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Office Hours: Mon, Wed & Fri 10:00 am – 11:00 am
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Sociology Dept. Ketchum 219 and 303-492-6410

Class Overview

Class meets Mondays, Wednesdays and Fridays from 9:00am to 9:50am in [RAMY N1B23](#)

The topic of deviance has long held an enduring fascination for students of sociology, gripping their interests for several reasons. Some students have career plans that include law or law enforcement and want to expand their base of practical knowledge. Others feel a special affinity for the subject of deviance based on personal experience or inclination. A third group is drawn to deviance merely because it is different, offering the promise of excitement or the exotic. Finally, some are interested in how social norms are constructed; the ways in which people and society decide what is acceptable and what is not. The sociological study of deviance can fulfill these goals, taking us deep into the criminal underworld, inward to the familiar, outward to the fascinating and bizarre, and finally back to the central core of society.

In the following weeks, we will peer into the deviant realm, looking at both deviants and those who define them as such. In doing so, we look at a range of deviant behaviors, discuss why people engage in these and analyze how they are sociologically organized. In doing so, you will be introduced to the central sociological concepts of deviance, social order, social power, identity construction, and identity management. We will also work together to begin to understand the basics of the sociological perspective and to see how it differs from the faith-based, biological and psychological approaches that many people use to understand society and social life. We will use the topic of deviance to see how groups of people have the power to shape social definitions and apply them onto others. We will then look at the consequences for those defined as deviant of this label. We will look at how people come to develop a deviant identity and what that means to them in the exercise of their everyday lives.

A Word of Caution! In this class, we will be discussing issues that might make some people uncomfortable. You will be presented with, and asked to discuss, topics such as sexual deviance such as pedophilia, bestiality, and rape; self-injury including “cutting” and autoerotic asphyxiation; intolerance and inequality; prejudice and privilege; racism, sexism, hate and violence; as well as, good ol’ sex drugs and rock ‘n’ roll! The course is taught primarily from a social constructionist perspective, thus we will closely attend to the way deviance varies across time and cultures and means different things to different people based on their social location. In other words, there are no “universal deviants”! Predictably, many of the ideas presented in class are critical of deeply cherished and widely-valued beliefs and norms. You will be asked to think critically, creatively, reflexively and scientifically about “our” society, its norms, deviance and *YOUR* role in it all. And while I understand that at times you may feel uncomfortable, you are, *at all times*, expected to respectfully consider the ideas presented (by me as well as classmates) and discuss them in a calm, kind and academic manner. If you are not prepared to “think sociologically” about society, deviance, and yourself, **this class may not be for you!**

What to expect in class: As mentioned, I teach the course primarily from a social constructionist perspective. In terms of teaching, this means that rather than simply being a [professor](#) of expert knowledge, my primary role in class is more that of a facilitator, or a “coach” of sorts. To me, a coach is someone that *motivates and assists* others in developing new and improving upon existing skills, competencies and expertise. Unlike “professing”, coaching is a partnership in which both parties are willing to work towards a common goal. Rather than simply professing what I know, my role is to “[scaffold](#)” your collaborative construction of knowledge and foster an appreciation of the sociological perspective in general. As a coach, I will provide sociological expertise, pedagogical support, critique/criticism and suggestions for improvement ([Spouse 2005](#)). As the coached, you are expected to *actively* read, write, and talk about the course topics. It is not a sit-back-and-take-notes-for-the-exam sort of class!

Comment [AJ1]: ... a relationship in which you (the student) would be expected uncritically accept what I profess to know (i.e. [Freire's "banking model" of teaching](#))

Comment [AJ2]: The “three r’s” of a [Socratic seminar](#): reading, riting, and responding

Course Learning Objectives: Upon completion of the course, you should be able to:

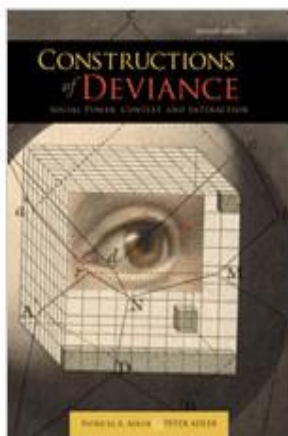
1. Demonstrate knowledge of various approaches to the definition of deviance.
2. Examine and critique various theories of deviance, including its causes and consequences.
3. Identify various types of socially defined deviance and the specific characteristics of each.
4. Examine more advanced and in-depth studies of various types of deviance, such as crime and delinquency, governmental/institutional, sexual, white collar, and illegal substance and alcohol abuse.
5. Examine and discuss how social structures are related to the prevention or redefinition of various types of deviance.
6. Demonstrate the ability to “think like a sociologist” including:
 - A. Thinking critically ... *actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness...*
 - B. Thinking creatively ... *the ability to imagine or invent something new, the ability to generate new ideas by combining, changing, or reapplying existing ideas ... an attitude; the willingness to accept change and newness, a willingness to play with ideas and possibilities, a flexibility of outlook, the habit of enjoying the good, while looking for ways to improve it. ... a process of continually improving ideas and solutions by making gradual alterations and refinements to works.*
 - C. Thinking reflexively ... *an act of self-reference where examination or action “bends back on”, refers to, and affects the entity instigating the action or examination ... means that we sociologists must - at the very least - acquire the ingrained habit of viewing our own beliefs as we now view those held by others. ... apply the sociological perspective to “social reality” in order to better understand the ways in which public issues (social problems) become (their own) private problems.*
 - D. Thinking scientifically: *think, discuss, and write about the topics of this course, using arguments based on social scientific theories, concepts and empirical evidence.*

