ABOUT THE INSTRUCTOR
Name: Rochelle Rowley
Office: BC 121D
E-mail: rrowley1@emporia.edu
Office Hrs.: Monday: 9am-10am; Tuesday and Thursday: 10-11am and 2-3pm; Friday: by appointment 9-10am and 12-1pm
Telephone 620-341-5723

This syllabus is your first “go-to” resource for all information about class assignments. If you do not understand the assignments, it is expected you will ask questions to clarify the expectations AFTER reading this syllabus and all other documents on Blackboard that refer to the assignment. Use your resources wisely! GOOGLE is an awesome resource also!

REQUIRED MATERIALS

Several additional readings are assigned (see reading list, articles are located on Blackboard, see course schedule for due dates)

Blackboard: elearning.emporia.edu (Yes, you are required to use Blackboard)

Student Gmail: Every student is expected to check their student gmail account regularly for course announcements as well as emails from the instructor. (Yes, I’m requiring you to use your student gmail account)

COURSE DESCRIPTION
The purpose of this course is to examine the sociological aspects of divorce including the causes of divorce and how it relates to marriage expectations throughout history. The impact of divorce on children, parents, grandparents and society will also be examined.

COURSE OBJECTIVES
Upon completion of this course, you should be able to:
• Recognize the connections between marriage trends, policies, and expectations with divorce concepts and statistics,
• Use sociological theory to explain these connections,
• Analyze the impact of divorce on all members of the family and society,
• Explain prevention measures against negative consequences of divorce.

**JOB SKILL OBJECTIVES**
Upon completion of this course and acceptable completion of the assignments, you will gain/maintain the following job skills:
• Organization, Timeliness, and Accountability
• Critical Thinking and ability to evaluate assumptions and expectations
• Application of theory to “real-life”
• Creatively present information to a diverse audience

**ATTENDANCE POLICY:**
While I do not take attendance, there are several in-class activities that are not allowed to be made up. If you happen to miss an in-class activity and you were absent due to a college-related activity (i.e. sports, music, etc.), provide me with your schedule and those activities will be marked exempt. In the event you feel this policy should be waived for you, come to my office during office hours so we can discuss the situation.

**DO NOT EMAIL ME OR CALL ME TO TELL ME YOU WILL BE Missing A CLASS!**
You are an adult. I assume you are missing class for a valid reason. It is your responsibility to find out what we discussed in class from another classmate, not from the instructor.

**COURSE ASSIGNMENTS** (See course schedule below for due dates):

• All assignments will be submitted via Blackboard unless otherwise noted. Emailed documents will NOT be accepted. How to videos are located on Blackboard if you do not know how to submit a document through Blackboard.
• All assignments are to be attached to the correct assignment as a Word, Rich Text Format, or PDF document unless otherwise noted. Any other types of documents posted will receive a zero.
• All assignment instructions are located on Blackboard.
• All rubrics for assignments are located on Blackboard.

A list of assignments for this course is below; however, other assignments, pop quizzes, exams can be added to the course in the event the instructor determines they are necessary for a better understanding of the material.

General rules about paper assignments include 1) only put your E# at the top of the page, 2) be sure to cite any sources you use – this includes prior learning so I understand where your thoughts are coming from, and 3) submit your paper assignments as attached (Word, Rich Text Format, or PDF documents so I can easily adjust the font size to accommodate for computer reading.

This course uses a fabulous resource called an “embedded librarian.”
The current librarian for the department is Alex Mudd.
He is listed as a teaching assistant in this course.
Another way to get help is to actually go to the library if you are able.
1. **4 Modules (25 points each)**
   Each module on Blackboard will display a course schedule for that module. Each module will contain two assignments. One assignment will be associated with the book analyses. The other assignment will be an application of the material being learned to real life. All module assignments will be graded based on critical thought, completion of the assignment, and mechanics.

2. **In-Class Activities (30 points each)**
   Most of the class time will be used to apply the information read in the book to real-life in some way. This will be accomplished through in-class group work, individual activities, and “roundtable” types of discussions. Some of these activities will require turning something in at the end of class and others will not.

3. **Book Analyses (50 points each; final 100 points)**
   Four short book analyses will be conducted with a fifth and final analysis tying them all together. Each student will be expected to find a book about divorce targeted towards each of the following populations: adult females, adult males, children, adolescents.

4. **Presentation Project (250 points)**
   This project is extremely flexible and will require consistent communication with the instructor for feedback and planning. Each project will be individualized for the student; however, a general rubric can be found under the rubric button on Blackboard.

---

**EARLY WORK AND LATE WORK POLICY:**
Every assignment has a due date and all assignments are due by 11:59 of the day they are due unless otherwise noted.

