours a day during a mini-term. For Regular Term (16-week), Second Start (12-week), and SS 12 WEEK ONLINE ONLY ONLINE ONLY&F8B (8-week) classes, you must be logged in three or more days a week for a couple of hours or more each day. If you're not doing your job, your grade might be penalized! Just so you know: your instructor can track every page you access, every time you log in, how long you are online, and everything that you do online in EO-Canvas, in any gradable activity, and any online components related to your textbook.

Student Conduct

Any student who is disruptive and engages in any behavior that reasonably I find unacceptable will be asked to leave the classroom or locked out of the course. Serious disruptions will result in the Campus Police being called and administrative withdrawal from the course. Disruptive behavior includes but is not limited to: inappropriately challenging the instructor; belligerence toward the instructor or other students; drawing a firearm (loaded or not) or a bladed weapon in a scabbard or not; verbal or physical threats or intimidation directed toward faculty, staff, or students; verbalizing inappropriately, foul or obscene language, personal attacks, lack of consideration for diversity, racist, sexist, ageist, or other unacceptable language.

- Because you are adults, I expect you to behave like adults and to monitor your own behavior.
- All students are expected to abide by the rules in the [HCC Student Handbook](#) and the [HCC Student Catalog](#)

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- It is your responsibility to read and understand all of the course requirements in this syllabus and in EO-CANVAS; if you have any questions, it is your responsibility to ask ONLY AFTER you have read all of the HCCS and Sociology Instructor's Requirements and Rules.
- During class/on-line discussions, it is imperative that students with differing opinions be respected even if you disagree with those opinions.
- A college classroom (including an on-line classroom) should be a safe forum for expressing ideas and concepts that may be out of the mainstream.
- Foul or obscene language, personal attacks, lack of consideration for diversity, racist, sexist, ageist, or other unacceptable language will not be tolerated during discussions or at any other time. Students who engage in such behavior will be locked out or asked to leave.
- Serious disruptions will result in the Campus Police being called and an administrative withdrawal from the course.
- You must take and pass the Academic Integrity Quiz by the due date that is in your calendar in EO-Canvas.
- If you are unsure of anything regarding this class AFTER YOU HAVE READ ALL REQUIRED INFORMATION, ask me! I do not bite! I am here to help you to understand and to help you to succeed.

Sociology Program Information

Program-Specific Information

There is a significant amount of information in the Modules Tab in EO-Canvas about sociology, and it can help you throughout your life.

HCC Policies

Student Handbook

Please use [this link](#) to the [HCC Student Handbook](http://www.hccs.edu/resources-for-current-students/student-handbook/) (<http://www.hccs.edu/resources-for-current-students/student-handbook/>). You will find information about the following on [this website](#).

Academic Information	Incomplete Grades
Attendance, Repeating Courses, and Withdrawal	International Student Services
Childcare	Health Awareness
Electronic Devices	Libraries/Bookstore
Financial Aid TV (FATV)	Police Services and Campus Safety
Academic Support	Student Life at HCC
https://www.hccs.edu/support-services/career-planning/	Student Rights and Responsibilities
disAbility Support Services	Student Services
Equal Educational Opportunity	Testing
General Student Complaints	Transfer Planning
Grade of FX	Veteran's Services

EGLS³

The [EGLS³](#) (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of each long term until finals start. This brief survey will give invaluable information to our faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters and are not available during Mini terms or Summer semesters due to logistical constraints. (<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>)



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Campus Carry

You may have the right to carry deadly weapons on our campuses (fir arms and explosive devices in or out of a holster or container and bladed weapons in or out of a scabbard, etc.) but you do NOT have the right to display them peaceably or threateningly in my classroom. Concealed carry means concealed! If you are unsure of the law, please read <http://www.hccs.edu/district/departments/police/campus-carry/>, which is information about the Campus Carry Law in Texas.

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC Email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use the Eagle Online-Canvas Inbox email system to communicate with HCC faculty and staff.