Class Requirements & Policies

1. Textbooks

Required Text:

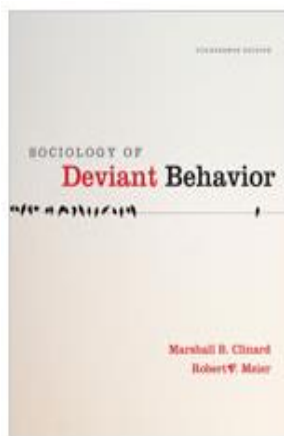
Patricia Adler & Peter Adler 2012 [*Constructions of Deviance: Social Power, Context, and Interaction, 7th Edition.*](#)



* Other editions, including the recent custom editions, are quite different and are not suitable alternatives

Optional Text:

Marshall Clinard & Robert Meier 2011 [*Sociology of Deviant Behavior, 14th Edition.*](#)



* This book is purely supplemental, and really any sociology of deviance textbook would suffice.

* Additional readings may be assigned and posted on D2L or distributed in class.

1. Computers and Educational Technology

It is your responsibility to make sure that you can access and know how to effectively use your university-established email account (@colorado.edu), [D2L](#), and [CUClickers](#). If you are unfamiliar with these computer applications, please take the time in the first week of class to learn to use them. You are thus also required to have regular access to a computer that has the capability to access the Internet. Additionally, you must have access to a word processing program such as Microsoft's *Word* as well as program capable of displaying Adobe Acrobat files ("*.pdf's*") such as Adobe's *Reader* or Apple's *Preview* in order to view course materials.

You are permitted to use a laptop / tablet computer in class so long as its use facilitates your learning and is not a distraction to you or your classmates. You are expected to bring paper and pen to class, even if you choose to take notes on a computer. Phones and other devices used for non-class related communication should be silenced and put away during class.

Comment [AJ3]: Resources include:
1. Me! See me to make an appointment
2. Application-specific Help files
3. Trainings offered by the [Office of Information Technology](#)
4. And, [online tutorials](#), including [D2L](#).

2. Communication

I use a combination of in-class announcements, email and D2L to communicate important information and distribute course materials to the class as a whole. I use *email* and *office hours* (both real and "virtual"), to communicate with individual (or small groups of) students. I intend to check my email each weekday, and to reply to every message received, to at least acknowledge its receipt, within 24 hours. Similarly, I suggest that you check D2L and your email regularly throughout the semester (at least 2 to 3 times per week). **You are responsible for all information communicated through these means.**

I am available to discuss the readings, your participation, writing assignments, the course content, college in general, and/or any other issue(s) with which you think I can be of help. Some questions and conversations, such as those involving confidential information (e.g. scores and grades), detailed explanations and nuanced distinctions are best communicated in person. In such cases, I'll ask you to see me in person during office hours or just before/after class. I am willing, and even encourage, the use of a number of communication technologies to facilitate "virtual" office hours. In addition to communication in class and email, I suggest that you consider 1) scheduling a phone call, 2) "chatting" via instant messaging, 3) video messaging (via [Skype](#), Google Hangouts, etc.), and/or arranging to meet with me in person (my favorite!). Since these are all [synchronous forms of interaction](#), I ask for a minimum of 24 hours (but prefer 2 to 3 days) advance notice when scheduling all such "meetings".

Comment [ASJ4]: e.g. reading lists and readings not in the textbook, announcements, etc.

Comment [ASJ5]: Beware that I will only discuss the question "*what did I miss?*" in office hours or briefly before/after class (that is, *not by email*). Please be sure to check [D2L](#) and/or contact a classmate(s) for such information before coming to me.

