Intimate Relationships (SO 261)
Fall 2015 Course Policy Statement

Stacy Smith
Class times/Location: SO 261C – MWF 12:00 – 12:50 - Brighton Lecture Hall 189
E-mail (best way to contact): ssmith72@emporia.edu
Office: BC 115B
Office Phone: 620-341-5720
Office Hours: MW 1:00 pm – 3:30 pm; F 1:00 – 3:00 by appointment only

Course Materials:
- Other readings will be provided to you via Canvas.
- Use of Canvas. Students are responsible for checking Canvas for assignments, announcements, etc.

Course Description:
This course is focused on theoretical and research-based understandings of marriages and families by looking at how individual relationships fit in social contexts. Social, cultural, and political factors that affect each person’s decision-making in relationships will be covered. The relationship between macro-level factors and micro-level personal choices, experiences, opportunities, and constraints is explored.

Course Objectives/Goals:
Students who successfully complete this course will be able to:
- Connect social theory to reality in regards to relationships;
- Understand basic concepts, theories, and research methods of relationship research;
- Apply this knowledge in various contexts;
- Understand the interplay between social, cultural, and political factors and how these factors affect decision-making in relationships;
- Critically think about relationships and how the information learned can be useful in both personal and professional life.

General Education:
Purpose: Emporia State University is committed to providing a liberal education for all its students. One important component of this liberal education is the completion of all designated general education requirements. This general education core curriculum is the heart of the college experience at ESU and is integral to the student’s major program. The goals of this general education program reflect the mission of this institution and are common to all student programs, regardless of majors and career goals. The general education curriculum provides the intellectual background and skills necessary to be “an educated person,” as it improves and enhances quality of life.

As a result of completing the general education program, graduates of Emporia State University will be knowledgeable of our pluralistic society; be able to think with breadth and comprehension, to communicate effectively, to understand what it means to be human, and to function with skill and knowledge in the everyday world.

Goals: The general education curriculum ensures that students will:
1. Develop proficiency in written and oral communication, and in mathematical computation, reasoning and problem solving. Graduates of ESU must achieve proficiency in basic skills. Our goal is to significantly raise the basic skills of Emporia State University students.
2. Learn the basic concepts and principles, the history, and the mode of inquiry of the various general education disciplines: the fine arts, history, literature and philosophy, the social behavioral sciences, and the life and physical sciences.
3. Learn how to make connections between the disciplines within the general education curriculum, apply knowledge from the perspective of these disciplines, think critically, analyze issues, and clarify values.

4. Understand cultural diversity in the contemporary world, and increase their awareness and acceptance of similarities and contrasts in people of different cultures, nationalities, religions, races, and genders.

5. Develop a commitment to scholarship, intellectual curiosity, lifelong learning and the life skills necessary to function as healthy and effective citizens.

