Course Description, Purpose & Outcomes
This course will provide you with information and preparation needed to understand how human relationships and social institutions are being altered by information technologies. The impact of information technologies on personal relationships, the family, education, medicine, entertainment, religion, politics, warfare, the economy and criminal justice are some of the areas that may be explored.

The overall objective of this course is for you to understand the "relationship between your individual experiences and the forces in the larger society that shapes our actions..." that is, the Sociological Imagination. Upon completion of this course you should be able to:

- Understand the impact of information technologies on yourself, society and human behavior.
- Demonstrate your ability to draw sociological inferences from observations of patterns (the Sociological Imagination).
- Develop the ability to critically analyze social issues that will enhance your educational experience and better prepare you for social responsibility as an informed individual within society.

Required Textbook
Students should have their textbook on the first day of class. Not having your textbook is not an acceptable excuse for incomplete work.

**Course Format**
This course will incorporate traditional methods of instruction (i.e. lectures, content and background knowledge given by the instructor). This system is more passive in nature requiring you to retain as much information as possible. So that your learning becomes more active and engaging, I will integrate “flipped” classroom activities or experiential learning. On these days it will be necessary that you come prepared by either having read and/or watched material in advance of entering the classroom. With this method you are responsible for learning concepts you will be putting into practice, reinforcing your learning. Some class meetings will be used for assessment where you will either, take a quiz, write an essay or participate in some manner that will “test” your knowledge of the material. I trust this interspersed approach will give you greater enjoyment from the class and direct more application of sociology into your everyday life.

**Course Abilities**
You must be able to read on a college level as well as effectively communicate, in writing and orally. Additionally, you should possess the ability to think critically.

You should be able to write coherently in all written communications related to this course; inclusive of email messages, course assignments, examinations, etc. Your writing should always include editing of work paying particular attention to correct grammar, using spell check, using complete sentences and writing logically. Lack of command of the aforementioned will be reflected in the final grade.

**Grades and Course Requirements**
I ask that you become engaged in the learning experience by completing reading and various writing assignments. The more engaged you are with the materials, the greater the opportunity for a successful course grade.

Your grade is constructed from a variety of efforts on your part. You will be graded on the following criteria: There will be quizzes covering the readings, lecture materials, weekly assignments, videos and/or in-class activities. Your points will accumulate from exams, quizzes, activities, group work, presentations and/or assignments. Letter grades are determined by dividing your total points by the total points possible to determine a percentage, with letter grades based on the following:

- **A**: 100%-90% = Superior work
- **B**: 89%-80% = Meritorious work
- **C**: 79%-70% = Work without marked merit or defect
- **D**: 69%-60% = Unsatisfactory work
- **F**: < 59% = Fail
Quizzes and exams equate to \( \approx 25\% + \) of the final grade. I do not grade on a curve.

You are expected to track assignment scores and course grades. Please contact me within one week of receiving a graded assignment, in writing, if you suspect an error. Failure to adhere to the one-week time period will result in a loss of opportunity to appeal. You will need to present the original, graded document in order for a grade correction to occur. I am willing to discuss any questions regarding graded assignments or your course grade. In order to maintain privacy, I do not give out grades over the phone or via email.

Department of Sociology, Anthropology, and Crime and Delinquency Studies “C” Policy: Students majoring or minoring in sociology or Crime and Delinquency Studies MUST have a minimum grade of "C" in this course to satisfy his/her degree plans with the Department of Sociology Anthropology, and Crime and Delinquency Studies.

**Mid-semester Academic Assistance Check-in**

I want my students to be successful not only in this class but in life. In order to accomplish this, some may need help in assessing problem areas (i.e., study habits, note-taking skills, active reading) therefore, I would like to meet with any student who is not maintaining a C average or above in this course. If you fall to a 75% please make an appointment to meet with me immediately to see if we can identify the areas of difficulty and how to improve them. *We will work on strategies for success!* Please bring your notes and book with you to the conference.

**Academic Integrity**

All forms of academic dishonesty are prohibited including: plagiarism, the intentional use of the ideas or words of another as one's own in a paper or other academic assignment (includes printed and electronic sources); sharing of work or ideas with another student; cheating during examinations, whether by copying from a fellow student or by using information in the form of unauthorized aids brought to the examination; and/or the submission of work for any assignment that has been prepared by another student.