3. Attendance and Participation

Regular attendance and participation in class is ESSENTIAL and I cannot stress strongly enough the importance of staying fully engaged in class! In effort to encourage and reward such, attendance is recorded and points available every recitation meeting. *You are responsible for ensuring that your presence is recorded.* Your attendance record will be considered in decisions regarding deadline extensions, alternative assignments and "bumping" final scores. Although emails with simple explanations are appreciated, there is no need to provide me with any sort of "official excuse" for missing a class as the consequences and the "make up" procedure is the same. Should you miss a class, be sure to remember that **you are still responsible for all announcements and material covered in the class missed.** Also, you should keep in mind that **in class assignments cannot be made up.**

You are asked to review CU Boulder's [Final Examination Policy](#), and let me know of any conflicts as soon as they become known.

You are *strongly* encouraged to work on the class assignments in frequent, short, work sessions (*at least weekly*, but two or three times per week is recommended), rather than occasional marathon cram sessions. You should make time in your schedule to participate in Class Discussions.

Finally, be aware that CU-Boulder requires that you attend class during the first week to ensure your place in the class; students that do not may be administratively dropped from the class to make room for those on the waitlist.

Comment [ASJ6]: According to convention, a 3 credit course assumes that you've received 45 hrs of "contact time" (traditionally, time spent in-class). Additionally, it is widely assumed that students should spend 2 to 3 hours *per hour spent in class* reading, writing and completing other assignments. In all, you should plan on devoting 6 to 9 hours per week to the class. [Click here for additional information on this academic convention](#)

4. Due Dates and Deadlines

Though I do my best to minimize strict deadlines, the course does include a few. In such cases, ***I reserve the right to refuse any late assignment!*** However, with that being said, there are obviously some good reasons for missing a deadline and/or requesting an alternative assignment. Should you miss an assignment deadline, contact me with an explanation ASAP, or even better, *in advance*. I believe “good reasons” for granting alternate assignments and extensions include (for example) a serious illness (and I may ask you for a doctor’s note), the illness of a dependent family member such as a child, a death in your family and *unexpected* changes in your work schedule (and I may ask you for a note from your boss). Those situations that I do not consider “good reasons” include (for example) computer problems, the inability to use D2L, traffic, and conflicts with known commitments such as work and other classes. Regardless of the reason why, ***ALL extensions to deadlines, arrangements for alternative assignments and/or other accommodations*** must be requested in writing (i.e. email) and agreed upon by me to be considered “approved”.

5. Academic Integrity

Please, let’s make this non-issue! All CU Boulder students are responsible for knowing and adhering to the [academic integrity policy](#) and [Honor Code](#). Violations of this policy includes but is not limited to: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the proper authorities. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Academic dishonesty is a serious offense at CU Boulder because it diminishes the quality of the scholarship and learning experience for everyone on campus. For more information: <http://honorcode.colorado.edu/forms-resources>

Comment [ASJ7]: The term “plagiarism” includes, but is not limited to, the use by paraphrase or direct quotations, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency that may or may not be engaged in the selling of term papers or other academic materials.

6. Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. “Disruption”, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to: persistently speaking without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Civil expression of disagreement with the course instructor, during times when the instructor permits discussion, is not in itself disruptive behavior and is not prohibited. For more information: <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior>

To be clear, our classroom (both real and virtual) is a **Hate Free Zone!** Threatening and disrespectful comments will not be tolerated. Toward such ends, you are expected to constructively criticize *ideas* – *never people!* Additionally, *ad hominem* arguments should be avoided and additional sensitivity and respect given when dealing with essential elements of “our selves” such as age, class, ethnicity, gender, nationality, race, religion and sexuality. ***Persistent and/or particularly egregious violations will be cause for disciplinary action which may include being asked to leave the class, receiving a failing grade for the course, or being reported to university authorities if need be.***

Class Assignments

You should think of the course assignments, scoring and grading scheme as a “[cafeteria-style](#)” opportunity to earn points. That is, you are asked to choose from an offering of assignments that facilitate the opportunity for you to demonstrate your engagement in class and the ability to “think like a sociologist” about the course questions and topics. The “spirit” of this assessment scheme is to allow you to capitalize on your strengths by participating in those sorts of assignments at which you excel and are most likely to demonstrate your engagement and ability to “think like a sociologist”. With the exception of the Final Assignment, you are not necessarily required to complete any specific assignment, although it may not be possible to earn the points sufficient to obtain your desired grade

without completing several different types of assignments. In all, you're expected to earn a total of **560 points** over the course of the semester to receive a "perfect score" (100% ... A+).

