

**COURSE TITLE: Introductory Sociology**

Course and section numbers: SOC 115C

Course meeting day and time: Tue/Thu 1:10 pm – 2:20 pm

Room number: Comenius Hall 005

Current semester: Fall 2012

**INSTRUCTOR INFORMATION:**

Instructor's name: Professor Andrew McIntosh

Office hours: Tue/Thu 10:00 am – 11 am, 2:30 – 3 pm or by appointment

Office location: PPHAC 310

Office Phone: 610 – 625 – 7601

E-mail address: mcintosh@moravian.edu / djarm18@gmail.com

**REQUIRED MATERIALS:**

*Sociology In Our Times: The Essentials*, 8th Edition, Diana Kendall, 2011, Wadsworth

*Sociological Footprints: Introductory Readings in Sociology*, 11th Edition, Leonard Cargan and Jeanne H. Ballantine, 2010, Wadsworth

**COURSE DESCRIPTION FROM MORAVIAN COLLEGE CATALOG:** Explores basic concepts and theories concerning the relationship between individuals and society. Emphasizes the influence of culture, social structure, and institutions upon human activity. Discusses and analyzes social groups, socialization, community, class, power, and social change, among other substantive issues.

**STUDENT LEARNING OUTCOMES FROM THE COURSE OUTLINE:** Students will discover and harness the power of their *sociological imagination*. Through text, lecture, discussion and activity, students will learn and adopt the basic principles of sociology and its research methods to just about anything: family, race, religion, crime, globalization, power, work, war, health, and sports, and more.

- A. The successful student will be able to apply a theoretical understanding to contemporary topics concerning culture, groups and organizations, social inequalities, social institutions and social dynamics and social change.
- B. Apply concepts, theories, and major perspectives (paradigms) to particular cases and to their own experiences using the thinking skills of analysis, synthesis, and evaluation. Students should be able to engage in all aspects of critical thinking.
- C. Acquire knowledge about some of the primary sub-fields within sociology including social stratification systems based on class, race, ethnicity, and gender and also social institutions such as family, religion, education, politics, and economics.
- D. Logically organize ideas according to social science criteria in written assignments and oral presentations.
- E. Compare the basic functions of the society of the United States to those in other cultures.
- F. Increase his or her own cultural awareness and knowledge of ethnic, racial, gender, social class, and religious diversity in the United States and around the world.

## INSTRUCTIONAL PLAN:

### What to expect in the classroom and what is expected of you:

The Introductory Sociology curriculum revolves around the assigned texts. Many of us are brand new to sociology; we must absorb and digest fundamental sociological terms, concepts and ideas in order to competently engage the social sciences. There is no way around it: reading the assignments is critical to your work in the classroom, on assignments, and on exams.

Engaging sociology will discuss and dissect our lives in the United States in relation to the whole world, *right here and right now*. Class discussions and group activities are all but required to be relevant to our lives and provide us with an opportunity to relay our own experiences and perspectives.

Our class meetings twice a week will generally follow this pattern:

**Tuesdays:** Examination of the week's principal terms and concepts from *Sociology In Our Times: The Essentials* via lectures, class discussions and use of examples in the form of video, music or other.

**Thursdays:** Will wrap up the chapter being discussed, often by examining the *Sociological Footprints* and/or other essays assigned for that week. On certain weeks, class will be broken into groups, assigned a task and asked to give an informal presentation. Group activity guidelines and expectations will be defined in a separate handout.

### How Final Grades will be Determined:

<b>Exam One: 15%</b>	<b>Mid Term: 15%</b>	<b>5 Quizzes: 15%</b>	<b>Class Participation: 10%</b>
<b>Exam Three: 15%</b>	<b>Final Exam: 15%</b>	<b>Soc Journal 15%</b>	

### Grade Scale: Final Average Range

*Final averages rounded down and up. For example, 82.4 = 82, B- ... 82.7 = 83, B*

A: 100-93	B+: 89-88	C+: 79-78	D+: 69-68
A-: 92-90	B: 87-83	C: 77-73	D: 67-60
	B-: 82-80	C-: 72-70	F: 59-0

1) There will be **4 exams** totaling **60%** of your grade.