- If cheating on an in-class examination is observed, that exam will be surrendered and an “F” will be assigned for the grade.
- Plagiarizing on all take-home work will receive an automatic “F” for the assignment.

When completing an assignment, proper documentation is a must; most papers will require a *Reference* page (bibliography) listing only those sources which are directly cited. Parenthetical (in-text) citations are required as opposed to footnotes. You must give such credit each time you use a fact, theory or opinion which you have found in your reading. Whether it is a word-for-word quote or merely paraphrasing the author, citations are required listing the author's last
name, the date of publication (and the page number for direct quotes). I strongly encourage you to take advantage of our Writing Center for further assistance.

**Example of a citation** - One sociologist (Johnson 1950:55) believes that sex role behavior is largely determined by a person's genetic makeup.

**Example of a quotation** - In the words of one sociologist, "a person's genetic makeup is the main determinant of his or her sex role behavior" (Johnson 1950:55).

**Example of a citation** - Sociologist George Johnson (1950:55) believes that sex role behavior is largely determined by a person's genetic makeup.


To master the fine points of how to document papers for this course, you are required to utilize the ASA (American Sociological Association) style of formatting for citations and referencing of sources (http://owl.english.purdue.edu/owl/resource/583/2/). Not utilizing ASA when in-text citations and references are needed will result in a 10% reduction of grade. Please the ASA handout with multiple examples.

Your grade will be in part on the care with which you document and reference sources and the ASA formatting style in which you master. The assumption is that if you use another’s data, writing or ideas, you must give them credit and if not, then it is considered plagiarism even if you change a few words or totally reword the thought.

If a student takes a major idea/thought already in print, submitting it as a representation of their own work this will be deemed as academic dishonesty as it is plagiarism. The paper will receive an automatic “F” for the assignment. Second offences will result in an “F” for the course.

**FERPA**
The Federal Education Rights and Privacy Act (FERPA) protects all student records. Under the law, I cannot, and will not, release your student ID, grades, attendance or other personal information to anyone but you. In order to maintain privacy, I do not give out grades over the phone or via email.

**Withdrawing From a Course**
You are responsible for officially withdrawing from classes you do not plan to complete. If you stop attending a class but remain on the roster, you will receive an "F" for the course. Students withdrawing from a course may do so on or before the “Last day to withdraw from a class and receive automatic 'W’” as reflected on the Academic Calendar (http://www.emporia.edu/regist/calendar/). Following this date, neither you nor I may authorize a withdrawal.
Disclaimers
In this course, you may be required to view materials (readings, videos, etc.) that some students may consider to contain offensive content. The ideas expressed in any given situation do not necessarily reflect the views of myself or ESU. Course materials are selected for sociological relevance, or as examples of theories and/or sociological perspectives; they are meant to be examined in the context of intellectual inquiry of the sort encountered in any university level course.

I reserve the right to change any items contained in this syllabus. This is inclusive of but not limited to: course content, scheduled dates, point values of assignments, etc.

Quizzes and Examinations
Quizzes may happen on occasions to test your engagement with the required reading materials. Since the course format is one of experiential learning it is necessary for you to come to class prepared to apply what you have gleaned from readings, assignments and/or videos.

The mid-term and final will be essay, based on course readings. Please come prepared to write with an ink pen. Once you leave the exam, you will not be admitted back to finish and/or make changes. In other words, you may not be excused during an exam.

The best way to prepare for quizzes and exams is to attend class, take notes, form a study group, make note cards and review course materials regularly. I do NOT provide study guides.

Student Responsibilities
You may enter the classroom at any time prior to class or up to five minutes after the official start of the class time. If you have an obligation prohibiting you from making the five-minute grace period, it is advisable that you enroll in a different section that best fits your schedule. Any in-class activities missed from the beginning of class cannot be repeated. Please remain in the classroom, fully participating (pen in hand taking notes, NOT packing up before the session is completed) until class is dismissed.

Please feel free to discuss unique circumstances with me within the first few class periods during my office hours.

You have the right to respectfully disagree with an idea, concept or opinion that is written or expressed by me or other learners. Our classroom is a place in which I want to encourage academic freedom to discuss differences with respect, tolerance, collegiality and active listening.

