This syllabus is subject to change at the discretion of the instructor.

In accordance with best educational practices, some of your work may be collected for the purpose of assessing this specific course or personal pedagogy. This work could be used for assessing course goals, establishing rubrics, modeling, publication, or other purposes. If you would prefer that your work not be used in this way, please let me know in writing.

ABOUT THE INSTRUCTOR

Name: Dr. Rochelle Rowley
Office: BC 121D
E-mail: rowleyl@emporia.edu -best contact method
Office Hrs.: Monday 2-5pm; Tuesday 1:30-3:30pm
Telephone 620-341-5723

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

REQUIRED MATERIALS
Reading Materials as Assigned
Canvas: elearning.emporia.edu

COURSE DESCRIPTION
This course is an interdisciplinary examination of domestic violence as a social problem. The course will address characteristics of family violence by examining child abuse and neglect, intimate partner violence including adolescent and adult dating violence as well as committed couple violence, sexual assault, and elder abuse.

PROGRAM GOALS AND OBJECTIVES – COURSE SPECIFIC
This course is aligned with program goals to:
• Provide educational experiences that permit students to think sociologically,
• Provide educational experiences that enable students to understand the organization and operation of the adult and juvenile justice systems in relation to the course topic, and
• Assist students in developing the ability to interact with people of different cultures and socioeconomic backgrounds.

In order to accomplish these goals, this course focuses on the following program objectives:
• Provide examples of how culture and social structure shape individual lives,
• Demonstrate critical thinking skills, including analysis and synthesis of key course concepts and theories,
• Critically evaluate different explanations regarding the nature, extent, causation, and prevention of intimate violence,
• Identify practical and ethical issues involved with the study of course topics,
• Effectively express and communicate sociological knowledge inside and outside the classroom,
• Gain knowledge about how social factors such as race, gender, sexuality, social class, and age frame social interaction and perceptions at the local, national, and global levels,
• Participate in in-class and outside the classroom learning activities that will provide for student’s interaction with people from different cultural and socio-economic backgrounds, and
• Critically examine their belief and value systems in light of current sociological literature.
COURSE OBJECTIVES

• Classify concepts of domestic violence at all stages of life and in different types of relationships.
• Discuss orally and in writing topics associated with and the research of domestic violence.
• Obtain and analyze previous research and theories associated with domestic violence.
• Analyze contemporary media and personal observations in regards to interpersonal interactions and the potential and/or acceptance of domestic violence.
• Create a useful resource for the community.

EXPECTED STUDENT LEARNING OUTCOMES

• When students participate in in-class activities, they will be able to apply class concepts to real life situations and challenge preconceived ideas.
• When students complete the digital final assessment, they will be able to use and evaluate course learning to develop a plan to prevent and/or educate others about intimate violence.
• When students complete the class project, they will be able to work in teams, develop a plan based on research, and produce a finished product.
• When students complete each section of the ePortfolio, they will be able to compile information into a creative and logical format that relates to an assessment completed within that ePortfolio.
• When students complete each assessment, they will apply concepts from the course to the assessment situation and produce a well-written document to answer the necessary questions.

RESUME BUILDING

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, Communication, and Conflict Resolution Skills
• Civic Engagement and Project Planning
• Professional Writing, Public Speaking, and Presentation Skills
• People Skills (don’t ever just put people skills on your resume though … explain what is meant by people skills)

I CARE ABOUT EACH STUDENT IN MY CLASSROOM AND THE LEARNING THEY ACQUIRE.

