Stacy Smith

Class times/Location: Online
E-mail (best way to contact): ssmith72@emporia.edu
E-Mail Hours: E-mail will typically be answered within 24-48 hours M-F between the hours of 8 am – 5 pm. Dependent on the instructor’s schedule, e-mail may be answered on the evenings and weekends, but it is not a guarantee. Students should therefore plan ahead and not wait until the last minute to access assignments.

Office: BC 115B
Office Phone: 620-341-5720
Office Hours: MW 1–3:30 pm, Friday 1-3:00 pm by appointment only

Course Materials:
- Canvas. All course work will be conducted via Canvas. You are responsible for learning to navigate Canvas, accessing course material, being aware of assignments and due dates, and turning in assignments in a timely manner.
- Syllabus and Schedule: students are responsible for downloading, reading, and understanding both the course syllabus and the course schedule (available on Canvas). The course syllabus is an agreement between the instructor and students enrolled in the course. By continuing your enrollment in this course, you signify that you have read and understand the expectations laid out in this syllabus.
- Books and access to documentaries: Students will need to either purchase or plan ahead for access to at least one book and/or at least one documentary film for this course. Prices and access vary; a list of options is available on Canvas in the Modules section. Note that the links provided are not intended to advertise for a particular seller; only to easily provide information about the documentary or book. Depending on student access to documentaries, students may need an iTunes account, Amazon.com account (or Amazon Prime account, which is discounted to students), or Netflix account (one month free trial and gift cards may be purchased at Kroger/Dillons stores). I strongly suggest that you look through the list for what appeals to you and order at the beginning of the semester. Not having the materials will not be accepted as an excuse for late work.
- Interlibrary Loan: You will need to use Interlibrary Loan to access a few book chapters. Interlibrary loan can be accessed from the Library home page (see link on Canvas). Plan ahead.
- Other readings, available on Canvas.

Course Description:
This course will examine cults/sects/New Religious Movements. Students will examine the social forces that label an organization as a “cult” or “sect,” the social forces that encourage people to engage in these institutions, and how they relate to other social institutions, such as the state.

Course Objectives/Goals:
Students who successfully complete this course will be able to:
- Define cult/sect/New Religious Movement
- Become aware of the cultural values embedded within the labeling of a group as a cult/sect/NRM
- Demonstrate an understanding of research agendas for cults/sects/NRMs
- Have a deeper understanding of the social forces at play in the formation and maintenance of cults and sects
- Learn how to be open to differing opinions and discuss these differing opinions professionally

Student Learning Outcomes:
Student Learning Outcomes for this course are consistent with the following Student Learning Outcomes identified by the Department of Sociology, Anthropology, and Crime and Delinquency Studies for Sociology classes:
- Understand how the self develops sociologically and explain the relationship between the individual and society
- Provide examples of how culture and social structure shape individual lives
- Demonstrate critical thinking skills, including analysis and synthesis of key sociological concepts and
theories by providing an original analysis of a social problem or issue
• Effectively express and communicate sociological knowledge inside and outside the classroom

Based on the Course Objectives for this course in particular, the following course-specific Student Learning Outcomes apply. 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. The table below links course-specific Student Learning Outcomes with Assignments and the cognitive operations the SLOs are intended to address.

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<th>Student Learning Outcomes</th>
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<th>Categories of Learning</th>
<th>Cognitive Operations</th>
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<td>Foundational Outcomes</td>
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<tr>
<td>Demonstrate an understanding of basic concepts, theories, and research related to the course</td>
<td>Weekly Message Board posts, Proposal, Final project</td>
<td>Foundational Knowledge</td>
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<td>Mediating Outcomes</td>
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<td>Connect course material to the lived experience of self, others, and current events</td>
<td>Weekly Message Board Posts, Participate and post assignments, Proposal, Final project</td>
<td>Application (practical application of knowledge)</td>
<td>Remembering, understanding, applying, analyzing</td>
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<td>Apply course concepts to everyday life and/or other courses</td>
<td>Reflect on learning effort and strategies to improve future performance</td>
<td>Integration (making connections among ideas, disciplines, one’s own life)</td>
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<td>Ultimate Outcomes</td>
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<td>Critically examine and apply sociological research to course material, demonstrating written communication skills</td>
<td>Weekly Message Board Posts, Participate and post assignments, Proposal, Final project</td>
<td>Human dimension (insights into themselves and others), Caring (motivation to learn, adopt new interest, attitudes)</td>
<td>Remembering, understanding, applying, analyzing, evaluating, creating</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, you will be given 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.