- The **Exam One (15%)** will cover **chapters 1 through 3** of our textbook. (THUR SEPT 20)
- The cumulative **Mid Term Exam (15%)** will cover **chapters 1 through 6**. (TUE OCT 16)
- The **Exam Three (15%)** will cover **chapters 9 through 12** of our textbook. (TUE NOV 20)
- The **Final Exam (15%)** is cumulative, emphasizing **chapters 7 through 13**. (TUE DEC 11)

Exams will be in the form of multiple choice, true/false, matching terms and "short answer" questions.

2) There will be **8 Quizzes** given throughout the semester, the average of your **5 highest quiz grades** will be (15%) of your grade.

- Quizzes will cover material that was assigned for reading overnight or, material just discussed in class, or a general overview of the most recent chapters discussed.
- Worth 3% of your total grade each, these quizzes will be in the form of multiple choice, true/false or matching terms.
- *If a student is absent the day of a quiz, there will be no make up quizzes, unless a written verifiable excuse*

3) **Soc Journal (15%)**: This will be a written notebook that is kept by the student that will include: “week's work”; group activity work; notes taken on readings; specific Soc Journal assignments.

The journal will be collected three times during the course of the semester. Further directions for the Soc Journal and how it is graded will be explained in a separate handout.

4) **Class Participation (10%)** is required and will be measured by **class discussion**, the “week’s work” and **group activity**. Students will receive **100%** credit for this requirement by **their regular participation in class discussions, written work for classroom activities and participation in-group work**. A student who does not receive full class participation credit will have *not* frequently joined class discussions, *not* given an honest effort to class activities or offered helpful contributions to the group activity. They are likely to have spotty class attendance. The “week’s work” and **group activity** allow students opportunities to “maintain” their class participation grade even if they are not comfortable speaking during class discussions.

#### **RELATED POLICIES:**

- ***Consequence of Lateness to Class***: Students’ **Class Participation** grade will be **penalized by 5 points** each time they arrive after 1:10 pm three or more times.
- ***Plagiarism / Cheating***: Student’s will **receive a “0” for Class Participation** if a written assignment is plagiarized or if a student is caught cheating during testing. A second offense of this type will result in dismissal from the course and an “F” for a final grade.
- ***Extra Credit***: The only Extra Credit opportunity will be a **summary paper** due **Tuesday, November 27**, worth **30 points** toward your **Class Participation grade**. More information will be discussed in class.

**Consequences of Late Work, Missed Exams, Make-Up Work**: Students must make direct communication with the professor in person or by email if they miss an exam or want to be formally excused from class. If a student misses a class, they are responsible to study covered material themselves or with another student. *If an exam is missed, arrangements must be made for a make-up date ASAP by email.* If a student does not contact the professor within 24 hours of a missed exam, they will receive a failing grade for the exam. An excused absence for an exam by proof a doctor’s note, employer verification or dean letter will be necessary.

**Class Attendance and Withdrawal**: A student who misses class more than twice the number of weekly meeting of the class (4 classes) will have their **Class Participation penalized 20 points for every unexcused absence thereafter**. Again, an excused absence by proof a doctor’s note, employer verification or dean letter will be necessary. If student is having issues with attending class, *it is the student’s responsibility to communicate with the instructor and make arrangements to cover assigned work.*

#### **Classroom Management (cell phone use, leaving class, disruptive behavior):**

**Put cell phones away with ringers off**, their use is not permitted during class. If a student is awaiting an EMERGENCY CALL, please discuss with the professor before class starts. Otherwise, casual use is not permitted and **repeat “Text Offenders” will be penalized**. *Caught once texting, you will receive a warning; caught twice you will receive a failing participation grade.*

Leaving class to use the bathroom or for some other reason is permitted if absolutely necessary. Excuse yourself without disrupting others.

We are all here by the choices we have made in our lives or are preparing to make. Each one of us has something to contribute to the class discussions and flow of ideas. For some, speaking in class comes quickly and easily. Others will be finding their voice as they sort their thoughts. Your Professor will embody both of these traits at times and **requires that the respect shown to the Professor will also be given to one another of your fellow students.** Rude interrupting and careless talking will not go unchecked.

*Not meeting these expectations on a regular weekly basis will result in a **failing participation grade.*** Continued unruly behavior after penalty will be dealt with outside of class with the assistance of the Judicial Affairs office.

Each one of us will likely admit they want to be treated with respect by the Professor and others. The same is expected of your behavior as well. Following these guidelines ensures you will be in the best position to succeed in this class.