➢ In the event you are overwhelmed by in-class discussions, please feel free to step out and compose yourself.
➢ In the event you feel you are not being taught well, please come talk to me about your concerns. I welcome constructive criticism and never want to be surprised by a teaching evaluation comment. It is as much your responsibility to make this course great as it is mine.
➢ If you ask a question in person, in class, via email/Canvas, I will most likely refer you to a resource. I want you to learn how to answer your own questions.
➢ I have a deep passion for the subject matter of this course. If you feel I have not made a connection known between an assignment or in-class activity and the course topic, please let me know so I can rectify the problem.
➢ All coursework turned in via Canvas has a rubric associated with it. I grade using this rubric. I’ve put a great amount of thought and reflection into these rubrics so I can communicate exactly why you receive the grade you do. When checking your grade, also check the rubric explanation and any general comments provided on Canvas.
➢ My expectation is that you participate in class discussions. If you feel the discussion has provided no real learning opportunities for you, make the discussion better by participating.
➢ Providing detailed instructions for assignments is not an easy task. There are many different learning styles and communications styles. Each individual has a preference for each, which makes it difficult to address each and every task in a way that will be understood by all individuals. I do my best to accomplish this; however, if something is not understandable, talk to me (phone, email, Canvas, face-to-face, Dr. Rowley’s Classes Facebook page, text, heck even put it on Yik Yak – I might see it).
➢ My teaching style is to provide hands-on, thought-provoking, discussion-stimulating types of activities. If this is not conducive to your learning style (you like tests better – this may not be the course for you).
➢ I have 10 years of experience teaching undergraduate students. I’ve taken classes on teaching pedagogy, teaching philosophy, technology in the classroom, flipped classrooms, etc. I develop the course based on what I’ve learned, experienced, tried, and researched. While you may personally choose not to learn anything in the course, this does not imply I didn’t teach anything.
- My goal is to have your assignment graded with feedback (rubric and general comments – I will NOT edit your paper) within one week of the due date. Remember, you are not the only person in the class and this is not my only class. On average, I have nearly 300 students each semester.
- I want you to call/text/visit me in my office. I really do! Students who make connections with their professors tend to perform better in the classroom and on assignments.
- When you email me, email me through CANVAS. In this way, I will know exactly which class you are in. Be specific in your email (I need help with the assignment should be I need help with the [name of assignment] assignment.
- My name is Dr. Rowley, please address your email to me in this way. Other salutations will most likely elicit no response from me. Anything addressed to Mrs./Miss/Ms. Rowley will definitely be ignored!
- My goal is to respond to your email within 48 business hours. The weekends are for my family. I’ve worked very hard to earn the right to no longer work on the weekends unless I choose to. Because of this, I don’t check my email on the weekends.
- I expect each of my students to set goals that are challenging – not just the bare minimum that has to be done.
- We have a shared responsibility for what you learn in this course!

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

Assignments in this course are the way in which the instructor is able to assess your knowledge gained. Since there are no exams in this course, some type of assessment must be used to determine if each student is gaining the necessary skills and knowledge expected by the instructor. If the final assessment is not completed in entirety, the highest grade possible to earn in this course is a D.

Below are general course assignment instructions.

• All assignments will be submitted via CANVAS unless otherwise noted. Emailed documents will NOT be accepted.
• All assignment instructions and rubrics are located on CANVAS in the modules
• Only put your E# at the top of each assignment (no names, no course name, and no date). Assignments with more than the E# at the top will receive a zero.
• Cite any sources you use – this includes prior learning so I understand where your thoughts are coming from; otherwise, the paper will receive a zero for plagiarism. Use APA (no cover pages, no abstracts, and no running heads).

A list of assignments, points possible, and due dates is available on CANVAS; 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.

- ePortfolio work can be viewed as your test over specific subject matters. It’s just that these “tests” are available ahead of time, they involve several steps, you can do them wherever, and you can ask questions.
- The final assessment is your “final exam.” If you prefer an actual exam, that can be arranged and will consist of at least 10 essay questions.

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.

He has/will also be developing LibGuides to help walk you through how to find credible peer-reviewed articles for your research.

Another way to get help is to actually go to the library if you are able.

**EXTRA CREDIT**

Extra Credit is offered in this course based on the following instructions and opportunities.

**EXTRA CREDIT IS ONLY ACCEPTED TO ENHANCE A GRADE EARNED ON AN ASSIGNMENT. EXTRA CREDIT IS NOT ALLOWED TO REPLACE POINTS FOR AN ASSIGNMENT NOT COMPLETED.**

Choose two campus or community events to attend during the current semester that will apply to the course. Write at least 400 words including the event details (no more than a paragraph) and how this event applies to the course by using concepts and terminology from the textbook. Submit your work under the appropriate extra credit assignment.
In the event a submission is made without a clear connection to the course, the submission will be refused; otherwise, valid and accurate submissions will receive up to 5 extra credit points (2 of these points are for just attending. If 2 points is all you want, provide some type of proof of attendance).

**GRADES:**
Final course grades will be based on the plus/minus grading system. I do NOT give out grades over email. If the final assessment isn’t completed, the highest grade that can be earned in this course is a D. 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>Assessments (5@10)</td>
<td>50</td>
</tr>
<tr>
<td>ePortfolio</td>
<td>50</td>
</tr>
<tr>
<td>Class Project</td>
<td>50</td>
</tr>
<tr>
<td>Final Assessment</td>
<td>50</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

Grades are meaningless if they are not a legitimate reflection of student learning. Excellence—even competence—in any academic area is seriously jeopardized by bullying. See CANVAS for examples.