You are expected to read assigned material, and to be prepared for participation in online discussions. In this class, you will learn by doing sociology; therefore, your active participation 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 we have learned, either informally or formally, misinformation about our communities, about members of minority and non-minority groups, and members of different gender and sexual identity groups. 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 temporarily blocked from the course until we can have a conversation about appropriate course participation. If necessary, a student may be removed from the course.
2. Make and refute points using scientific logic/proof. Personal experiences are very important for this class; however, Sociology is 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 must be based on reliable scientific publications and students are expected to provide those references in order to participate in discussion. Students are expected to keep purely personal opinion to themselves; personal opinion is important to individuals, but in this class we will be using evidence-based discussion. 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

All assignments in this course have been carefully constructed to meet both department and course-specific student learning outcomes. Individual grades are based on the quality of your work and not on your “ability” or “effort.” You are expected to fully complete assignments. Failure to meet all requirements for an assignment will not receive partial credit; failing to finish an assignment is the same as not submitting the assignment at all.

All assignments must be submitted through Canvas, even if they are late or are revisions. Make sure that your file opens correctly, as corrupt files will not be accepted. A corrupt file will be counted as a zero and you will have to us tokens to resubmit.

If you have questions about an assignment, however, you should email me. Don’t submit a draft to Canvas and ask me to give feedback prior to grading: these requests should come to me via email at ssmith72@emporia.edu.
Students may submit a “backup” assignment to the course “backup” email if you like. THIS IS OPTIONAL and I won’t grade from this email, so make sure you are still submitting through the assignment on Canvas and on time. But you can also send a copy in the event of some kind of technical problem with Canvas. To submit to the backup email, include (1) your name, (2) the course you are in, and (3) the assignment name in the subject line, AND send the email before the assignment deadline, AND make sure you attach the file, AND send to emporiasociologybackups@gmail.com.

You may move through the course at your own pace, but you must proceed sequentially (because some assignments are “gates,” others will not open until you complete those assignments). Keep in mind that if you work ahead, you will need to go back and respond to other students to get full credit. I will not assign grades to incomplete assignments until the due date has passed.

**Adult Learning Assignments**

Relevant Student Learning Outcome: Reflect on learning effort and strategies to improve future performance

Simply put, not everyone comes to college knowing how to be a successful college student. Students come from a variety of backgrounds and may not have learned the skills necessary to be successful. Sometimes students think that online classes will be “easy,” but even if the course content itself is not challenging, being successful in an online course demands good time management skills and the ability to work on one’s own. The readings and assignments for this course are NOT easy and you will be disappointed if you are looking for an “easy A” in this class.

Adult Learning Assignments are required and are intended to teach skills that can, if you apply them properly, help you be successful in college. They are low-stakes (pass/fail), but must be completed fully. Adult Learning Assignments are “gated” assignments, which means that when you satisfactorily complete the assignment, further course material becomes available. For example, you will not be able to access the Proposal Evaluation assignment if you do not first complete the Proposal Planning assignment. Successful completion of adult learning assignments should improve your understanding of course and assignment expectations and, if you make use of what you learn, should result in higher scores.

**Weekly Message Board Posts**

Relevant Student Learning Outcomes: Demonstrate an understanding of basic concepts, theories, and research related to the course; Connect course material to the lived experience of self, others, and current events; Critically examine and apply sociological research to course material, demonstrating written communication skills.

Message Board Posts, which include responding/interacting with other students in the course, are the core of this course. Completing message board posts helps you to understand/reflect on the readings, helps you build an understanding of course material in preparation for the midterm and final exams, and gives you access to how your classmates interpreted the same materials. Student interaction in online courses is difficult to attain, and message board posts are where students interact with each other the most.

For the Message Board Posts, you are expected to (1) post a question, insight, connection, summary, etc. of the readings for most weeks and (2) respond in a meaningful way to at least one other student’s post on the same week. Responses should be meaningful and substantive (“I agree” will not earn points). There will be questions for some of the weeks’ readings, so make sure to check the message board assignment before responding.

Weekly Message Board Posts will be worth a total of 10 points each, including your response to another student. A full credit response will be clear, substantive, answer all questions, and respond to another student. Partial credit will not be given for incomplete posts or failure to respond to another student.