**Student Learning Outcomes:**
Based on a combination of Course Objective and General Education requirements, the following Student Learning Outcomes apply to this course. All assignments work toward a common goal: meeting Student Learning Objectives that develop specific cognitive operations (brain functioning) within certain categories of learning. Note that many assignments address several SLOs.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assignments</th>
<th>Categories of Learning</th>
<th>Cognitive Operations</th>
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<tbody>
<tr>
<td>Foundational Outcomes</td>
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<tr>
<td><strong>Demonstrate</strong></td>
<td>Participation, in-class and out</td>
<td>Foundational Knowledge</td>
<td>Remembering, understanding</td>
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<tr>
<td>an understanding of basic concepts, theories, and research related to intimate relationships</td>
<td>Quizzes</td>
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<td>Midterm exam</td>
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<td>Final exam</td>
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<td>Mediating Outcomes</td>
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<tr>
<td><strong>Connect</strong> course material to everyday life</td>
<td>Participation, in-class and out</td>
<td>Application (practical application of knowledge)</td>
<td>Remembering, understanding, applying, analyzing</td>
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<td><strong>Connect</strong> course material to other coursework/majors/disciplines</td>
<td>Participate and post assignments</td>
<td>Integration (making connections among ideas, disciplines, one's own life)</td>
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<tr>
<td><strong>Apply</strong> course concepts to everyday life and/or other courses</td>
<td>Mini-research papers</td>
<td>Learning how to learn (adopting self-conscious strategies to learn the material more efficiently and effectively)</td>
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<td><strong>Reflect</strong> on learning effort and strategies to improve future performance</td>
<td>Adult learning assignments</td>
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<tr>
<td>Ultimate Outcomes</td>
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<tr>
<td><strong>Apply</strong> sociological research to course material, demonstrating written communication skills</td>
<td>Participation, in-class and out</td>
<td>Human dimension (insights into themselves and others,</td>
<td>Remembering, understanding, applying, analyzing, evaluating, creating</td>
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<td><strong>Demonstrate</strong> an understanding of the interplay between social, cultural, and political factors and how these factors affect decision-making in relationships</td>
<td>Participate and post assignments</td>
<td>Caring (motivation to learn, adopt new interest, attitudes)</td>
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<td><strong>Critically examine</strong> application of course material to personal and professional life</td>
<td>Mini-research papers</td>
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<td>Partnership agreement</td>
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Course Format:
In this class you will be expected to participate in an active learning environment, engage in experiential assignments, and make connections with ideas and knowledge from other disciplines. Course evaluation will consist of written assignments with instructor feedback on critical thinking and communication skills, active participation in the social world, and active engagement in classroom discussion of social issues. Throughout these assignments, students are provided the opportunity to connect the sociological perspective to the “real” world around us. I try to keep the course as current as possible, focusing on what is happening NOW, so please feel free to send me materials that you think are interesting and relevant to the course.

We all learn in different ways, and this course design accommodates various learning strategies. Students members are expected to read assigned material prior to its listing on the course outline, to be prepared for daily participation in class and/or online discussions. Attendance is expected and monitored. In this class, you will learn by doing sociology; therefore your active participation and attendance is critical.

Course Requirements:
This course challenges us to think critically and scientifically about our social world. When I say challenge, that is exactly what I mean. Learning to step outside of ourselves and see our world with new eyes (the Sociological Imagination) is extremely difficult. At times it may even be uncomfortable and may even tread on personal practices or beliefs. We will also explore where we fit within society and what responsibilities we have as ethical members of society. I expect members of this class to work together as a conscientious learning team.

To that end, as a class we will acknowledge the following:

- It is very likely that in our communities of origin, we have informally and possibly formally been taught misinformation (not necessarily purposefully!) about ourselves and others in our own and other communities.
- As members of groups who are numerical majorities/minorities in differing contexts, we have likely (but not necessarily purposefully!) been informally and possibly formally taught misinformation about our own and other groups of differing size and power.
- As individuals with differing gender identities, we have likely (but not necessarily purposefully!) been informally and formally taught misinformation about members of our own and the opposite sex and gender.
- We should not be blamed for the misinformation we have previously been taught; however, we should not continue to repeat misinformation once we have learned that it is false, and we should be held accountable if we continue to perpetuate the teaching of misinformation.
- We agree to assume, at least in class, that people are always doing the best that they can in discussion, under their particular circumstances.
- We agree that in class we will actively pursue information about our own groups and about those of others, and we agree to share that information.
- We agree to create a safe atmosphere for open discussion in class. This involves the following:
  - We agree to never demean, devalue, or in any way “put down” people for their experiences.
  - We agree not to repeat remarks outside of the classroom if a student requests that his or her comments remain confidential to the class.

To that end, three requirements are fundamental for this class:

1. Respect each other. Your classmates can and will have different ideas, viewpoints, personal lives, etc. You don’t have to agree with everyone around you, but you are required to disagree in an adult and academic manner. Students who are rude, snide, or abusive to their classmates or who make “-ist” comments (i.e. racist, sexist, etc.) will be asked to leave immediately.
2. Make your point using scientific logic/proof. Personal experiences are very important for this class; however, Sociology is also a scientific discipline, therefore arguments and counterarguments should be well thought out and personal experience should be linked to the subject matter at hand in some meaningful way. Arguments and counterarguments (note that this is different from sharing personal experience) must be based on reliable scientific publications and students are expected to provide those references in or shortly after class in order to participate in discussion. Students are encouraged to bring laptops, etc. to class (for academic use only) to augment scientific class discussion. Students are expected to keep purely personal
Students will complete Participate and Post assignments; personal opinion is important to individuals, but in this class we will be using evidence-based discussion.