Housing and Food Assistance for Students

Essential Needs for Students

Any student who may be facing challenges in affording or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in this course, is encouraged to contact the Dean of Student Support Services. Additionally, please notify your Instructor (me) if you are comfortable in doing so. This will enable me to provide you with guidance on resources that I am aware of relating to essential needs.

Office of Institutional Equity

Please [use this link](#) to access the [HCC Office of Institutional Equity, Inclusion, and Engagement](#) <http://www.hccs.edu/departmetns/institutional-equity/>

This link will take you to the following topics:

- Services for Students with a Qualified Disability
- ADA Accommodation Process for HCC Students
- Student's Responsibility for **Obtaining Reasonable Accommodations**
- Examples of Reasonable Accommodations
- ADA Counselors <http://www.hccs.edu/support-services/disability-services/>
- Grievance and Appeal Process

- The College District official to receive complaints is David Cross, the ADA/Section 504 coordinator. Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The College District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

- **Name:** David Cross
- **Position:** Director of EEO Compliance and the Office of Institutional Equity
- **Address:** 3100 Main Street, 7th Floor, Houston, TX 77002
- **Telephone:** (713) 718-8271

- A party who is dissatisfied with the outcome of the investigation may appeal through the applicable grievance policy beginning at the appropriate level. See DGBA(LOCAL) for employees, FLD(LOCAL) for students, and GB(LOCAL) for community members. These policies are available at <https://www.hccs.edu/about-hcc/policies/>.
- A party shall be informed of his or her right to file a complaint with the U.S. Department of Education Office for Civil Rights.



Office of the Dean of Students

Contact the office of the [Dean of Students](#) to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints. (<http://www.hccs.edu/about-hcc/procedures/student-rights-policies—procedures/student-complaints/speak-with-the-dean-of-students/>)

Use of Electronic Devices in the Classroom

The use of electronic devices by students in the classroom is up to the discretion of the instructor. Any use of such devices for purposes other than student learning is strictly prohibited. If an instructor perceives such use as disruptive and/or inappropriate, the instructor has the right to ask the student to terminate such use. If the behavior continues, the student may be subject to disciplinary action to include removal from the classroom or referral to the dean of student services for further disciplinary action. <https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

Students must obtain consent from an instructor in order to audio or video record any portion of classroom time. If a student is receiving an accommodation for a disability, the student may be required to sign a statement assuring that the recording is only for personal use and will not be distributed. Failure to abide by this policy may result in disciplinary action. <https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

You may, if you wish, make Audio and/or Visual recordings of our F2F classes for your own use to help you study and catch up on any discussion by your instructor or fellow students that you might not recall as clearly as necessary for your greater understanding of the course work. You may not and must not upload to any website of any kind anything that you might have recorded in our classroom. What is discussed in a F2F classroom, is proprietary to HCCS, the publisher of your textbook, and your instructor. Inappropriate behavior with anything recorded in any way in one of Ruth Dunn's courses will result in a major deduction of up to two letter grades to your final course grade.

Internet Outage Policy

If your Instructor experiences an Internet service outage or a power outage that significantly affects the timing of distributing online assignments, or in any way appreciably hinders the Instructor in communicating with students, adjustments to due dates and/or grades will be made appropriately. If there is any official notification from HCCS concerning downtime of the EO-CANVAS Internet course server that would affect distributing assignments, or in any way appreciably hinders the Instructor in communicating with students, adjustments to due dates and/or grades will be made appropriately. This policy pertains only to the Instructor's INTERNET SERVICE or to HCCS's Internet course servers, not the students' computers or Internet access. No one at HCCS can monitor or verify outages at student sites and student access is not the responsibility of HCCS. Students are responsible for making sure that they have continuous, reliable Internet access in order to complete this course. It is YOUR responsibility to make sure that I have received any assignments that have been submitted online by checking daily your gradable activities.