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**Course Calendar (dates, topics and assignments for each class meeting):**

**WEEK 1: THE SOCIOLOGICAL PERSPECTIVE AND RESEARCH PROCESS**

**Tue Aug 28:** Intro: Salutations and Syllabus Review; The Sociological Perspective

*Assigned Readings for Thur Aug 30:*

**SIOT, Kendall:**

pg 2 – 16 (up to “Contemporary Theoretical Perspectives”);  
(starting at “The Sociological Research Process”) pg 24 - 37

**FOOT, Cargan & Ballantine:**

pg 19 – 22: “What Should Students Understand After Taking Intro to Sociology?” Presell, et al

**ESSAY HANDOUT:**

“Telling the Truth about Damned Lies and Statistics” Joel Best

**Thur Aug 30:** The Sociological Perspective and The Research Process completed

**WEEK 2: CULTURE**

*Assigned Reading for Tues Sept 4:*

**SIOT, Kendall:**

pg 40 – 64 (up to “Sociological Analysis...”)

**Tue Sept 4: QUIZ #1 (Chpt 1: The Sociological Perspective); Culture**

*Assigned Reading for Thur Sept 6:*

**FOOT, Cargan & Ballantine:**

**pg 106:** “Body Ritual among the Nacirema” Horace Miner

**ESSAY HANDOUT:**

“Cultural Betrayal” Chuck Klosterman

**Thur Sept 6:** Culture completed

**WEEK 3: SOCIALIZATION**

*Assigned Readings for Tue Sept 11:*

**SIOT, Kendall:**

pg 74 – 79 (up to “Problems Associated...”);  
(starting at “Social Psychological Theories...”) pg 81 – 89 (up to “Recent Symbolic...”)

**FOOT, Cargan & Ballantine:**

pg 36: “Final Note on a Case of Extreme Isolation” Kingsley Davis

**Tue Sept 11:** Socialization

*Assigned Reading for Thur Sept 13:*

**SIOT, Kendall:**

(starting at “Agents of Socialization”) pg 89 – 100

**ESSAY HANDOUT:**

“Chaos” Chuck Klosterman

**Thur Sept 13:** Socialization completed; **Quiz #2 (Chpt 2 & 3: Culture & Socialization)**

**WEEK 4: SOCIAL THEORY / EXAM ONE**

*Assigned Readings for Tue Sept 18:*

**SIOT, Kendall:**

(starting at “Contemporary Theoretical Perspectives”) pg 17 – 24 (up to “Sociological Research...”)  
(starting at “Sociological Analysis of Culture”) pg 64 – 71

**FOOT, Cargan & Ballantine:**

pg 11: “The Practice of Social Research” Earl Babbie

**Tue Sept 18:** Social Theory

**Thur Sept 20: EXAM ONE (Chpt 1 – 3)**

**WEEK 5: SOCIAL STRUCTURE AND INTERACTION**

*Assigned Reading for Tue Sept 25:*

**SIOT, Kendall:**

pg 104 – 116 (up to “Social Institutions”)  
(starting at “Social Institutions”) pg 116 – 128 (up to “Sociology of Emotions”);

**Tue Sept 25:** Social Structure and Interaction

*Assigned Reading for Thur Sept 27:*

**FOOT, Cargan & Ballantine:**

pg 142: “You Can’t Be a Sweet Cucumber in a Vinegar Barrel” Philip Zimbardo

**Thur Sept 27:** Social Structure and Interaction continued

**WEEK 6: SOCIAL STRUCTURE / GROUPS AND ORGANIZATIONS / DEVIANCE AND CRIME**

*Assigned Readings for Tue Oct 2:*

**SIOT, Kendall:**

(starting at “Economic Systems...”) pg 440 – 442 (up to “Competition”)  
pg 138 – 148 (up to “Asch’s Research”)  
(starting at “Bureaucracies”) pg 152 – 158 (up to “Alternative Forms...”)

**ESSAY HANDOUT:**

“Robots” Chuck Klosterman

“Bankers Gone Wild” James Surowiecki

“The McDonald’s System” George Ritzer

**Tue Oct 2:** Social Structure and Interaction completed; Groups and Organization

**WEEK 6 CONTINUED: GROUPS AND ORGANIZATIONS / DEVIANCE AND CRIME**

*Assigned Readings for Thur Oct 4:*

**SIOT, Kendall:**

pg 164 – 170 (up to “Functionalist Perspectives...”)