3. Refute points using scientific logic/proof. For any scientific “law,” we can almost always find an exception to the rule. The exception, however, does not disprove the rule – it is simply an exception. For example, because you were not raised within a racist environment does not mean that racism no longer exists. Etc.

In other words, students are expected to engage with course material as a science and respect one another’s participation in that engagement 😊

ASSIGNMENTS

Class Work (in and out of class): Class participation is mandatory, because the class relies on interaction. Class work will be graded pass/fail. Class work consists of:

- Group in-class activities that are announced as being worth a score. Students are responsible for writing their first AND last names *legibly* on a notes sheet (one per group) to be turned in to the instructor. Illegible names will not be given credit.
- Speaking up in class (verbally), asking meaningful questions, answering meaningful questions, adding to class discussion, etc. A participation sheet will be available after every class period. If you participated verbally, *you must sign the participation sheet at the end of class in order to get points*. Note: no participation sheet will be available on days on which group work is done.
- Asking meaningful and thought-provoking question in writing (either on a 3”x5” notecard prior or via email) either immediately prior to class or immediately after. Your questions will be added to a student comment message board (without your name) for other students to comment on. This option allows students who are not comfortable speaking in front of others to gain points.
- Responding to the message board posts of others on the student comment message board in a way that *adds to discussion* (i.e. saying “I agree” or “way to go” will not be sufficient to get you participation points).

Taken together, you have several methods of gaining class work points both verbally and non-verbally.

**Assignments:** A number of out-of-class assignments will be required over the course of the semester. Assignments will be graded on a pass/fail basis. Students are responsible for checking Canvas for availability and due dates.

**Participate and Post Discussion Posts:** Students will complete Participate and Post assignments; instructions are available on Canvas. Participate and Posts will be graded Pass/Fail. Most Participate and Post assignments require outside activity and moderate writing effort, so be sure to leave plenty of time to get them done before the due date. *Note* that if the assignment states that you must respond to another student for full credit, then this is an important part of the assignment and you must do so in order to pass the assignment. This response must be substantive, going well beyond “I agree” or “that’s cool.”

**Testing:** Students will complete both quizzes and exams. Quizzes and exams will be graded based on points earned.

- **Quizzes:**
  - Weekly, for every week that includes readings.
  - Due Sunday evening at 11:59 pm.
  - Points: 5 questions/points per quiz, randomly selected from a larger question bank.
  - Based on the *upcoming* week’s readings. Students are expected to read materials prior to class time so that class discussions can be focused and fruitful. Therefore, quizzes will precede class discussion.
  - Open-book, open-note, untimed, taken on Canvas. Students may work in groups.
  - Reading guides will be provided for each quiz. If you can answer the reading guide questions, you should be in a good position to answer the questions well.

- **Exams**
  - One Midterm, one Final.
  - Not comprehensive. Based on random selection of full stock of questions from quizzes.
Papers: Students will write a small research paper and one application paper (depending on Bundle choice, explained below). Papers will be graded based on points earned. An assignment sheet and rubric will be provided later in the semester. Total points possible: 200.

Extra Credit – Aside from “tokens” (see below), no extra credit will be offered. Extra credit assignments will absolutely NOT be offered on a case-by-case basis.

Assessment:

Assignments and assessment in this course are based on adult-based learning theory, or “andragogy,” which states that adults learn best in low-threat, interesting, and challenging environments. To that end, this course is structured in such a way as to encourage you to relate course material to your degree field and to your personal life, and to allow a certain amount of choice in what assignments you do and what letter grade you work toward earning at the end of the semester. Some assignments are designed to encourage students to think about how they study, and to plan for success in the course. Deadlines have been imposed only where necessary to course flow. As noted above, some assignments are graded on a pass/fail basis, while others are graded on points. For pass/fail work, students fail only when their work fails to meet the specifications laid out in the assignment (i.e. the work is not complete) or disrespectful. A good faith effort and complete assignment submissions aimed at answering the questions asked will generally result in a “pass.”