Doing Only the Required Minimum, Grading of Activities, Peer Reviews, Feedback, Problems Passing the Course, TurnItIn®, Assessments

Doing Only the Required Minimum

When I grade your written activities, I am looking for much more than the minimum that is required. Doing only the required minimum, no matter how perfectly executed will earn you a grade of no more than a C=70%. I want you to be curious about what you are learning, so curious that you will want to learn more and will use the Internet and approved and legitimate sources to enhance your written activity. The more you add and the better you write the assignments, the better your grade



will be. Remember, I want more than the minimum! I want thoughtfulness, interest, care, eagerness, and analysis. I don't want BS, I want some real scholarship from you and I know you are capable of doing what is necessary to earn a good grade for this class, but the learning and earning is in your hands.

Grading of Activities

Sociology Instructor Ruth Dunn grades everything you submit except the quizzes and assignments that are linked to your textbook and are automatically graded by that system. Your instructor monitors but does not grade activities related to your textbook. I intend to grade all of the first week assignments as they are received, but that does not mean immediately. On days when I am teaching, I am generally not grading. Days when I am not teaching, I am usually grading. Please give me at least 48 hours for short assignments, and up to five days for the longer assignments. I am often grading assignments for more than one course at a time, so please be patient. I tend to give extensive feedback so that I may grade more slowly than other teachers, but that feedback is meant as a way of helping your learning. Grading and feedback are also teaching! The Feedback I give you is to help you understand what you need help with.

Peer Reviews

Depending on the course you are taking, some of your written activity may be Peer Reviewed. The Peer Reviewers are your fellow students, not sociologists or faculty members. The grade you are given by a Peer is not necessarily the grade that you will receive from your instructor. Just because the Peer Reviewer thinks you should have an "A" does not mean that your Instructor will think that is the grade you deserve. Ms. Dunn grades based on the Rubric for that particular type of activity and you have access to the Rubrics and are REQUIRED to use them to guide your writing. The Peer Reviews are graded by your Instructor, but the grade given by the Peer Reviewer does not count as a grade for the student activity being reviewed. The Peer Reviews help me to understand how much students know, how well they are internalizing the required readings, and whether they know how to actually do the written activity. The only grade that matters is the grade that I give an activity. Nothing else is important in terms of grading except the grade Ruth Dunn assigns your activity.

Feedback

If you have a problem with a grade for a written activity, you need to look at my comments that are embedded in your assignment and in the comments section of the Rubric and the commentary section at the end of the grading. I tend to give extensive feedback and it is meant as a way of helping your learning. Grading and feedback are also teaching! The Feedback I give you is to help you understand what you need help with. If I tell you that you must get tutoring, you must get tutoring. Tutoring is not a hindrance, nor is it a punishment, it is a way for you to improve your skills so you must take advantage of that help when I insist. Please don't ask me what you did wrong if you have earned a poor grade until you have read all of my Feedback first. Then, if you still don't understand, we probably need to meet and discuss your performance and how to improve it.

If You Have Any Problems that Would Prevent You from Passing This Course

If you have not purchased the textbook, or do not understand what you are supposed to do in this class, or if you have a medical, family, legal issue, or anything that prevents you from passing this course, don't wait until the end of the semester to tell me. By the end of the semester, it is simply too late to catch up, and in a very short course, it will be impossible to catch up. You must understand the Early Alert, Due Dates, Late Submissions, and Incomplete policies of your instructors. You need to keep all of your professors apprised of your situation so that we can help you as much as possible. It is your responsibility as a student to keep in touch with your instructors; we aren't mind readers, as your family might say.

TurnItIn®

TurnItIn® is a software package that is purchased by HCCS and that Ruth Dunn uses so that when you run it, which you are REQUIRED to do BEFORE submitting a gradable activity that will be graded by your Instructor, you will know if you are plagiarizing. This software can also check your grammar and spelling. TurnItIn® is not graded by a human being; it is an algorithm and assesses your written work based solely on that algorithm. Whatever it says is to help you to be a better writer! If TurnItIn® indicates that 33% or more of the submitted assignment has been copied from another source, you must correct the assignment before submitting it for final grading on or before the Due Date. Your Instructor does not use TurnItIn® to help her grade; she uses it only when she has a high degree of confidence that someone did cheat. If she believes that she has caught a cheater, TurnItIn® can let her know if she's correct. She then grades your activity based on that information, but your Instructor does the grading.