**FOOT, Cargan & Ballantine:**

pg 387: “The Culture of Fear: Why Americans Fear the Wrong Things” Barry Glassner

**Thur Oct 4: Quiz #3 (Chpt 4 & 5: Social Structure & Groups); Deviance and Crime**

**\*\*Soc Journal Collected #1\*\***

**WEEK 7: FALL BREAK / DEVIANCE AND CRIME**

**Tue Oct 9: FALL BREAK – NO CLASS**

*Assigned Readings for Thur Oct 11:*

**SIOT, Kendall:**

pg 170 – 181; 194 – 203

**ESSAY HANDOUT:**

“The Code of the Streets” Elijah Anderson

**Thur Oct 11: Deviance and Crime continued**

**WEEK 8: MID TERM / CLASS AND STRATIFICATION IN THE U.S.**

**Tue Oct 16: MID TERM (Chpt 1 – 6)**

*Assigned Readings for Thur Oct 18:*

**SIOT, Kendall:**

pg 206 – 213

pg (starting at “The Class System”) 214 – 228 (up to “Consequences of...”)

**FOOT, Cargan & Ballantine:**

pg 302: “Keeping Up with the Trumps” Juliet Schor

pg 312: “No, Poverty Has Not Disappeared” Herbert Gans

**Thur Oct 18: Class and Stratification in the U.S.**

**WEEK 9: RACE AND ETHNICITY**

*Assigned Readings for Tue Oct 23:*

**SIOT, Kendall:**

pg 272 – 282 (up to “Discrimination”)

**FOOT, Cargan & Ballantine:**

pg 320: “Racial Formations” Michael Omi and Howard Winant

**Tue Oct 23: Quiz #4 (Chpt 7: US Stratification); Race and Ethnicity**

*Assigned Reading for Thur Oct 25:*

**ESSAY HANDOUT:**

“Racism Without Racists” Eduardo Bonilla-Silva

**Thur Oct 25: Race and Ethnicity continued**

**WEEK 10: SEX AND GENDER**

*Assigned Readings for Tue Oct 30:*

**SIOT, Kendall:**

pg 308 – 318 (up to “Gender Stratification...”)

**SOCIOLOGICAL FOOTPRINTS:**

pg 67: “The Prism of Gender” Joan Spade and Catherine Valentine

**Tue Oct 30: Quiz #5 (Chpt 9: Race); Sex and Gender**

*Assigned Readings for Thur Nov 1:*

**SIOT, Kendall:**

(starting at “Gender Stratification...” pg 318 – 334 (up to “Perspectives on...”)

(starting at “Perspectives on...” pg 334 – 343 (up to “Gender Issues...”)

**SOCIOLOGICAL FOOTPRINTS:**

pg 12: “A Degendered Society?” Michael Kimmel

**Thur Nov 1: Sex and Gender completed; Quiz #6 (Chpt 10: Gender)**

**WEEK 11: FAMILIES IN TRANSITION / EDUCATION**

*Assigned Reading for Tue Nov 6:*

**FOOT, Cargan & Ballantine:**

pg 154: “Family in Transition” Arlene Skolnick and Jerome Skolnick

**Tue Nov 6: Families in Transition**

*Assigned Reading for Thur Nov 8:*

**SIOT, Kendall:**

pg 380 – 386

**FOOT, Cargan & Ballantine:**

pg 187: “Learning the Student Role: Kindergarten as Academic Boot Camp” Harry Gracey

(at pg 189, skip *An Afternoon in Kindergarten* and jump to pg 194 *Training For Learning and Life*)

**Thur Nov 8: Education**

**WEEK 12: EDUCATION AND RELIGION**

*Assigned Readings for Tue Nov 13:*

**SIOT, Kendall:**

pg 386 – 396

**FOOT, Cargan & Ballantine:**

pg 197: “Savage Inequalities” Jonathan Kozol

**Tue Nov 13: Education completed; Soc Journal Collected #2**

*Assigned Readings for Thur Nov 16:*

**SIOT, Kendall:**

pg 401 – 420

**ESSAY HANDOUT:**

“Bonds vs. America” – Chuck Klosterman

**Thur Nov 16: Religion; Quiz #7 (Chpt 12: Education & Religion)**

**WEEK 13: EXAM THREE / THANKSGIVING WEEK**

**Tue Nov 20: EXAM THREE (Chpt 9 – 12)**

**Thur Nov 22: HOLIDAY BREAK – NO CLASS**

**WEEK 14: POLITICS AND ECONOMY**

*Assigned Readings for Tue Nov 27:*

**SIOT, Kendall:**

(starting at “Politics, Power...” pg 422 – 426 (up to “Political Systems...”))