Students will choose what level of work they will work to accomplish in order to earn a specific letter grade at the end of the semester. We will call these “Bundles.”

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<th>“Bundle” Grading Scale</th>
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<tr>
<td><strong>Letter Grade</strong></td>
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<tr>
<td>A</td>
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<tr>
<td>B</td>
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<tr>
<td>C</td>
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<td>D</td>
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<td>F</td>
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D Bundle
- Achieve a total minimum score of 70% on quizzes and exams
- Participate in three “class work” activities
- Complete the following assignments:
  - Goal Setting: Planning Ahead for the Semester
  - Midterm Planning
  - Midterm Planning: Evaluation
  - Goal Achieving: Reflecting on Work/Effort
- Complete the following Participate and Post:
  - The Question of Discipline

C Bundle
- Achieve a total minimum score of 70% on quizzes and exams
- Participate in at least five “class work” activities
- Complete the following assignments:
  - Goal Setting: Planning Ahead for the Semester
  - Midterm Planning
  - Midterm Planning: Evaluation
- Complete the following Participate and Post:
  - The Question of Discipline
  - One other of your choosing
- Complete the Mini Research paper at the C level

**B Bundle**

- Achieve a score of 80% or better on quizzes and exams
- Participate in at least seven “class work”
- Complete the following assignments:
  - Goal Setting: Planning Ahead for the Semester
  - Midterm Planning
  - Midterm Planning: Evaluation
  - Pre-Writing Planning: Mini-Research Paper
  - Mini-Research Paper: Evaluation
  - Goal Achieving: Reflecting on Work/Effort
- Complete the following Participate and Post:
  - The Question of Discipline
  - Wrapping it Up
  - One other of your choosing
- Complete the Mini Research Paper at the B level

**A Bundle**

- Achieve a score of 80% or more on quizzes and exams
- Participate in at least ten “class work” activities
- Complete the following assignments:
  - Goal Setting: Planning Ahead for the Semester
  - Midterm Planning
  - Midterm Planning: Evaluation
  - Pre-Writing Planning: Mini-Research Paper
  - Mini-Research Paper: Evaluation
  - Goal Achieving: Reflecting on Work/Effort
- Complete the following Participate and Post:
  - The Question of Discipline
  - Wrapping it Up
  - Two others of your choosing
- Complete the Mini Research Paper at the A level
- Complete the Partnership Agreement

**Tokens:** At the beginning of the semester every student has five “tokens” that can be redeemed as follows:

- Replace one quiz, one time only – 1 token
- Replace one missed “class work” activity – 1 token (can be repeated, up to 3 tokens)
- Replace one missed participate and post, one time only – 2 tokens
- Receive a 24 hour extension on an assignment – 2 tokens
- Retake midterm within 24 hours of end date/time, one time only – 2 tokens
- Retake final within 24 hours of end date/time, one time only – 2 tokens
At the end of the semester, tokens can be redeemed for 2 extra credit points, which will count toward the graded portion of class assessment (such as quizzes, exams, and papers) for a possible total of 10 extra credit points. Tokens cannot be earned or transferred. No more than 5 tokens per student will be allowed.

Class Policies

Assigned Coursework: Students are responsible for all assigned coursework, whether the materials are covered in class or not.

Canvas. All course information and materials (such as slides, assignment sheets, and tests) will be posted on Canvas. It is your responsibility to check Canvas on a regular basis so that you can keep up with course requirements.

Class Attendance. Class attendance is important; much of our class depends on participation and discussion. In addition, attendance is required for students to do in-class work and gain participation points. However, attendance will not be scored.

Electronics. I have two basic rules for electronics in class: don’t disturb other students, and don’t be disrespectful of me or your fellow students. If you turn off your cell phone ringer, stow your headphones and mp3 player and want to use your laptop to take notes, we should be fine. Students who can’t observe these simple rules will be asked to leave the room so that others aren’t disturbed. Playing games during class is disrespectful and you will be asked to leave.

Missing Class: If you must miss class it is your responsibility to get notes and other information from students in your class. I recommend getting that information from more than one person to get more than one viewpoint. Make-up work will not be allowed; the course already allows for not accomplishing 100% of the work. Do not email your instructor asking what you missed, if you missed anything important, or if you can make up work. You may exchange tokens for missed work, but that is all. If you miss class for an extended period for illness or some other reason, I strongly encourage you to contact Student Affairs and we will work together to determine the best approach.