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Assessments

There may be short daily quizzes over the REQUIRED READINGS from your textbook. Quizzes and other assignments will be in EO but link to online components related to your textbook. There may be daily assignments and quizzes that are also in EO but link to online components related to your textbook. There is no final exam for this course. The cutoff time for the online components related to your textbook, quizzes and assignments will be 11:30 PM every Sunday for 16-week and 12-week classes. Shorter courses will have different due dates that will be closer together because of the shortness of those courses. Regardless of the length of the course, they all have the same number of credit hours and must, therefore, cover all of the course material that would be in a 16-week Regular Term course.

Studying

Many students who are fresh from high school, or older students who have been out of school for some time, do not understand the necessity of dedicated study time while in college. The rule of thumb for studying is 3 hours of study time outside of class for every hour spent in the classroom—this translates to 9 hours of study time per week for each course you are taking. Regular, routine, daily study is much more effective than “cramming” at the last minute. Regular log-ins, keeping up with assigned readings, taking complete and comprehensive notes, reviewing your notes regularly and often, looking over any handouts, beginning assignments as soon as they are available, forming study/discussion groups with other students who are taking the same course from the same instructor, being alert and attentive in class, participating in discussions, asking questions, and asking for clarification for any material that you don’t understand, are all necessary skills to develop and use while you are in college. Good study habits really do lead to good grades! The document Student Success Skills for the Social Sciences that is available on my site on the Learning Web will help you to understand how to study for this class. If you need [tutoring](#), or if your instructor tells you that you must get [tutoring](#), [Click Here!](#)

Suggestions for Improving Your Course Grade

You may turn in any written assignments two or more class days before the due date by submitting the assignment in the EO-CANVAS Assignments link as an attachment. I will correct the assignment and will make suggestions for improvement, and I will send it back to you as an attachment for corrections in the EO-CANVAS Assignments link. Students who avail themselves of this offer almost always earn “A’s” for their assignments if they follow all of my instructions carefully. You may submit to me your assignments in the EO-CANVAS Assignments link for early turn in no later than one week before the due date that is in the Due Dates in the Calendar in EO-CANVAS. All assignments turned in on the due date will be considered complete and finished and may not be rewritten. No attachments will be accepted in Online Discussions for this class. Please copy and paste into the text box for the Discussions. [Click Here if you need tutoring](#). [Early Submission and Correction of Gradable Activities applies ONLY if the two days or one week is BEFORE The Official Last Day of Instruction that is in the Official Academic Calendar on the HCCS Website](#). [Any information about Due Dates in this syllabus or in EO-Canvas is null and void if the dates listed are after the Official Last Day of Instruction that is in the Official Academic Calendar on the HCCS Website](#).

Instructor Screw-Ups, Software or Hardware Failure or Issues

If I make any mistakes about something to do with this course that could affect a grade, you will not be penalized. If there are **verifiable** software issues or errors in EO-Canvas, or online components related to your textbook depending on the publisher of the required text—your instructor will let you know which textbook is REQUIRED for your course—such as but not limited to the following products and online components supplied by any one of the following publishers: Cengage Mind-Tap®, MacMillan Intellus®, McGraw-Hill Connect®, Pearson Revel®, Norton InQuizitive®, Office 365®, or any other software supplied by or available through HCC, regardless of the publisher/manufacturer you will not be penalized. It is never the fault of the student if your Instructor, the college, or vendors to HCC make an error that could affect your grade. You will never be penalized for such errors in my classes. However, don’t try to take advantage of this. **Errors must be verifiable by an HCC Tech Support worker, your instructor, or a representative from a publisher or vendor in order to exempt you from penalties dealing with grades.**

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Ruth Dunn BS, MA, Sociology Instructor

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Announcements in EO-Canvas (LIFELINES)

There may be Daily Announcements in EO-Canvas that you must read. These announcements are your LIFELINES for this course. The Announcements may contain such things as required readings, due dates, gradable activities, instructions, rubrics, quizzes (includes exams), projects, miscellany, handouts, and any activity or resource that your Instructor deems valuable and useful. You may be required to respond in some way to these announcements, and I will check back with a certain proportion of our class each week so that by the end of a certain number of weeks, I will have responded to everyone in our class a certain number of times.