When another student or myself is speaking, it is a professional discourtesy to use this time to prepare for another class, text or to carry on a secondary conversation elsewhere. I request that you provide the same courtesy to listen
attentively when another person is speaking that you would expect to receive. I ask that you also provide this same professional courtesy during videos, group discussion and/or a guest speaker. If respect is not shown, that student will be asked to leave the class.

I reserve the right to ask any student who is disrupting the class through noise, conversation or other unprofessional behaviors to leave the classroom. Failure to comply with this request will result in the campus safety personnel intervening.

If I have not arrived for class by fifteen minutes after the regularly scheduled start of the class and if no further verbal notice is given on my behalf by college personnel, students may consider the class cancelled.

Students should refer to the Student Code of Conduct. All ESU rules addressed in the code apply in this classroom.

http://www.emporia.edu/studentlife/deanofstudents/student-code-of-conduct.html

Assignments/Late Work Policy
Students are expected to turn in all assignments completed outside of class in typed format. Handwritten assignments will not be accepted. Assignments must follow all of the following guidelines or receive a 10% reduction in points for incorrect layout and/or 10% reduction in points for incorrect parenthetical citation/references in accordance with the ASA format: (a) instructor’s name in the upper left hand corner, (b) student name in the upper right hand corner, (c) space down two lines, centered, the name of the assignment, (d) text is double spaced, (e) 1 inch margins, top, bottom and sides, (f) 12 point Times-Roman font, (g) stapled in the upper left hand corner, (h) assignment printed in black ink, on white paper, and (i) utilize the ASA of formatting for citations (http://owl.english.purdue.edu/owl/resource/583/2/).

Please see the ASA handout with multiple examples. Not utilizing ASA when in-text citations and references are required will result in an additional 10% reduction of grade. Do NOT use coversheets, folders or binders. A template for an example of assignment/page layout can obtained from me by sending a request via email. I strongly encourage the requests.

Assignments are due at the beginning of the class period. If you plan to be absent the assignment is due prior to the due date. If you are ill on the date an assignment is due please make provisions to submit the assignment on time. No late work will be accepted, nor will I accept electronic submissions. Technology is not an excuse for late or incomplete work.

Assignments completed in class are required to be on white, ruled, 8 ½ x 11, standard-sized paper (ragged edges must be removed), using either standard blue or black ink. Assignments will not be accepted if not using the required paper, removing the ragged edges or correct ink color.
I will not chat about graded exams or assignments on the day they are returned. You must wait one class period to see me during office hours regarding concerns.

**Technology Statement**
Technology failures are never an acceptable excuse for late or missing work. Computers are unpredictable, and crashes may result in the loss of work. Printers get jammed, run out of ink and paper, hard drives fail and networks go down. These are all the same realities that professionals in field deal with, and just as it is not an excuse for late work in a professional environment, it is not an excuse for late work in the academic environment. Plan accordingly, make multiple back-ups of assignments, and complete your work in time to allow for unexpected technical problems.

The “technology excuse” is a clear example of academic dishonesty (when a student lies about such technological disasters whereby attempting to receive extra time to complete an assignment). The bottom line, students need to protect themselves by managing their time effectively and backing up work. ESU has multiple locations on campus with computer access open for your use.

You are responsible for checking your ESU email everyday. I may use this mode for announcements, supplemental reading materials, etc.

**Extra Credit**
Opportunities for extra credit may be given during the semester however students need to focus on the baseline components of the course not counting on it as a supplement. Therefore, you must have completed (and received a grade) for all required course assignments, as extra credit is not intended as a replacement for non-completed assignments. Please do not ask for extra credit as many factors go into determining whether I give a chance for it or not. I am somewhat of the belief that extra credit only dilutes the hard work of those students who have studied to receive high marks. It is not just to 'reward' unmotivated students who may depend on extra credit opportunities.

**Electronic Devices**
Generally I prohibit all electronic devices (i.e. laptops, iPads, cell phones, tape recorders, etc.) in the classroom as they can be disruptive. However, in this course I am only prohibiting taping devices. Since we will be covering information and technology AND because we will at times be using this wonderful technology in our active learning environment I encourage you to bring your smart phones, tablets, iPads and laptops. As a member of the learning community, we all have a responsibility to others who are members of the community. All such devices must be turned off or put in a silent mode **should not be taken out during class for communication modes such as CALLS, EMAILING, SOCIAL MEDIA and TEXTING.**

If due to family situations you need an occasional exception to this policy due to special circumstances please discussed this prior to class privately with me during office hours. No devices will be allowed out during quizzes and examinations, as
your test can be taken from you and you will receive a zero for that quiz/exam with no chance to make it up.