Late Assignments and Make-up Work. Late or missed work will not be accepted. If you must miss class for a good reason, see “Missing Classes” above.

Office Hours and Conferences. I am always happy to meet with students; please feel free to contact me if you are confused or need help. Office hours are noted at the top of the Course Policy Statement.

Email: You are welcome to email me at any time; generally I respond to email within a couple of business days, but remember that I have nearly 200 students who need my attention and I will prioritize emails to respond to the most critical first. To receive a response from me, an email must (1) concern a substantive matter; missing a single class, asking questions that can be answered by reading the course policy statement, schedule, or looking on canvas, etc. will simply not be answered. Again, I have 200 students and students are not well served when I spend time answering questions I’ve already answered. (2) Email content must be professional and respectful at all times. At minimum, your email should contain a polite greeting (not “hey” or nothing at all), use complete sentences and finish thoughts, not come across as angry, and include a polite closing. Remember that the university is a place to learn professional behavior; making certain that your email to your instructor is professional is good practice.

Grades. This course specifications grading, described above in the Assessment section. Final grades will not use the +/- system but will instead be recorded as an A, B, C, D, or F, depending on student achievement. Grades will be recorded promptly on Canvas. Students should check Canvas and report any inaccuracies as soon as possible. Sometimes I do make mistakes, and it’s much better to fix them quickly. If you have any questions about why you received a score on a specific assignment, feel free to email me to set up a meeting to discuss your grade. Unless I have made a clerical error, grades will not be discussed via email.

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Department of Sociology, Anthropology, and Crime Delinquency Studies, Emporia State University
Note that I do not grade on the basis of need. If you need a certain grade out of the class, start planning from the beginning of the semester. Do not ask me to give you extra credit or to revise work at the end of the semester, or otherwise ask for your grade to be raised.

Incompletes. A grade of incomplete will be considered only under extraordinary (emergency) circumstances; an expected incomplete must be arranged prior to the end of the semester. In no case will an incomplete be given to a student who simply fails to attend class and complete assignments. Per University policy, a student must be passing the course in order to qualify for an incomplete.

Cheating/Academic Dishonesty: Students are expected to adhere to the University’s Academic Dishonesty policy (see below).

Student Rights. Information regarding your rights and responsibilities may be found in the undergraduate general catalog. If you have any condition, such as physical or learning disabilities, which will make it difficult for you to carry out the work as outlined, and/or require special accommodations, please notify me during the first two weeks of class.

Violence based on Gender/Sex: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://www.emporia.edu/student-wellness/counseling-services/thrive/index.html

Emporia State University Policies

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, Disability Services, and the professor will be strictly confidential.

3D.0701 Academic Dishonesty Policy (FSB 95002 approved by President 1/31/96; FSB 03002 passed by Faculty Senate 1/20/04; approved by President 2/9/04; FSB 05002 passed by Faculty Senate 1/17/06; approved by President 2/7/06; title update approved by President of the Faculty 8/22/2010; FSB 10007 passed by Faculty Senate 3/15/2011; approved by President 3/21/2011): Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). 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, or for and components or requirements for that course. Departments, schools, and colleges may have provisions for more severe penalties. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the student’s major or from the University. In addition, acts of academic dishonesty shall be grounds to deny admission to a department or program. In addition to the penalties above, the faculty member shall notify in writing his/her department chair and the registrar of the infraction. The department chair shall forward a report of the infraction to the Provost and Vice President for Academic Affairs and Student Life. The registrar shall block the student from withdrawing from the course to avoid the penalties that result from the infraction. The Provost and Vice President for Academic Affairs and Student Life shall act as the record keeper for student academic infractions. The Provost and Vice President for Academic Affairs and Student Life will notify the student in writing that an infraction has been reported and inform the student of the right to appeal and of the appropriate appeal procedures. The Provost and Vice President for Academic Affairs and Student Life shall notify the student, the department chair, and the faculty member that initiated the proceedings, of any additional action taken beyond those already imposed by the faculty member. Should a single infraction be so egregious, or should a student have a record of multiple infractions, the Provost and Vice President for Academic Affairs and Student Life may impose additional
penalties, including expulsion of the student from the University. The student has the right to appeal the charge of academic dishonesty (see Student Conduct section). If after an appeal it is found that the student did not commit an act of academic dishonesty, no penalties will be imposed on the student.