*Note about the weekly readings/videos: the intensity of the work load for each week varies quite a bit in this class. I encourage you to use those easier weeks to get a head start on the reading for the next week.*
Participate and Post Discussion Posts

Relevant Student Learning Outcomes: Connect course material to the lived experience of self, others, and current events; Apply course concepts to everyday life and/or other courses; Critically examine and apply sociological research to course material, demonstrating written communication skills.

Participate and Post Assignments require you to apply course material to your lived experience, which means that these assignments often require a significant time commitment and/or may require you to complete an activity. Students are expected to (1) complete the activity, (2) adequately write about the activity, answering the questions, and (3) respond in a meaningful way to at least one other student’s post (“I agree” will not earn points). Participate and Post Assignments are worth 25 points each, including your response to another student. Partial credit will not be given for incomplete posts or failure to respond to another student.

Proposal and Final Project

Relevant Student Learning Outcomes: Demonstrate an understanding of basic concepts, theories, and research related to the course; Connect course material to the lived experience of self, others, and current events; Apply course concepts to everyday life and/or other courses; Critically examine and apply sociological research to course material, demonstrating written communication skills.

The Final Project, and your Proposal for it, give you an opportunity to show competence with course material, test your ability to think critically about course material, and challenge you to communicate your thoughts well. This is also our opportunity to explore a number of different cults/sects/New Religious Movements as a class, far beyond what we would be able to cover if I simply assigned books. You will choose a cult/sect/NRM from those covered in the documentaries and books listed and linked from the Final Project category of the Modules section on Canvas (if you can find an academic monograph about a cult not on this list, please email me). You may be able to find these materials at a library or through Interlibrary Loan, or you may need to purchase your choice for yourself. I encourage you to look at this list early in the semester so that you can make a choice about what you want to focus your final project on. The final project will also use outside, academic/reputable sources as necessary. A rubric is provided along with the assignment sheet and you are expected to be familiar with both, as both provide critical information for successfully completing the exams.

Students will sign up for one of two due dates for the final project, corresponding with the final two weeks of class. On the week in which your final project is not due, you will be expected to write critiques/responses over your classmates’ projects as your Message Board Post. Two invitations are available on your Calendar on Canvas. Reserve a spot on one of those for your due date. Reservations will be first come, first serve; if you have some reason why you need a particular due date, you should reserve early.

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/Grades:

Students sometimes mistakenly believe that “effort” or “ability” is all that is needed in order to do well in a college course. Grades in college courses are based on the quality of a student’s work (see “What Grades Mean in College” in Modules). An “A” is work that is far above average in quality, which is why we say that someone has “brought his/her A game.”

In this class, grades are also based on the quantity of work that a student chooses to complete. You have a certain amount of choice in what assignments you do and what letter grade you work toward earning at the end of the semester. This structure allows you some flexibility to work around the demands of your life outside of your coursework. For example, a student who wants to earn a C from the course is only required to complete the assignments required for a C rather than completing ALL assignments at the C level.
Thus grades in this course are dependent both on the quality and the quantity of work a student submits.

You choose what course grade you will work to earn by completing assignments that represent a specific quality and quantity of coursework. We will call these “Bundles.” Each Bundle is associated with achieving a certain percentage in the course (just as most other courses), but once you complete the required assignments, how you achieve that percentage is up to you. For example, at the C level you are required to achieve a 70% or better on Participate and Post assignments. You could do this by completing two of the three assignments very well (so that you earn 45 points between the two assignments) OR you could do this by completing all three assignments at a minimal level (so that you earn 45 points between all three assignments). This structure also provides you a bit of a safety net: if you don’t do as well as you would have liked, you can still complete more of the same assignment to get more points. Of course, if you push things until the last minute and skip assignments, you lose that built-in safety net.