**Attendance and Absences**
Most importantly, I do not differentiate between excused and unexcused absences. Actually, I will not be taking roll in this course. An absence is an absence. You need to arrive punctually, staying for the entire duration of each class and not begin packing up to leave until the class is dismissed.

You are expected to attend each class and are responsible for reading in advance, the assigned chapters in the texts. You are responsible for all material in assigned readings, even if that material is not covered in class lecture.

If you miss class, regardless of the reason, you are responsible for obtaining lecture notes or other changes in class that day from a colleague. Please do not e-mail me asking what was missed in class as I tend to not answer these queries.

Record Contact Information from 2 classmates:

Name: ___________________________ Name: ___________________________
Email: ___________________________ Email: ___________________________
Num: ___________________________ Num: ___________________________

There will be various assignments, videos and in-class activities throughout the entire course. These activities cannot be made up.

If it is necessary for you to be away from class due to a university-sponsored activity, it is your responsibility to see me during office hours prior to the absence.

**Inclement Weather/Closings**
Ensure you are signed up for *RAVE Alert*, the university’s emergency text-messaging service which helps students stay informed about campus emergencies and other time-sensitive matters such as inclement weather closings.  [http://www.emporia.edu/alerts/](http://www.emporia.edu/alerts/)

In case of closing/delays due to weather, it is the student’s responsibility to check ESU email for any assignments that may be added due to classes being dismissed during the regularly scheduled semester. If weather forces cancellations/delays during the final examination period, it is the student’s responsibility to obtain rescheduling information.

**PowerPoint Lectures**
Lectures may include a PowerPoint presentation as an outline of the lecture. I do not provide copies of the presentation for the fact that the very act of your viewing, listening and writing the lecture notes will assist in imprinting the material in your brain.
If you find that you are not certain of how to take effective notes (active reading and note taking in advance of lecture), please contact me for assistance.

**Contacting Me**
Please send correspondence using the ESU email system. *Hint:* I generally ignore messages requesting information that is already provided in the syllabus. The email subject lines should include the course number and course name. Ex: SO354A Info, Tech & Society. Clearly identify yourself at the beginning of the email by using your full name, course number and class meeting time. Ex: Joe Smith SO354A Info, Tech & Society/TR 2pm.

All ESU students are issued an ESU e-mail address and are required to use this address. It is a recommended practice that you check this account on a daily basis for all university announcements, closings, billings, assignments, course handout, etc. It is highly suggested that students connect their student email account to their phone. Professors tend to ignore emails that do not clearly identify the sender, the course and/or emails from accounts other than those related to the university.

**My Responsibilities**
I will create and maintain an environment that supports effective learning. I will create and maintain a safe environment for freedom of expression. I will protect student privacy. I will assist you in viewing the world through the sociological lens which will greatly impact your future. I am always eager to learn from my students therefore I am open to your suggestions and input. I endeavor to make every effort to be clear in my expectations regarding readings, assignments, group work, presentations, quizzes, exams, etc. If you are not clear on ANYTHING, please ask. I cannot help you if you do not communicate with me. I want my students to be successful.

**Addressing Professors**
Always assume formality. Whether at the college level or university, it is generally best to address a professor formally and adjust accordingly when corrected. While some professors, be it lecturers, instructors, teachers, etc., like to be addressed by their first name, never make the assumption. It is better to be too formal and be corrected, than too informal and considered rude. I prefer the formality and practice such with my current as well as former professors. As a last and lighter note, "Hey You" does not work for me either.
**Course Calendar & Outline for Course Readings & Assignments**