**ESSAY HANDOUTS:**

“Job On the Line” William Adler

**Tue Nov 27:** Politics and Economy

**\*\*EXTRA CREDIT SUMMARY PAPER DUE\*\***

*Assigned Readings for Thur Nov 28:*

**FOOT, Cargan & Ballantine:**

pg 239: “The End of Work” Jeremy Rifkin

pg 444: “The Third Technological Revolution” Daniel Bell

**Thur Nov 29:** Politics and Economy completed

**WEEK 15: “SHIFT HAPPENS” : TECHNOLOGY AND SOCIALIZATION /  
SOCIAL MOVEMENTS & SOCIAL CHANGE / SEMESTER WRAP UP**

*Assigned Readings for Tue Dec 4:*

**ESSAY HANDOUTS:**

“Is Google Making Us Stupid?” Nicholas Carr

“Pong x Infinity” Chuck Klosterman

“The Flight From Conversation” Sherry Turkle

**Tue Dec 4: Quiz #8 (Chpt 13 : Politics and Economy);** Technology and Socialization

*Assigned Readings for Thur Dec 6:*

**FOOT, Cargan & Ballantine:**

pg 469: “The 17 Great Challenges of the Twenty-First Century” James Martin

**ESSAY HANDOUTS:**

“Generation Sell” William Deresiewicz

“The New Progressive Movement” Jeffrey Sachs

“I Wanna Get Free” Chuck Klosterman

**Thur Dec 6:** Social Movements & Social Change; Semester Wrap Up; **Soc Journal # 3 Collected**

**WEEK 16: FINAL EXAM**

**Tue Dec 11: FINAL EXAM : 8:30 am**



**AUGUST 2012**

<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>	<b>S</b>
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b>	Syllabus Review Sociological Perspective	<b>29</b>	Research Process SIOT 2 – 16 SIOT 24 – 37 FOOT pg 19 Best “Telling the Truth...”	<b>31</b>	

**SEPTEMBER 2012**

<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>	<b>S</b>
						<b>1</b>
<b>2</b>	<b>LABOR DAY</b>	Quiz #1, Chpt 1 Culture SIOT 40 – 64	<b>5</b>	Culture FOOT pg 106 Klosterman “Cultural...”	<b>7</b>	<b>8</b>
<b>9</b>	<b>10</b>	Socialization SIOT 74 – 79 SIOT 81 – 89 FOOT pg 36	<b>12</b>	Socialization SIOT 89 – 100 Klosterman “Chaos” <b>Quiz #2</b> <b>Chpt 2 &amp; 3</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	Social Theory SIOT 17 – 24 SIOT 64 – 71 FOOT pg 11	<b>19</b>	<b>EXAM ONE</b> <b>Chpt 1 – 3</b>	<b>21</b>	<b>22</b>
<b>23</b>	<b>24</b>	Social Structure SIOT 104-116 SIOT 116-128	<b>26</b>	Social Structure FOOT pg 142	<b>28</b>	<b>29</b>

**OCTOBER 2012**

<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>	<b>S</b>
	Social Structure SIOT 440-442 Klosterman “Robots” Surowiecki “Bankers Gone Wild” Groups & Org. SIOT 138-148; 152-158 Ritzer “McDonald’s”		<b>3</b>	Qz #3 Ch 4 & 5 Deviance SIOT 164-170 FOOT pg 387 <b>Soc Journal #1 Collected</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b><i>FALL BREAK NO CLASS</i></b>	<b>10</b>	Deviance SIOT 170-181 SIOT 194-203 Anderson “Code of the Streets”	<b>12</b>	<b>13</b>
<b>14</b>	<b>15</b>	<b>MID TERM Chpt 1 – 6</b>	<b>17</b>	US Class Stratification SIOT 206-213 SIOT 214-228 FOOT pg 302 FOOT pg 312	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>Quiz #4 Chpt 7 Race &amp; Ethnicity SIOT 272-282 FOOT pg 320</b>	<b>24</b>	Race & Ethnicity Bonilla-Silva “Racism w/o Racists”	<b>26</b>	<b>27</b>
<b>28</b>	<b>29</b>	<b>Quiz #5 Chpt 9 Sex &amp; Gender SIOT 308-318 FOOT pg 67</b>	<b>31</b>			