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<th>“Bundle” Grading Scale</th>
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<td>B</td>
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<td>C</td>
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A Bundle

- Earn a total score of 90% or better on the following Weekly Message Board Posts (10 points each):
  - **Required**
    - Week 1: Introduction and Orientation to Class (gate)
    - Week 2: Cults, Sects, and New Religious Movements (NRMs): an Overview
    - Week 3: What is a cult/sect/NRM?
    - Week 4: Why do definitions matter?
    - Week 7: Why do we study cults?
    - Week 9: Who join cults, how, and why?
  - At least 7 from the following 8
    - Week 5: Why do definitions matter?
    - Week 6: How do we study cults?
    - Week 8: Who join cults, how, and why?
    - Week 10: Who joins cults, how, and why?
    - Week 11: Life in a Cult
    - Week 12: Life in a Cult
    - Week 13: Leaving
    - Week 14 OR Week 15, dependent on Final Project: Peer Critique

- Earn a total score of 100% on the following Adult Learning assignments (pass/fail):
  - Syllabus Quiz (gate, untimed, unlimited re-take)
  - Goal Setting: Planning Ahead for the Semester (gate)
  - Pre-writing planning: Proposal (gate)
  - Proposal Self-Evaluation (gate)
  - Pre-writing planning: Final Project (gate)
  - Final Grade Review and Self-Evaluation (gate)

- Earn a total score of 90% or better on the following Participate and Post (25 points each):
  - Cults/Sects/NRMS in the news
  - Cults, Sects, NRMs in modern life
  - Coming full circle
Earn a total score of 90% or better (combined score) on the following: (Proposal 50 pts, Final Project 100 pts):
  - Proposal – 50 points total (gate). Proposal MUST be completed to my satisfaction, indicated by my writing “Accepted” in the comments. (Proposals that must be revised will be commented with “Revise and Resubmit”)
  - Final Project – 100 points total (see rubric)

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B Bundle

- Earn a total score of 80% or better on the following Weekly Message Board Posts (10 points each):
  - **Required**
    - Week 1: Introduction and Orientation to Class (gate)
    - Week 2: Cults, Sects, and New Religious Movements (NRMs): an Overview
    - Week 3: What is a cult/sect/NRM?
    - Week 4: Why do definitions matter?
    - Week 7: Why do we study cults?
    - Week 9: Who join cults, how, and why?
  - **At least 6 from the following 8**
    - Week 5: Why do definitions matter?
    - Week 6: How do we study cults?
    - Week 8: Who join cults, how, and why?
    - Week 10: Who joins cults, how, and why?
    - Week 11: Life in a Cult
    - Week 12: Life in a Cult
    - Week 13: Leaving
    - Week 14 OR Week 15, dependent on Final Project: Peer Critique

- Earn a total score of 100% on the following Adult Learning assignments (pass/fail):
  - Syllabus Quiz (gate, untimed, unlimited re-take)
  - Goal Setting: Planning Ahead for the Semester (gate)
  - Pre-writing planning: Proposal (gate)
  - Proposal Self-Evaluation (gate)
  - Pre-writing planning: Final Project (gate)
  - Final Grade Review and Self-Evaluation (gate)

- Earn a total score of 80% or better on the following Participate and Post (25 points each):
  - **Required**
    - Coming Full Circle
  - **At least one of the following 2**
    - Cults/Sects/NRMS in the news
    - Cults, Sects, NRMs in modern life

- Earn a total score of 80% or better (combined score) on the following: (Proposal 50 pts, Final Project 100 pts):
  - Proposal – 50 points total (gate). Proposal MUST be completed to my satisfaction, indicated by my writing “Accepted” in the comments. (Proposals that must be revised will be commented with “Revise and Resubmit”)
  - Final Project – 100 points total (see rubric)

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C Bundle

- Earn a total score of 70% or better on the following Weekly Message Board Posts (10 points each):
  - **Required**
    - Week 1: Introduction and Orientation to Class (gate)
• Week 2: Cults, Sects, and New Religious Movements (NRMs): an Overview
• Week 3: What is a cult/sect/NRM?
• Week 4: Why do definitions matter?
• Week 7: Why do we study cults?
• Week 9: Who join cults, how, and why?
  o At least 4 from the following 8
    • Week 5: Why do definitions matter?
    • Week 6: How do we study cults?
    • Week 8: Who join cults, how, and why?
    • Week 10: Who joins cults, how, and why?
    • Week 11: Life in a Cult
    • Week 12: Life in a Cult
    • Week 13: Leaving
    • Week 14 OR Week 15, dependent on Final Project: Peer Critique

• Earn a total score of 100% on the following Adult Learning assignments (pass/fail):
  o Syllabus Quiz (gate, untimed, unlimited re-take)
  o Goal Setting: Planning Ahead for the Semester (gate)
  o Pre-writing planning: Proposal (gate)
  o Proposal Self-Evaluation (gate)
  o Pre-writing planning: Final Project (gate)
  o Final Grade Review and Self-Evaluation (gate)