Below you'll find a brief overview of each type of assignment offered this semester. These are not complete assignment guidelines or scoring rubrics! In addition to the following overviews, detailed [Assignment Guidelines and Scoring Rubrics](#) are found at the end of this *Class Syllabus*. **Your continued enrollment in class is taken as indication of your understanding of, and agreement with, these guidelines!**

- 1. Readings and Lectures:** As a part of each Lesson, I will provide a set of readings and other instructional resources, including an [annotated bibliography](#) that is meant to serve as a study guide of sorts for the lesson. Though there is no score associated with simply completing "the Readings", they are an important prerequisite for the completion of the associated Lesson Quiz/Test and participation in Class Discussions, which are scored. Each Lesson will also include several class meetings, which will feature instructor-facilitated, all class discussions, and/or presentations. Like the Readings, there is no score associated with simply attending class, however attendance is an important prerequisite for the completion of associated In Class Participation Assignments, which are scored.
- 2. Online Quizzes and Alternative "take home" Tests:** As a part of Lessons 2 through 9, you will have the opportunity to demonstrate your comprehension of the *required* Readings (all from your required text, *Constructions of Deviance*) and related lectures by completing an Online Quiz and/or Alternative "take home" Test. Each one of the 8 online (D2L) Quizzes will consist of 5 "discrete answer" questions per associated Reading. Unless otherwise indicated, Quiz questions are worth 1 point each and 235 points in total. In lieu of the Online Quiz you may complete an Alternative "take home" Test, comprised of 3 to 5 open-ended essay-style questions per associated Reading, from which you will choose one per associated Reading to respond to. Unless otherwise indicated, Test questions are worth up to 5 points each, depending upon "quality", and up to 235 points total. In all, the sum of your Quiz/Test scores may contribute as much as 42% of the points necessary for a "perfect" score of 560 points – the number of points necessary to guarantee yourself a grade of "A+" ($\geq 100\%$).
- 3. In Class Participation Assignments:** Every class meeting will include the opportunity to earn a minimum of 5 (but frequently more) points through the completion of a variety of activities, most importantly including "Clicker" questions; individual, in-class writing assignments; and, small-group learning activities and discussions. Additionally, you will frequently be given the opportunity to demonstrate your engagement in class and understanding of the material through responding (verbally and in writing) to open-ended questions that emphasize inductive thinking. In all, you will have the opportunity to earn *at least* (and likely more than) 225 points through the completion of In Class Participation Assignments, approximately 40% of the points necessary for a "perfect" score of 560 points – the number of points necessary to guarantee yourself a grade of "A+" ($\geq 100\%$).
- 4. Out-of-Class Participation Assignments:** As a part of each Lesson, you will have the opportunity to earn points through participation in a variety of Online Class Discussions and other miscellaneous "homework" assignments. *Online Class Discussions* will be facilitated via the D2L "Discussions" tool, and consist of a wide variety of instructor-facilitated critical thinking and discussion topics/questions and learning activities. Additionally, throughout the semester, several potential "teachable moments" such as speakers on campus, visits to local events, etc. may arise. Your attendance at, participation in, and sharing of such experiences will be an important opportunity to earn points. Scores for any one contribution to the Online Class Discussion will range between 0 and 5 points, and additional, "homework" assignment-specific guidelines and scoring considerations will be announced in class and posted on D2L. Since there is no scoring expectation associated with Out-of-Class Participation Assignments, they are considered "bonus" points. Out-of-Class Participation Assignments are the primary way of both "making up" for missing Quiz/Test questions, In Class Participation Assignments, and/or earning "extra credit". Many students complete the course with final scores greater than 100% in this manner.
- 5. The Final Assignment:** Lastly, you are expected to complete a Final Assignment during the final week of class. The Final Assignment is meant to facilitate your (re)consideration of the class as a whole in terms of what you've learned and its relevance for your personal, day-to-day life. Unlike the other assignments, **the Final Assignment is required! Failure to complete the Final Assignment will result in a grade of F regardless**

of the amount of points earned during the semester. Otherwise, your Final Assignment score may contribute as much as 18% of the points necessary for a “perfect” score of 560 points – the number of points necessary to guarantee yourself a grade of “A+” ($\geq 100\%$).

These brief overviews are not complete assignment descriptions. Detailed [*Assignment Guidelines and Scoring Rubrics*](#) are located at the end of this *Class Syllabus*. Your continued enrollment in class is taken as indication of your understanding of, and agreement with, these guidelines!

Scores & Grades

The “Lesson-Assignment Score Matrix” (table to the right) specifies scoring expectations by lesson and assignment.

Grades, technically speaking, are assigned only once, at the very end of the class. Roughly speaking, I assign “whole-letter” grades based upon the conventional 60/70/80/90 scale, and then use a curve (based on z-scores) to determine the +/- “bump”. More precisely, I use a combination of conventional grading norms, as well as, various deviation and ranking scores to ensure what I believe is “fair” distribution of Grades. Since such is not known until after class is complete, I offer the flowing “grade guarantees” in hopes of minimizing the potential anxiety associated with not knowing precisely the grade you’re earning before it’s too late.