**NOVEMBER 2012**

<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>	<b>S</b>
				Sex & Gender SIOT 318-334 SIOT 334-343 FOOT pg 12 <b>Quiz #6</b> <b>Chpt 10</b>	<b>2</b>	<b>2</b>
<b>4</b>	<b>5</b>	Families In Transition Skolnick “Families...”	<b>7</b>	Education SIOT 380-386 FOOT pg 187	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	Education SIOT 386-396 FOOT pg 197 <b>Soc Journal #2</b> <b>Collected</b>	<b>14</b>	Religion SIOT 401-420 Klosterman “Bonds vs.” <b>Quiz #7</b> <b>Chpt 12</b>	<b>16</b>	<b>17</b>
<b>18</b>	<b>19</b>	<b>EXAM</b> <b>THREE</b> <b>Chpt 9 – 12</b>	<b>21</b>	<b>HOLIDAY</b> <b>BREAK</b> <b>NO CLASS</b>	<b>23</b>	<b>24</b>
<b>25</b>	<b>26</b>	Pol & Econ SIOT 422-426 Adler “Job On the Line” <b>EXTRA CRD</b> <b>PPR DUE</b>	<b>28</b>	Politics & Economy FOOT pg 444 FOOT pg 239	<b>30</b>	

**DECEMBER 2012**

<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>	<b>S</b>
						<b>1</b>
<b>2</b>	<b>Quiz #8 Ch. 13</b> Technology and Socialization Carr "Google" Klosterman "Pong x Inf" Turkle "Flight From Conversation"		<b>5</b>	<b>Soc Journal #3 Collected</b> Social Movements / Social Change FOOT pg 469 Klosterman "Get Free" Deresiewicz "Gen Sell" Sachs "New Progressive Movement"		<b>8</b>
<b>9</b>	<b>10</b>	<b>FINAL EXAM 8:30 am</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>

## **POLICIES:**

### **Academic Honesty Policy**

#### **Student Responsibilities**

- Students are solely responsible for their work and for making sure that their work represents their own honest efforts to meet the goals of the course.
- They are responsible for learning and following the policies and expectations of the college and for understanding the consequences of actions that violate the policy on academic honesty.
- They are responsible for showing that the work they present is theirs in whatever ways are deemed appropriate by the faculty for the course.

**Consequences of Plagiarism:** Violations of the academic honesty policy include any actions that attempt to gain academic credit for work that does not represent the student's own efforts and knowledge. They include, but are not limited to the following situations and examples:

- Cheating on examinations and quizzes
  - Using notes, materials, and/or mechanical, electronic, or technological devices not authorized by the instructor during examinations and quizzes.
  - Providing or receiving help on an examination or test in a manner not authorized by the instructor.
  - Buying, selling, improperly obtaining, or using any tests or examinations
  - Posing as another student or allowing another student to pose as you when taking an exam or quiz
  - Altering or adding answers on exercises, exams, or quizzes after the work has been graded
- Plagiarizing
  - Using the ideas or words of others without appropriate quotation and documentation that acknowledges the source or sources—in other words, presenting someone else's work as one's own
  - Copying exact words, phrases, or sentences without quoting and giving credit to the source
  - Using a paraphrased version of the opinions, work, or ideas of others without giving credit
  - The wrongful appropriation of all or part of someone else's literary, artistic, musical, mechanical, or computer-based work

***The penalty which will be applied in this class will be a failing grade for the assignment or test and a failing class participation grade. A second violation will result in an "F" for the course.***

#### **Disability Services**

*Moravian College encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact the event sponsor, or call [phone number of department sponsoring event] at least one week prior to the event.*

*Students who wish to request accommodations in this class for a disability should contact Elaine Mara, Assistant Director of Learning Services for Academic and Disability Support, 1307 Main Street or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from Academic Support Center.*

*The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.*

*This syllabus is offered as a guide; however, it is subject to change throughout the semester, as necessary.*