A chair of a department or director of a program may request from the Provost and Vice President for Academic Affairs and Student Life a list of all currently enrolled ESU students within that major or program who have committed acts of academic dishonesty. This request may be a standing request to be filling automatically during each semester until the request is rescinded by the chair or director. In addition, a chair of a department or director of a program may submit to the office of the Provost and Vice President for Academic Affairs and Student Life a list of applicants to a program or major and the chair or director may be informed if any of the applicants has committed any acts of academic dishonesty. Prior to the beginning of the next academic year, the office of the Provost and Vice President for Academic Affairs and Student Life shall send to the Chair of the Academic Affairs Committee of the Faculty Senate a list containing nonspecific student identifiers, such as Student 1, Student 2, etc., their specific academic infraction(s) reported to the Provost’s office, the total number of infractions that have been reported for each student, and any actions taken by the Provost and Vice President for Academic Affairs and Student Life.

3D.07 Student Conduct (FSB 01011 approved by President, 4/29/02): Excessive absenteeism is defined as a number of absences beyond which the faculty member has determined on his/her syllabus that a student cannot complete the course without the academic integrity of the course being compromised. Emporia State University is committed toward development of sensitive and responsible individuals and believe this goal is best achieved through a sound educational program and reasonable policies concerning student conduct, both in and out of the classroom. Operating from this concept, recognition is given to the importance of an honest approach to learning which ideally is shared by the instructor and the student. Faculty members may make the disposition of any cases of disruptive behavior, excessive absenteeism, or academic dishonesty within their classes as they deem appropriate. Following such cases, the faculty member shall make available to the chair of the department and to the office of the Vice President for Student Affairs a record of such student absenteeism or disruptive behavior and the action taken by the faculty member. (This information will be helpful in dealing with those students who may have had similar problems in other classes or departments.) If the problem is not settled between the faculty member and the student, assistance will be given from the office of the Vice President for Student Affairs. If the problem cannot be resolved at this point the student may request a hearing. This request must be in writing. If a case of dishonesty, excessive absenteeism, or disruptive behavior also involves a disagreement regarding a grade, the student may be referred to the committee which hears academic appeals. If the behavior is such that broader disciplinary action by the school/college is recommended, a hearing board shall be established by the President of the University to make disposition of the case. (In all cases of disciplinary action the office of the Vice President for Student Affairs is available for assistance.) At any point where student conduct directly interferes with the health, safety, or well being of individuals in the campus community, the University may apply sanctions or take other appropriate action. Since the University is responsible for the subsidiary duties of maintaining property, keeping records, providing living accommodations, and sponsoring a variety of nonclassroom activities, it is necessary that a climate supportive of such duties be maintained. Student status will not be a basis for any special consideration from the University when a community, state, or national law has been violated, although every effort will be made to assist with the rehabilitation of a student violating such laws. This is done by working with law enforcement or other agencies, and ordinarily further sanctions are not applied after such a case is closed. No disciplinary sanction as serious as suspension, probation, or adverse notation on permanent records (available to other than official personnel of the college) will be imposed without proper notification given to the student in writing. This notification will state the charges and will give the accused the opportunity to appear alone, or with appropriate representation before the proper committee, judicial council, court, or official. Included will be the nature and source of evidence and the encouragement for the student to present evidence in turn. Following this review final disciplinary action will be taken by the University. Students may also request that such appearance before committees, councils, courts, or officials be waived and the case be determined in conference with appropriate campus officials. The University conduct policy commits all individuals serving on any of the above named groups dealing with student problems to a code of confidence. Failure to comply may lead to sanctions from student, faculty, or administrative governing bodies, or officials. Students, faculty, and administration shall have the opportunity to participate fully in the formulation of policies and rules and their enforcement. Penalties for men and women shall be based equally; like penalties following like violations.
4E.13 Faculty Initiated Student Withdrawal (FSB 76006; FSB 95008 approved by President 5/9/96; FSB 09016 approved by President 5/3/2010): 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 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.