**INCOMPLETES:**
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.
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=30% reduction in possible points
Three days late=40% reduction in possible points
Four days or more late=50% 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).

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 Canvas 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. Procrastination or a lack of knowledge of due dates and/or assignments is unacceptable. Mental and/or physical illnesses must be accompanied by a disability services letter. Problems at home/work are areas all of us must deal with and determine what is most important to us. If the choice is home/work, then the natural consequence is lower scores or zeros for unfinished school work.

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

COURSE EXPECTATIONS:
My expectations of YOU:
• Attend class and Be responsible for your own education
• Read the chapter being discussed in class BEFORE coming to class See first 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 class, some people may voice views that are not in correlation with your own views. Disrespect of another person’s views will not be accepted (including sitting behind someone and rolling your eyes). Diversity of thought is valuable and is expected to be respected in this classroom. If you or another person in the classroom chooses to spew hatred comments about “others,” I will take care of the situation.

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, Canvas 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.

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.

ELECTRONICS POLICY:
Shut ringers and loud vibrations off on your cell phone. Also, please don’t use flashing lights to indicate receipt of calls/texts/etc. Using a computer to take notes is permitted; however, if you are choosing to shop or check out Facebook, the instructor will ask you to no longer bring the laptop. If I see that you are choosing to text or browse rather than participate or listen, I may have to resort to other strategies to make you value your education and the opportunity you have to be in this class.