Student Course Materials and Instructions

Please don't ask me where your gradable activities or required readings are. They are in EO-Canvas and/or the online components from your textbook. All Required Readings, Instructions, Directions, Rubrics, Templates, Examples (if any), Checklists (if any), Miscellany, Handouts, and any Activity or resource that your Instructor deems valuable and useful will be in the Modules Tab in EO-Canvas. Gradable Activities such as, but not limited to, Quizzes (includes Exams if any), Projects, Assignments, and Discussions will be in the Assignments and/or Discussions Tab in Eagle Online and/or Online components related to your textbook. It is your responsibility to follow the directions and read and/or watch and/or do whatever is required. If something says REQUIRED, it is required. All Assignments, Discussions, Projects, and any other Gradable Activities are REQUIRED. All student course material, (with the exception of the required textbook which must be purchased)—Learning Objectives, Lecture Notes, and ALL Instructions for ALL Gradable Activities for this course, as well as rubrics, templates, instructions, videos, miscellany, and examples—will be found in EO-Canvas and/or Online components related to your textbook. EO-Canvas and/or Online components related to your textbook. contain the primary course resources that will help you succeed in SOCI 2319. All of the instructions you will need to complete any and all Gradable Activities will be found in EO-Canvas and/or Online components related to your textbook. You MUST have your required textbook before the first day of class! If you don't have your required textbook before the first day of class, you will be behind and may not be able to catch up. I have provided you with all of the resources (except the required textbook) that you will need for this course. Everything you need to do well in this course, (except the required textbook) is in EO-Canvas and/or Online components related to your textbook. [Click Here for Tutoring Resources.](#)

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Submitting Written Work

Written and Oral Assignments, Data, Statistics, Legitimate Sources

Research papers and any other written activities for our class will require a Works Cited page, which is usually the last page of your assignment. A Works Cited page lists all of the sources you used to complete the required work. There is an example of a correct Works Cited page in the Modules Tab in EO-Canvas. There is much more REQUIRED information about submitting written activities located in the Modules Tab of EO-Canvas in the folder titled " Submitting Written Work: Naming Files, Activity Designations, Acceptable File Types, Fonts and Formatting, Opening Files, Submissions, Resubmissions, Using TURNITIN®, Presentations."



Legitimate Sources

The Internet has a wide variety of sites offering a wide variety of ideas, fake “facts,” “alternative facts,” real and accurate facts, fantasies, conspiracy theories, and just plain crap about almost any topic you can think of. In order to make sure that you are using legitimate sources, you will be supplied with a list of websites in the Modules Tab in EO-Canvas that are vetted and approved by your instructor and by librarians throughout the United States. If there is a website or a news source that you want to use that is not on this list, you **must** get your instructor’s permission to use it. Your textbook is always a legitimate source; you don’t have to get permission to use it. A fact cannot be fake, and something that is fake cannot be a fact. We are going to be learning how to find legitimate sources and true, accurate, scientifically provable facts. Science can be faked, but the science we will be studying is true and accurate to the best of our ability to discover given the current state of our knowledge and knowledge gathering techniques.

False Science and False Facts

For almost all of the written work in this class, you will be required to find and use data and statistics from legitimate sources; you can have your opinions, but don’t use them unless I’ve given you permission or requested them. If you submit a gradable written activity that uses falsities, that openly lies or wallows in nonsensical conspiracy theories and pseudo-science, you will receive a zero for that activity that cannot be made up. Accepting lies, untruths, pseudo-science, “alternative facts,” anecdotal evidence, and pure BS is an increasingly dangerous practice that is becoming more and more prevalent in today’s political and sociocultural environment which means that we must always stand firmly on the side of objective truth, provable science, and factual information from legitimate sources. We will adhere to such strictures throughout our course and throughout our time together. If you do not follow these rules, your grade will suffer.