- * Guaranteed A+ for final scores great than 560 points (100%)
- * Guaranteed A for [standardized](#) final scores greater than 1
- * Guaranteed B– for final scores greater than the class “average”
- * Guaranteed D– (you’ll pass) for [standardized](#) final scores greater than –1

! I will consider requests for a grade of Incomplete (I) only if requested *in writing* by **Thursday, December 18, 2014**.

! Please be sure to keep a “local copy” of all your work, and a record of all your scored assignments. Little, if anything, can be done to resolve disputes without referring to the assignment in question. In the case that a disputed score cannot be confirmed by referring to the original, the score on record will stand.

Student Accommodations & Resources

1. **Discrimination and Harassment:** CU Boulder’s [policies regarding discrimination and harassment](#) apply to all students, faculty and staff. Any student, staff, or faculty member who believes that they has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at (303)492-2127 or the Office of Judicial Affairs at (303)492-5550. For more information: <http://www.colorado.edu/odh>.
2. **Disabilities:** If you qualify an accommodation due to a disability, please submit a letter from Disability Services detailing the nature of the accommodation as soon as possible so that your needs may be addressed. For more information, call 303-492-8671 or visit Disability Services in the Center for Community N200 and online @ <http://www.colorado.edu/disabilityservices>.
3. **Religious Observances:** It is CU Boulder’s and my own personal policy to make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled assignments and attendance. In order that I may do so, please submit to me a letter detailing any foreseen conflicts in a timely manner so that your needs may be addressed. For more information: <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-and-or-exams>.
4. **University-sponsored athletics and activities:** It is my personal policy to make every effort to reasonably and fairly deal with all students who, due to participation in athletics and other University-sponsored activities (and in some cases work schedules), have conflicts with scheduled assignments or attendance. In order that I may do so, please submit to me a letter detailing any foreseen conflicts as soon as possible so that your needs may be addressed.

Lesson	Quizzes/Tests		In Class PA		Out-of-Class PA		Final		Totals	
	Pts	%	Pts	%			Pts	%	Pts	%
1	-	-	15	2.7%			-	-	15	2.7%
2	10	1.8%	10	1.8%			-	-	20	3.6%
3	45	8.0%	45	8.0%			-	-	90	16.1%
4	15	2.7%	15	2.7%			-	-	30	5.4%
5	40	7.1%	30	5.4%			-	-	70	12.5%
6	45	8.0%	30	5.4%	bonus & make up		-	-	75	13.4%
7	30	5.4%	30	5.4%			-	-	60	10.7%
8	25	4.5%	20	3.6%			-	-	45	8.0%
9	25	4.5%	25	4.5%			-	-	50	8.9%
10	-	-	5	0.9%			100	17.9%	105	18.8%
Totals:	235	42%	225	40%			100	18%	560	100%

Comment [AJ8]: The [arithmetic mean](#) of the final scores of all enrolled students

5. **Names and Class Rosters:** CU Boulder provides me with a class roster comprised of full, legal names only. I will gladly honor your request to address you by an alternate name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
6. **The Writing Center and ASAP:** All students are encouraged to explore the resources offered by CU Boulder's [Academic Support Assistance Program](#) (ASAP) and [The Writing Center](#). The Writing Center, located in Norlin Commons, Room E111, can help you with any aspect of your writing, from generating ideas to supporting your arguments to organizing to editing for style. Meet one-to-one with a writing consultant for sound advice at ANY stage of your writing process. They teach you strategies to formulate and organize strong thesis statements, use and cite evidence appropriately, master style and grammar, and overcome writing anxiety. *Services are free to all CU students!* For more information, email wrtghelp@colorado.edu, or call 303-735-6906.
7. **The Official CU Boulder Fall 2014 Academic Calendar and List of Key Dates**

Monday, August 25 – First Day of Classes

Monday, September 1 – Labor Day (No classes, campus closed)

Wednesday, September 3 – Tuition Due

Thursday-Sunday, September 18-21 – Family Weekend

Monday-Wednesday, November 24-26 – Fall Break (No classes)

Thursday-Friday, November 27-28 – Thanksgiving (No classes, campus closed)

Friday, December 12 – Last Day of Classes

Saturday, December 13 – Reading Day

Sunday-Thursday December 14-18 – Final Exams

Saturday, December 20 – Commencement

* [Click here](#) to view these dates and more online

Assignment Guidelines & Scoring Rubrics

1. **Readings:** The course includes approximately 60 “required” and a yet-to-be-determined number of “additional” Readings. *Be sure to see the Reading List at the end of this Syllabus.* Though there is no score associated with simply completing “the Readings”, they are an important prerequisite for the completion of other scored assignments. Readings will be made accessible via of the following sources:

- * The required textbook: *Constructions of Deviance, 7e* by Adler & Adler. ~ regular access to this book throughout the semester is a must!
- * Instructor “owned and loaned” textbooks
- * Electronic files made available for download or viewing via D2L
- * Subscription-based journal archives such as [JStor](#)
- * Freely accessible websites

As a part of each Lesson, I will provide a detailed list of readings and other instructional resources, including an [annotated bibliography](#) that is meant to serve as a study guide of sorts for the lesson. There, Readings will be designated as either “required” or “additional”. You are expected to carefully complete all required Readings in advance of the first class meeting of the Lesson with which they are associated. Additional Readings are meant to supplement, illustrate, criticize and/or extend the required Readings, inform lectures, and serve as the basis of Participation Assignments (in class and online). You are encouraged to read as many of the additional Readings as you have the time, energy and desire for.

2. **Online Quizzes and Alternative “take home” Tests:** As a part of Lessons 2 through 9, you will have the opportunity to demonstrate your comprehension of the *required* Readings (all come from your required text,

Comment [ASJ9]: Readings may potentially come from subscription-based journal publishers and archives such as [JStor](#), which are best accessed from campus. Most publishers and achieves use [IP addresses](#) to regulate access. Thus to take advantage of Norlin Library subscriptions you need to visit the site using a campus IP address.

Comment [ASJ10]: [Click here](#) to check out the difference between the World Wide Web (www.) and the Internet.

Constructions of Deviance) and related lectures by completing an Online Quiz and/or Alternative “take home” Test. Each one of the 8 online (D2L) Quizzes will consist of 5 “discrete answer” questions per associated Reading. Unless otherwise indicated, Quiz questions are worth 1 point each and 235 points in total. In lieu of the Online Quiz you may complete an Alternative “take home” Test, comprised of 3 to 5 open-ended essay-style questions per associated Reading, from which you will choose one per Reading to answer. Unless otherwise indicated, Test question scores range from 0 to 5 points each, depending upon “quality”, and up to 235 points total. In all, the sum of your Quiz/Test scores may contribute as much as 42% of the points necessary for a “perfect” score of 560 points – the number of points necessary to guarantee yourself a grade of “A+” (≥100%).

I will administer the Online Quizzes using the D2L “Quizzes” tool – it is your responsibility to know how to use it effectively. Alternative “take home” Tests will be made available via D2L and as a hardcopy by request, and should be submitted according to the guidelines provided with the Test. Online Quizzes will not be accepted beyond the stated due date. Should you fail to complete an Online Quiz during the associated Lesson; or if at the completion of a Lesson, you are unsatisfied with your Quiz score, you must complete an Alternative “take home” Test.

You are permitted to use your textbook, notes, the Internet, and any other non-human source of information to assist you in answering the Quiz/Test questions. However keep in mind that Quizzes are timed; you will have only *1 minute per question!* Thus, it is suggested that you plan to use these resources to quickly check facts and confirm hunches rather than “look up answers”. In effort to encourage the mastery of the ideas covered, your Quiz score, along with your answers, will be reported to you immediately upon completion – and, you are permitted to (re)take the Online Quizzes as many times as you wish *during the Lesson with which it is associated*. However, each time a Quiz is retaken, D2L will randomly select a specified number of questions from a larger “pool” of questions. This means that each time you take a Quiz it will likely be comprised of different questions and/or the same questions in a different order. If you attempt a Quiz more than once, at the conclusion of the Lesson, your **last score stands** – which may or may not be your highest! Test questions will be made available and the beginning of the associated Lesson and will have the same due date as the Online Quizzes, typically the Sunday following the last class meeting of the associated Lesson.

Quizzes and Tests are NOT collaborative efforts. You are expected to complete the Quiz/Test individually and to refrain from offering, asking for, or providing unauthorized assistance. Furthermore, it is expected that you do not make any effort to record, save or share the Quiz/Test questions or answers. Quiz/Test questions and answers are to be viewed by members of the class only! For more information, revisit the Academic Honesty policy in the Class Syllabus.

“High-quality” Alternative “take home” Tests ...

- 1) Are complete according to the guidelines provided with the test topic/question
- 2) Demonstrate your engagement in the related Readings, Lectures and Class Discussions
- 3) Demonstrate your ability to “think like a sociologist” ... see the Lesson 1 Readings for details
- 4) Are well-written and organized according to the conventions of written Standard English, as well as, any topic/question-specific guidelines
- 5) Adhere to the following formatting and submission guidelines: Alternative “take home” Tests should ...
 - be submitted as a hardcopy (typed or neatly written), or by using the designated D2L “Dropbox”.
 - Assignments received by email or removal storage devices (CDs, flash drives, etc.) will NOT be accepted without a prior agreement!
 - Clearly display your name, date, class and assignment information. Student IDs and (especially) Social Security Numbers are not necessary, and even discouraged!
 - submitted in class or online (D2L Dropbox), before the submission deadline.