This syllabus is subject to change; changes will be announced in class and updated on Canvas. When in doubt, always rely on the syllabus uploaded to Canvas.

"Shadow Syllabus," by Sonya Huber

1. I’ll tell you exactly how to get an A, but you’ll have a hard time hearing me.
2. I could hardly hear my own professors when I was in college over the din and roar of my own fear.
3. Those who aim for A’s don’t get as many A’s as those who abandon the quest for A’s and seek knowledge or at least curiosity.
4. I had bookmarked a citation for that fact, and now I can’t find it anywhere.
5. The only way to seek knowledge is to open your hands and let your opinions drop, but that requires even more fear.
6. The goals and outcomes I am required to put on my syllabus make me depressed; they are the illusion of controlling what cannot be controlled.
7. I end up changing everything halfway through the semester anyway because the plan on paper is never what the living class is up being about.
8. I desperately needed A’s when I was in college because I didn’t know what else I was besides an A.
9. Our flaws make us human; steer toward yours. I steer toward mine. That won’t always be rewarded in “the real world.”
10. “The real world” isn’t the real world.
11. I realize that I, as the authority figure in this room, might trigger all kinds of authority issues you have. Welcome to work and the rest of your life.
12. I have a problem with authority figures myself, but I’ve learned how to work with it. Watch my cues.
13. I think I have more to teach you about navigation than about commas, although I’m good at commas.
14. This is about commas, but it is also about pauses and breaths and ways to find moments of rest in the blur of life’s machinery.
15. I hope we can make eye contact.
16. One of you who is filled with hate for this class right now will end up loving it by the end.
17. One of you who I believe to be unteachable and filled with hate for me will end up being my favorite.
18. One of you will drive me bat-shit crazy and there’s nothing I can do about it.
19. Later I will examine the reason you drive me bat-shit crazy and be ashamed and then try to figure out my own limitations.
20. There will always be limitations, and without my students I wouldn’t see them as easily.
21. Sometimes I will be annoyed, sarcastic, rushed, or sad; often this is because you are not doing the readings or trying to bullshit me.
22. Students are surprised by this fact: I really really really want you to learn. Like, that’s my THING. Really really a lot.
23. I love teaching because it is hard.
24. Someone in this classroom will be responsible for annoying the hell out of you this semester, and it won’t be me.
25. Maybe it will be me. Sometimes it is, but often it is not.
26. I won’t hold it against you unless you treat me with disrespect.
27. You should rethink how you treat the people who bring you food at McDonald’s, if you are this person, as well as how you treat your teachers.
28. I hope you are able to drop the pose of being a professional person and just settle for being a person.
29. Everyone sees you texting. It’s awkward, every time, for everyone in the room.
30. Secret: I’ve texted in meetings when I shouldn’t have and I regret it.
31. Secret: I get nervous before each class because I want to do well.
32. Secret: when I over-plan my lessons, less learning happens.
33. Secret: I have to plan first and THEN abandon the plan while still remembering its outline.
34. Secret: It’s hard to figure out whether to be a cop or a third-grade teacher. I have to be both. I want to be Willie Wonka. That’s the ticket. Unpredictable, not always nice, high standards, and sometimes candy.
35. What looks like candy can be dangerous.
36. Secret: Every single one of your professors and teachers has been at a point of crisis in their lives where they had no idea what the fuck to do.
37. Come talk to me in my office hours, but not to spin some thin line of bullshit, because believe it or not, I can see through it like a window pane.
38. Some of you will lose this piece of paper because you’ve had other people to smooth out your papers and empty your backpack for as long as you can remember, but that all ends here. There’s no one to empty your backpack. That’s why college is great and scary.
39. Maybe there’s never been anyone to empty your backpack. If there hasn’t been, you will have a harder time feeling entitled to come talk to me or ask for help.
40. I want you, especially, to come talk to me.
41. You can swear in my classroom.
42. Welcome. Welcome to this strange box with chairs in it. I hope you laugh and surprise yourself.

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