- One day late (starting at midnight!) = 20% reduction in possible points
- Two days late=40% reduction in possible points
- Three days late=60% reduction in possible points
- Four days or more late=80% reduction in possible points

**After one week (7 days), late work will not be accepted.**

- If your computer malfunctions, use a university computer or library computer in your home town.
- Be sure to save your work as you go and store it in more than one place so as to not lose your work (I use OfficeLive.com and dropbox.com to store my work-you also have a Google drive through your student Gmail account).
- Be sure to allow yourself enough time to problem solve if you happen to have technical difficulties or any other difficulties. (i.e. your home computer won’t let you on Blackboard to submit a paper so now you have to go on campus to submit your work OR you have the flu and the due date is tonight).
- Create goals to get assignments done earlier than the due date to allow for possible illnesses, disasters, tragedies, etc. **Problems with last minute attempts to complete and/or submit an assignment will not be grounds for exemptions from this late work policy.**

**Lack of preparation on YOUR part does not constitute an emergency on MY part!**

**INCOMPLETES:**
If you submit work early (my definition of early is at least 1 week before the due date), you can earn an extra 10% of the possible points.
The grade “I” (incomplete) is given only for personal emergencies that are verifiable and when the student has completed passing work in the course. The student has the responsibility to take the initiative in completing the work and the student is expected to make up the “incomplete” as soon as possible during the following semester. For further information about this university policy, please see pg. 28 of the University Catalog or consult with your professor and department chair.

**GRADES:**
Final course grades will be based on the plus/whole grade grading system. I do NOT give out grades over email. The final grade will be based upon the following assignments unless additional assignments were added:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Analyses (4 @ 50; Final @ 100)</td>
<td>300</td>
</tr>
<tr>
<td>Module Assignments (4 @ 50)</td>
<td>200</td>
</tr>
<tr>
<td>In-Class Activities (15 @30)</td>
<td>450</td>
</tr>
<tr>
<td>Presentation project</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1200</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% and up</td>
</tr>
<tr>
<td>B+</td>
<td>85-89%</td>
</tr>
<tr>
<td>B</td>
<td>80-84%</td>
</tr>
<tr>
<td>C+</td>
<td>75-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-74%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

**COURSE EXPECTATIONS (YOU AND ME):**

**My expectations of YOU:**
- **Attend class:** It has been shown through research that attendance in class is a high predictor of academic achievement. Class attendance allows for community learning by listening to your classmates and instructor while also providing insight from your viewpoint. The best way to retain the information is to discuss it with others.
- **Be responsible for your own education:** The instructor will NOT cover everything in the textbook; however, you are responsible for the information. If you don’t understand something, take the time to ask. Who knows, someone else in the classroom may have the same questions. On that same note, if you are having difficulties in general with the material or understanding a concept, please come to me and ask. I cannot help you if I don’t know you need help.
- **Read the assigned articles/chapter(s) being discussed in class BEFORE coming to class:** You will not be able to participate in class discussions if you are not familiar with the material. **See second bullet!**
- **Be respectful of others:** There are two parts to respecting others. First, arrive on time and stay attentive during class. Engaging in private conversations or packing up before the end of class is distracting and does not enhance the learning environment. **This includes the need to turn off cell phones.** Secondly, while we are discussing issues in the class, some people may voice views that are not in correlation with your own views. Disrespect of another person’s views will not be tolerated. Diversity of thought is valuable and is expected to be respected in this classroom.

**My expectations of ME:**
- Be prepared and organized for class.
- Be open to suggestions. If there is something that could improve the class or a topic you feel would work well with what we are learning, tell me. I love other’s inputs.
• Make expectations clear for assignments, exams, readings, Blackboard navigation, etc. If you are not clear on anything, please come to me so we can rectify the problem.
• Provide assistance when asked. You do have to ask but once I know you need help, I will help.
• Take into account individual differences if needed and be fair in evaluations and grading.

**ACADEMIC DISHONESTY POLICY:**
Students who compromise the integrity of the classroom are subject to disciplinary action on the part of the University. Violations of classroom standards include:

  a. Cheating in any form, whether in formal examinations or elsewhere.
  b. Plagiarism, using the work of others as one’s own without assigning proper credit to the source.
  c. Misrepresentation of any work done in the classroom or in preparation for class.
  d. Falsification, forgery, or alteration of any documents pertaining to academic records.
  e. Disruptive behavior in a course of study or abusiveness toward faculty or fellow students.

University policy states the following:
*The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion for the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.*

**DISABILITY SERVICES:**
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

**FACULTY INITIATED STUDENT WITHDRAWAL:**
If a student’s absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student’s progress or that of the other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal.
FACEBOOK AND OTHER SOCIAL NETWORKING POLICIES:
While I greatly appreciate the idea of “friending” my students or accepting "friend" invites, in order to keep a balance between family and work life as well as encouraging healthy boundaries, I will not accept a friend request from a current or possible future student. However, I have a group page you can join called Dr. Rowley’s Classes. This is a fabulous resource where you can get assistance from fellow classmates and prior students who know how I teach and my expectations.

FERPA (Family Educational Rights and Privacy Act of 1974)
FERPA is a Federal law which provides that the institution will maintain the confidentiality of student education records. I am not allowed to reveal any aspect of your educational experience to others without prior written authorization (FERPA release form) provided by you; therefore, do not have other people contact me to discuss your grade in my class without first providing the necessary documentation. You can find the release form at Information Release Form.