3. **In Class Participation Assignments:** Every class meeting will include the opportunity to earn a *minimum of 5* (but frequently more) points through the completion of a variety activities, most importantly including “Clicker” questions; individual, in-class writing assignments; and, small-group learning activities and discussions. You must register and bring to class your own CUClicker to participate in the Clicker questions. In addition to quiz-like “clicker questions”, you will frequently be given the opportunity to demonstrate your engagement in class and understanding of the material through responding (verbally and in writing) to open-ended questions

Comment [ASJ11]: In general, quiz questions emphasize deductive thinking and have a “best”/“correct” answers comprised to a single, word/phrase
For example...

- True or False questions
- Multiple choice questions
- Matching
- Fill-in-the-blank and Complete-the-sentence

Comment [ASJ12]: You may NOT receive help from classmates, private tutors, parents, spouses, roommates, friends, children, etc.

Comment [ASJ13]: Additional scoring details answer explanations and general feedback are available upon request.

Comment [ASJ14]: Because online Quizzes are automated, D2L closes the Quizzes *promptly* at 11:59pm.

Comment [AJ15]: In general, Clicker questions emphasize deductive thinking and have a “best”/“correct” answers comprised to a single, word/phrase
For example...

- True or False questions
- Multiple choice questions
- Matching
- Fill-in-the-blank and Complete-the-sentence

that emphasize inductive thinking. You must bring to class a paper and a pen or pencil to participate in the writing assignments and small-group learning activities and discussions.

Unless otherwise indicated, responses to “clicker questions” are worth 1 point each. The point value of In Class Writing Assignments and Small Group Discussions will vary and be announced in class at the time the assignment is given. In Class Participation Assignments will be awarded points based upon their completeness and “quality”.

Comment [ASJ16]: It will often, but not always, be the case that any response (“correct” or not) to a clicker question will be awarded 1 pt, where as “correct” responses may be awarded additional points.

“High-quality” In Class Participation Assignments...

- 1) Are complete according to the guidelines provided with the assignment topic/question
- 2) Demonstrate your engagement in the related Readings, Lectures and in class discussions
- 3) Demonstrate your ability to “think like a sociologist” ... see the Lesson 1 Readings for details
- 4) Are well-written and organized according to the conventions of written Standard English, as well as, any topic/question-specific guidelines
- 5) Adhere to the following formatting and submission guidelines: In class Participation Assignments should
 - ...
 - be submitted in the same class as assigned, as a neatly written hardcopy
 - Assignments received by email or removal storage devices (CDs, flash drives, etc.) will NOT be accepted without a prior agreement!
 - Clearly display your name, date, class and assignment information. Student IDs and (especially) Social Security Numbers are not necessary, and even discouraged!
 - submitted in class or online (D2L dropbox), before the submission deadline.

In all, you will have the opportunity to earn a *minimum* 225 points through the completion of In Class Participation Assignments, approximately 40% of the points necessary for a “perfect” score of 560 points – the number of points necessary to guarantee yourself a grade of “A+” ($\geq 100\%$). Each Lesson, the sum of your In Class Participation Assignment scores will be reported to you via D2L.

Comment [AJ17]: The number of In Class Participation Assignment points possible per class will vary and the total for the class still to be determined. However, I intend to provide the opportunity to earn an average of 10 points per class for a total of just over 450 points for the semester.

4. **Out-of-Class Participation Assignments:** As a part of each Lesson, you will have the opportunity to earn points through participation in a variety of Online Class Discussions (facilitated via the D2L “Discussions” tool), and other miscellaneous “homework” assignments. As to offer variety and options, you will be offered far more Out-of-Class Participation Assignments than you are expected to complete. Rather, you are expected to complete a selection of the Out-of-Class Participation Assignments sufficient to supplement (or making up for the lack of) points earned on Quizzes/Tests and in class so that your desired grade is realized.

Online Class Discussions consist of a wide variety of instructor-facilitated critical thinking and discussion topics/questions and learning activities. Scores for any one contribution to the Online Class Discussion will range between 0 and 5 points and are arrived at additively. That is, rather than starting at 5 and reducing your score for “errors”, I start at 0 and add points as you “demonstrate” your engagement in class, understanding of the material and how “think like a sociologist” more generally. Thus, (for example) to earn 10 points you could contribute 2 perfect “responses” to questions I’ve posed ($5+5=10$); or, one perfect “response” and three brief “replies” to classmates ($5+2+2+2=11$). Really the combinations of quality and quantity are endless. And while detailed, discussion-specific guidelines and scoring considerations will be provided as a part of each Class Discussion topic/question, in general, the topic/questions are posed in such a way as to make errors of *commission* very rare. The most serious errors (and cause of low scores) are errors of *omission*.