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Course Introduction; Syllabus; Q&amp;A; Why Sociology? Sociological imagination; Social location</th>
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<tbody>
<tr>
<td>Week 2:</td>
<td>What is social change? What is information? What is technology? Reading: Nye–Chapters 1, 2 &amp; 3</td>
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<tr>
<td>Week 3:</td>
<td>Social location artifact activity; Is technology functional for society? Reading: Handouts on social location and the sociological perspectives; Nye–Chapter 4; Assignment Due Thursday, September 3 - Summary of Topic Interest and Relevance</td>
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<tr>
<td>Week 4:</td>
<td>Is there inequality when it comes to technology? Reading: Nye–Chapter 5</td>
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<td>Week 5:</td>
<td>What symbols are being used and how are they interacting with society?</td>
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<tr>
<td>Week 6:</td>
<td>Planned failure? Reading: Nye-Chapter 6; Assignment Due September 24 - Annotated Bibliography</td>
</tr>
<tr>
<td>Week 7:</td>
<td>Is planned failure functional? Assignment Due October 1 - Extended Outline</td>
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<td>Week 8:</td>
<td>Work day outside of class Mid-term Examination Thursday, Oct 8</td>
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<tr>
<td>Week 9:</td>
<td>Charting our course; Fall Break – No Classes Thursday, Oct 15</td>
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<tr>
<td>Week 10:</td>
<td>Assignment Due October 22 - Final Paper; Last Day to Withdraw without Academic Assessment – Friday, Oct 23.</td>
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<tr>
<td>Week 11:</td>
<td>Living in a rapidly changing world; Reading: Turkle-Epilogue: The Letter</td>
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<td>Week 12:</td>
<td>Artificially genuine?</td>
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<tr>
<td>Week 13:</td>
<td>Technology: are we in control? If not, who is in charge? Are we slaves?</td>
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<tr>
<td>Week 14:</td>
<td>The future: where do we go from here?</td>
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<tr>
<td>Week 15:</td>
<td>Presentations; Thanksgiving Break – No Classes Thursday, Nov 26</td>
</tr>
<tr>
<td>Week 16:</td>
<td>Presentations; Last Day of Class – Thursday, December 3</td>
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<tr>
<td>Finals Week:</td>
<td>Examinations Date TBA</td>
</tr>
</tbody>
</table>

I reserve the right to change any items contained in this syllabus. This is inclusive of but not limited to: course content, scheduled dates, point values of assignments, etc.
Assignments/Evaluation
Throughout the semester, you will participate in writing assignments, activities and projects that will allow you to exercise your sociological imagination, apply theory and/or use your research skills. Since this is an upper-level course I anticipate that you have a solid background in sociology and you understand how to research using databases and to write cohesively.

An ongoing small group project has been designed to strengthen your ability to critically analyze social phenomena while researching a given subject. The project is worth 50% of your grade, which includes:

1. Summary of Topic Interest and Relevance
2. Annotated Bibliography (minimum 25 entries)
3. Extended Outline
4. Final Draft (minimum 12 pages)
5. Presentation

An essay-style mid-term will make up 25% of your course grade. The question(s) will be derived from the required course text by Tom Standage, *Writing on the Wall: Social Media - the First 2000 Years*. It is your responsibility to begin actively reading and engaging in this text immediately so that you will be prepared for the mid-term. My suggestion is that if you read the Introduction along with two chapters the first week, followed by two chapters thereafter you will complete the reading by the end of week six of the semester. This will permit you time to review, re-read and engage your notes to prep for the mid-term.

The remaining 25% of the course grade will come from in-class activities, writing prompts, quizzes and/or critical reflections/analyses writings. Please remember this course will be based on the “flipped” classroom or experiential learning format. For all class meetings, please come prepared by either having read, completed assignments and/or watched material in advance of entering the classroom as we will be putting into practice, reinforcing your learning. Some class activities will be used for assessment where you will either, take a quiz, write an essay or participate in some manner that will “test” your knowledge of the material. PLEASE BE PREPARED!
## Grade Sheet

<table>
<thead>
<tr>
<th>Assignments, Activities &amp; Examinations (Additional assignments may be added)</th>
<th>Points Possible</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Exam</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Group Project</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Bonus Assignment – Be A Changemaker</td>
<td>25 Bonus Points</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

To calculate your grade, add up your total points earned on assignments, activities and exams. Divide that number by the total points possible. This will give you a grade percentage.

\[
\text{Total Points Earned} \div \text{Total Points Possible} = \text{Percentage Grade}
\]

A: 100%-90%  B: 89%-80%  C: 79%-70%  D: 69%-60%  F: < 59%
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 any 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. 3-65 A chair of a department of 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 chair or director rescinds the request. 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 believes 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 3-64 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.

**A statement of the class grading system:** Refer to faculty syllabus

**A statement of the attendance policy for the course:** Refer to faculty syllabus
**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.