Please do not tell me that we don’t need science because none of it is real; what a comment like that tells me is that you are not ready to learn, that you are being intellectually lazy, and that you think what you are saying about science is very, very clever, but it’s not—it’s just showing your ignorance and immaturity, and that will not be tolerated. For more information, check out [Khan Academy](#), [Bill Nye, the Science Guy](#), [Scientific American Podcasts](#), [NPR’s Science Friday](#), and [NPR’s Shankar Vedantam’s social science correspondent and the host of the Hidden Brain](#).

There is no Loch Ness Monster, Atlantis, Camelot, Hogwarts, Bigfoot/Sasquatch/Yeti, *La Llorna*, *Chupacabra*, humanoid vampires, lycanthropy, aliens from other planets, people living under or inside volcanoes, a flat earth, or any other such nonsense. No scientific evidence has ever been found that any of these things exist. My grandmother told me fairy tales about magical creatures who live in the Arctic Circle. I loved my grandmother, but those creatures don’t exist no matter how much she might have believed them to be real. However, if you have ever been a voting member of an Althing, and if the country you come from builds highways and other transportation systems in a way that protects the *huldufólk*, and you can prove you come from that country, I might give you extra points, or you can look up this information and tell me what country is referenced in an EO-Canvas email, and I will add the equivalent of ten points onto your lowest post-first week activity score.

Administrators’ Contact Information

Before you contact any administrator about a class, a particular instructor, and course work of any kind including grades and grading, please contact your instructor first and allow at least 48 hours for your instructor to respond. If there is a holiday or a weekend, please allow up to 72 hours for a response.



Instructor of Sociology:	
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Academic Integrity Policy (Repeat)

Academic Integrity means that you take your education seriously and that you understand what lack of integrity costs you and your educational institution. Cheating hurts us all. Those who are honest and work hard for their grades are hurt when cheaters get higher grades. Those who are dishonest are cheating themselves out of an education and when caught, can face severe penalties including expulsion. Faculty are cheated out of their time when we spend extra hours tracking down and proving dishonesty. Academic Integrity is Personal Integrity; are you an honest person, or are you a dishonest person? This is a choice that we make; please make the right one.

Most students are honest, hard-working, diligent, thoughtful, and are attending Houston Community College in order to learn and improve in some significant way their lives. Unfortunately, there are a few students who make it necessary to develop classroom policies to deal with academic dishonesty. Therefore, the following set of policies will be used in order to discourage and reduce academic dishonesty (cheating). **This policy expands on the policy of Houston Community College as stated this syllabus and in the [HCCS Student Handbook](#).**

"Scholastic Dishonesty Includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a Test includes:

- Copying from another student's test paper
- Using, during a test, materials not authorized by the person giving the test.
- Collaborating with another student during a test without authorization.
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain a test that is to be administered.

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'Plagiarism' means the appropriation of another's work and the unacknowledged incorporation of that work in one's written work for credit.

'Collusion' means the unauthorized collaboration with another person in preparing work offered for credit." (HCC Core Sociology Curriculum.)

We will be using **Turnitin®** for all written work. This program will allow you to discover if you have plagiarized. It will also let you know about any mechanical writing errors you have made so that you can correct them BEFORE you submit your gradable activity.

Academic Dishonesty will result in:

A grade of zero for that activity.

A failing grade for the course.

A notice placed in your academic file and on your transcript.

Every effort I can bring to bear to have you expelled from the college.

If I cheat, and if I am caught cheating, I will receive a zero for the course! If I withdraw before the official drop date, I will be reinstated so that I will receive the zero that I have earned.

I understand that if I receive an F for cheating and decide to drop the course, Instructor Dunn will have me reinstated and my grade will be changed from a W to an F.

I have retained this policy statement for my own records.

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Works Cited

Plummer, Kenneth. 2010. *Sociology: The Basics*. First. Milton Park Abingdon and New York, Oxfordshire and New York: Routledge and Taylor & Francis Group. Accessed August 3, 2019.

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