• Earn a total score of 70% or better on the following Participate and Post (25 points each):
  o Required
    • Coming Full Circle
  o At least one of the following 2
    • Cults/Sects/NRMS in the news
    • Cults, Sects, NRMs in modern life

• Earn a total score of 70% or better (combined score) on the following: (Proposal 50 pts, Final Project 100 pts):
  o Proposal – 50 points total (gate). Proposal MUST be completed to my satisfaction, indicated by my writing “Accepted” in the comments. (Proposals that must be revised will be commented with “Revise and Resubmit”)
  o Final Project – 100 points total (see rubric)

D Bundle

• Earn a total score of 60% or better on the following Weekly Message Board Posts (10 points each):
  o Required
    • Week 1: Introduction and Orientation to Class (gate)
    • Week 2: Cults, Sects, and New Religious Movements (NRMs): an Overview
    • Week 3: What is a cult/sect/NRM?
    • Week 4: Why do definitions matter?
    • Week 7: Why do we study cults?
    • Week 9: Who join cults, how, and why?
  o At least 4 from the following 8
    • Week 5: Why do definitions matter?
    • Week 6: How do we study cults?
    • Week 8: Who join cults, how, and why?
    • Week 10: Who joins cults, how, and why?
    • Week 11: Life in a Cult
    • Week 12: Life in a Cult
    • Week 13: Leaving
    • Week 14 OR Week 15, dependent on Final Project: Peer Critique
• Earn a total score of 100% on the following Adult Learning assignments (pass/fail):
  o Syllabus Quiz (gate, untimed, unlimited re-take)
  o Goal Setting: Planning Ahead for the Semester (gate)
  o Pre-writing planning: Proposal (gate)
  o Proposal Self-Evaluation (gate)
  o Pre-writing planning: Final Project (gate)
  o Final Grade Review and Self-Evaluation (gate)

• Earn a total score of 60% or better on the following Participate and Post (25 points each):
  o Required
    • Coming Full Circle

• Earn a total score of 60% or better (combined score) on the following: (Proposal 50 pts, Final Project 100 pts):
  o Proposal – 50 points total (gate). Proposal MUST be completed to my satisfaction, indicated by my writing “Accepted” in the comments. (Proposals that must be revised will be commented with “Revise and Resubmit”)
  o Final Project – 100 points total (see rubric)

Tokens: At the beginning of the semester every student has five “tokens” that can be redeemed as follows:
• Re-grade one participate and post – 1 token
• Re-grade one message board post – 1 token
• Receive a 24 hour extension on an assignment – 2 tokens
• Revise the proposal, if the revision comes more than 72 hours after feedback – 2 tokens
• Revise the Final Project within one day of receiving instructor feedback – 2 tokens. Revision must be accompanied by a comment, on Canvas, detailing changes. Failure to revise according to instructor comments results in original grade. Note that this option is for revisions only and can not be used to turn in a Final Project later than the 24 hour extension listed above. This option is only available if there will be enough time for me to grade your revision before final grades are due.

In order to use tokens, you must first do the work. For example, if you forget to submit a message board post, you can submit the post late, and then email me to tell me you want to use tokens and I will “re-grade” it. If you still haven’t written a message board post after you ask me to re-grade it, and the assignment is blank, then you will still receive a zero. Tokens do not “replace” assignments; they allow for revision and re-grading.

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 message board posts and exams) for a possible total of 10 extra credit points. If you have tokens left at the end of the semester, you and I will discuss where to apply your extra credit.

Tokens cannot be earned or transferred. No more than 5 tokens per student will be allowed.

CLASS POLICIES
Canvas. All course information and materials (such as due dates, 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.

All assignments must be uploaded to Canvas. I have left assignments open so that even if you are turning your work in late or are revising, you can still upload it to the assignment on Canvas. I ask students to do this so that all of your work is in the same place and because it’s easier for me to make comments that way.

Students should be aware that technology sometimes fails, and should plan for it. This means that submitting assignments at the last minute is not a good idea. Also, I am not tech support – I’m just an end user, like you. If you have a technical issue with Canvas, contact the Help Desk at 877-341-5555 or helpdesk@emporia.edu as soon as you encounter the problem. Only email me about the problem if it appears likely to disrupt your ability to submit an assignment on time. You may wish to send a “backup” copy of the assignment to the course backup email: emporiasociologybackups@gmail.com. Be sure to follow the submission guidelines: include (1) your name, (2) the course you are in, and (3) the assignment name in the subject line, AND make sure you attach the file. I will not grade from this email but it at least can show that you submitted the completed assignment on time.