FACEBOOK AND OTHER SOCIAL NETWORKING POLICIES:
While I greatly appreciate the idea of “friending” my students or accepting “friending” 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading to be completed BEFORE class</th>
<th>What to Bring to Class</th>
<th>What is due by 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-Jan</td>
<td>Introductions, Syllabus, Canvas, Etc</td>
<td>Your ideas of what makes people violent</td>
<td>Syllabus Infograph</td>
</tr>
<tr>
<td>26-Jan</td>
<td>None (topic to be discussed: definitions of family violence)</td>
<td>News article on any type of family violence within last 2 years</td>
<td>Due at beginning of class: News article (either in print or shown on a tablet or phone)</td>
</tr>
<tr>
<td>28-Jan</td>
<td>News</td>
<td>Notes from reading</td>
<td>Notes from reading</td>
</tr>
<tr>
<td>2-Feb</td>
<td>Read pages 15-30 online <a href="https://books.google.com/books?id=qkt2AwAAQBAJ&amp;printsec=frontcover&amp;source=gbs_ge_summary_r&amp;cad=0#v=onepage&amp;q&amp;f=false">https://books.google.com/books?id=qkt2AwAAQBAJ&amp;printsec=frontcover&amp;source=gbs_ge_summary_r&amp;cad=0#v=onepage&amp;q&amp;f=false</a></td>
<td>List of the top 10 ways to prevent, recognize, or stop dating violence</td>
<td>Due at the beginning of class: List</td>
</tr>
<tr>
<td>4-Feb</td>
<td>Read chapters 7 and 8 online <a href="https://books.google.com/books?id=qkt2AwAAQBAJ&amp;printsec=frontcover&amp;source=gbs_ge_summary_r&amp;cad=0#v=onepage&amp;q&amp;f=false">https://books.google.com/books?id=qkt2AwAAQBAJ&amp;printsec=frontcover&amp;source=gbs_ge_summary_r&amp;cad=0#v=onepage&amp;q&amp;f=false</a></td>
<td>Group outline for reading. Starting a collaboration in Canvas so you can work together on the outline. Put your initials next to items you submit for the outline.</td>
<td>Due at the beginning of class: Group Outline of Reading to informally present to class</td>
</tr>
<tr>
<td>9-Feb</td>
<td>Class Project - part 1: Find websites that specifically discuss dating violence (teen or young adult).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-Feb</td>
<td>Assigned Reading: Look under People and Groups to get your reading group number. Then go to modules and find the article your group reads (Dating Violence)</td>
<td>Group outline for reading.</td>
<td>Due at the beginning of class: Group Outline of Reading to informally present to class</td>
</tr>
<tr>
<td>16-Feb</td>
<td>None (topic to be discussed: Intimate Partner Violence)</td>
<td></td>
<td>Class Project: Dating Violence</td>
</tr>
<tr>
<td>18-Feb</td>
<td>Assigned Reading: Look under People and Groups to get your reading group number. Then go to modules and find the article your group reads (Intimate Partner Violence)</td>
<td>Group outline for reading.</td>
<td>1. Due at the beginning of class: Group Outline of Reading to informally present to class 2. ePortfolio: Dating Violence Section</td>
</tr>
<tr>
<td>23-Feb</td>
<td>None (topic to be discussed: Why don't they leave, common couple violence, messages in media)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>25-Feb</td>
<td>Assigned Reading: Look under People and Groups to get your reading group number. Then go to modules and find the article your group reads (Stalking)</td>
<td>Group outline for reading.</td>
<td>Due at the beginning of class: Group Outline of Reading to informally present to class</td>
</tr>
<tr>
<td>1-Mar</td>
<td>TBD</td>
<td>None</td>
<td>Pop Culture Due - submit on CANVAS and put in ePortfolio</td>
</tr>
<tr>
<td>3-Mar</td>
<td>Assigned Reading: Look under People and Groups to get your reading group number. Then go to modules and find the article your group reads (Law Enforcement)</td>
<td>Group outline for reading.</td>
<td>Due at the beginning of class: Group Outline of Reading to informally present to class</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
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<tr>
<td>8-Mar</td>
<td>TBD</td>
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<tr>
<td>10-Mar</td>
<td>Assigned Reading: Look under People and Groups to get your reading group number. Then go to modules and find the article your group reads (Special Populations)</td>
<td>Group outline for reading. Due at the beginning of class: Group Outline of Reading to informally present to class</td>
<td></td>
</tr>
<tr>
<td>11-Mar</td>
<td>Spring Break</td>
<td></td>
<td></td>
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<tr>
<td>15/17</td>
<td>Assigned Reading: Look under People and Groups to get your reading group number. Then go to modules and find the article your group reads (Sexual Assault and Rape)</td>
<td>Group outline for reading. Due at the beginning of class: Group Outline of Reading to informally present to class</td>
<td></td>
</tr>
<tr>
<td>21-Mar</td>
<td>Assigned Reading: Look under People and Groups to get your reading group number. Then go to modules and find the article your group reads (Siblings and Parents)</td>
<td>Group outline for reading. Due at the beginning of class: Group Outline of Reading to informally present to class</td>
<td></td>
</tr>
<tr>
<td>22-Mar</td>
<td>Class Project - part 2: April is Sexual Assault Awareness Month. What can we do to bring light to this issue on campus?</td>
<td>Come with ideas of what can be done as a class project.</td>
<td></td>
</tr>
<tr>
<td>24-Mar</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>29-Mar</td>
<td>Assigned Reading: Look under People and Groups to get your reading group number. Then go to modules and find the article your group reads (Siblings and Parents)</td>
<td>Group outline for reading. Due at the beginning of class: Group Outline of Reading to informally present to class</td>
<td></td>
</tr>
<tr>
<td>31-Mar</td>
<td>None (Elder Abuse: Physical and Psychological)</td>
<td></td>
<td></td>
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<tr>
<td>5-Apr</td>
<td>None (Elder Abuse: Sexual and Financial)</td>
<td></td>
<td></td>
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<tr>
<td>7-Apr</td>
<td>None (Child Abuse: Victims)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-Apr</td>
<td>None (Child Abuse: Victims)</td>
<td>Class Project - Part 2</td>
<td></td>
</tr>
<tr>
<td>14-Apr</td>
<td>None (Child Abuse: Family Perpetrators)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-Apr</td>
<td>None (Child Abuse: Other Perpetrators)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-Apr</td>
<td>If I'm Missing or Dead (chapters 1-11)</td>
<td>Notes from reading</td>
<td></td>
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<tr>
<td>26-Apr</td>
<td>If I'm Missing or Dead (chapters 12-18)</td>
<td>Notes from reading</td>
<td></td>
</tr>
<tr>
<td>28-Apr</td>
<td>NO CLASS - Research and Creativity Day</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>3-May</td>
<td>If I'm Missing or Dead (chapters 19-end)</td>
<td>Notes from reading</td>
<td></td>
</tr>
<tr>
<td>5-May</td>
<td>None - NO CLASS - Instructor available in office for questions on analysis and final assessment</td>
<td>Analysis of If I am Missing or Dead</td>
<td></td>
</tr>
<tr>
<td>10-May</td>
<td>None</td>
<td>Final Assessment AND ePortfolio Due on Canvas by 9:50am</td>
<td></td>
</tr>
</tbody>
</table>