Lengthy Illness: If you experience an extended illness and cannot complete course material, I strongly encourage you to contact Student Affairs and we will work together to determine the best approach, either for you to continue the course or withdraw from the course.

Late Assignments and Make-up Work. Late or missed work will be accepted under specific conditions. 1. The student must use a token or tokens (see tokens section for specifics) in exchange for the opportunity to submit late work. 2. The work must be submitted within a certain time frame. Specifically, students may request a 24 hour extension for the midterm and final exams, but may submit message board posts and participate and post assignments up to the end of the 14th week of the semester, if condition #1 is met. Tokens are limited, however, so students should limit turning in late work. No other late work will be accepted. Failing to do a gated assignment is not a valid reason for turning in late work.

Office Hours and Conferences. For online courses, email is the best point of contact. However, you may also call or come by during my office hours. 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: Before you email me for the first time, please review the “Email Etiquette” document in the Course Documents section of Canvas Modules. Remember that the university is a place to practice professional behavior; making certain that your email to your instructor is professional is good practice.

You are welcome to email me at any time: I usually respond to email fairly quickly. Generally speaking, you can expect a response from me within a couple of days Monday-Friday between 8 am – 5 pm. Often I will respond during evenings and weekends as well, but this is NOT guaranteed. Therefore, you should plan ahead to be sure that you can get your questions answered ahead of time. If you wait until late at night or on the weekend to start an assignment and you run into problems, you may very well not get your questions answered before an assignment is due. As the saying goes, “poor planning on your part does not constitute an emergency on my part.”

Each semester I have between 150-200 students across four courses. If you email me, make sure that you NEED to email me; I just won’t answer if the answer can easily be found by checking the syllabus, schedule, Canvas, or an email I’ve already sent out to the entire class. I will always prioritize students with significant questions or emergencies; this makes the best use of my time and allows me to quickly respond to students with serious questions/problems. In other words, it makes me a better teacher.

Grades. This course uses Bundles for 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. It is a violation of student privacy (FERPA) to discuss specific grade via email, so for
distance students we may need to set up a time for a phone call.

**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.

**Grade Disputes:** If you believe that I have graded a course assignment in error, you may dispute your grade.
To do so, I must receive a written memo from you within a week of when I assign the grade for weeks 1-14 and
within two days for weeks 15-finals. The memo must detail specifically why the assignment should receive a
different grade. Explain how the assignment met all of the requirements or how the answer as written (and not
based on what could be inferred from what was written) addressed the question. Please note that the time frame
begins when I assign a grade and not when you notice the grade.

**Contesting a Final Grade:** If you believe that your final grade was not appropriate to the work that you
completed in this course, you may appeal your grade through the Academic Appeals process. This process is
determined by the University and cannot be circumvented by, for example, going to the highest ranking
administrator you can speak to. More detailed information about appealing your final grade can be found in the
student handbook, but the general process is laid out below. Appeals must be made within 1 semester following
the semester in which you took the course. All appeals are kept confidential.

1. **Instructor First.** Set up an appointment to meet with your instructor to discuss the issue. If the
two of you can’t reach an understanding, then -

2. **Department Chair Second.** Request an appointment with the Department Chair, and write a letter
to the Chair that details the situation. The Department Chair will check with your instructor to (1)
verify that the two of you have already met and (2) collect detailed information from the
instructor. The Chair will attempt to mediate a resolution between student and instructor. If the
mediation fails, then -

3. **Departmental Appeals Committee Third.** The student may request that the Chair convene a
Departmental Appeals Committee. The Committee will be made up of two faculty members and
one student from the department which will review the situation and reach a decision within 20
class days. The Department Chair makes sure the decision is implemented. If the student is
unhappy with the Department Committee’s decision, then -

4. **College/School Dean Last.** The student can appeal to the appropriate Dean of the school/college.
The Departmental Appeals Committee will send all written documentation to the dean, who will
create a School/College Academic Appeals Committee consisting of 3 faculty members and 2
students. This Committee votes and submits a recommendation to the Dean, who makes a final
decision that cannot be appealed.

**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 be given 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.

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**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 infraction(s). 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 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 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.