Additionally, throughout the semester, several potential “teachable moments” such as speakers on campus, visits to local events, etc. may arise. Your attendance at, participation in, and sharing of such experiences will be an important opportunity to earn points. Assignment-specific guidelines and scoring considerations will be announced in class and posted on D2L.

Out-of-Class Participation Assignment points will be added to your class point total; and, since there is no scoring expectation associated with Out-of-Class Participation Assignments, they are considered “bonus” points. Out-of-Class Participation Assignments are the primary way of both “making up” for missing Quiz/Test questions, In Class Participation Assignments, and/or earning “extra credit”. Many students complete the course with final scores greater than 100% in this manner. Each Lesson, the sum of your Out-of-Class

Participation Assignment scores will be reported to you via D2L while qualitative comments and scoring details will be provided upon request.

“High-quality” contributions to the Online Class Discussions, and other “homework” assignments ...

- A. Directly and completely respond to the question(s) posed and/or complete all activities and exercises according to stated guidelines. We should know to which topic/question you are responding, or activity/exercise you’ve completed by simply reading your response. Replies should clearly be in consideration of an initial response and offer an illustration or answer - if a question is posed; affirm or constructively criticize a comment; synthesize two or more group mate’s comments or observations, etc.
 - B. Demonstrate your engagement in the present discussion and class overall. Specific ways to demonstrate engagement include:
 - Writing “in dialogue” with other discussion participants
 - Incorporating interesting and relevant information from multiple sources including the required and optional readings, previous class discussions and other contributions to the present discussion
 - Accurately using relevant terms, concepts, theories, facts and findings to support, illustrate and otherwise elucidate your ideas.
 - Incorporate quotes and paraphrased passages from the required and additional readings.
 - C. Demonstrate your ability to “think like a sociologist”. Specific aspects of “thinking like a sociologist” include:
 - D. Are organized in a logical and “intuitively” easy-to-follow sequence of key-points, paragraphs and sentences. More specifically, your writing should...
 - Reveal a coherent structure with an effective introduction/body/conclusion (when longer than one paragraph in length) as well as include a clear introduction that identifies the purpose of your writing and conclude in a way to as to restate your position and draw together the main points of your argument.
 - Make use of straightforward and concise organizational writing techniques, such as transition sentences to make clear the conceptual ordering of your ideas and the move from one point to another. For example: “First I would like to look at...”; “next I will explore...”; “in conclusion”, “to review”, etc...
 - Additional ways to enhance the coherence and organization of your contributions:
 - Use of intuitively meaningful and systematic titles and subheadings.
 - Use of formatting tools and techniques (e.g. font size and style, numbering and “bullets”, line and section alignment, line spacing, etc.) to highlight key ideas.
 - Include meaningful tables, charts, graphs, pictures, etc.
 - E. Adhere to *the conventions of written [Standard English](#)* and will be assessed based upon the severity and frequency of errors in convention. While several aspects of standard writing convention have been explicitly noted above, you are also responsible for those not mentioned. In particular, you should be careful to attend to...
 - Use clear, direct, complete and varied sentence structure, free of fragments or run-ons.
 - Apply grammar and usage according to acceptable standards for writing. Correct grammatical form (e.g. verb tense agreement, consistency of pronouns, tenses and numbers [plural vs. singular] within sentences and paragraphs)
 - Thoughtfully and sparingly use slang, colloquialisms, clichés and jargon.
 - Applying correct mechanical skills (spelling, capitalization, punctuation, etc.) and avoid “txt sp” (spelling words as if you’re “texting” a message)
 - F. Adhere to the following *formatting and submission requirements*.
 - Posted to the associated D2L forum and/or discussion thread
 - Be displayed in 12 pt font (common fonts such as Ariel, Times New Roman and Verdana are appreciated) and include a space between paragraphs.
 - Be posted no later than the date provided with the discussion guidelines.
5. **The Final Assignment:** Lastly, you are expected to complete a Final Assignment during the final week of class. The Final Assignment is meant to facilitate your (re)consideration of the class as a whole in term of what you’ve

Comment [ASJ18]: The Lesson 1 Readings elaborate on this idea of “thinking like a sociologist”. It is suggested you review the specifics of such.

learned and its relevance for your personal, day-to-day life. Unlike the other assignments, **the Final Assignment is required! Failure to complete the Final Assignment will result in a grade of F regardless** of the amount of points earned during the semester. Otherwise, your Final Assignment score may contribute approximately 18% of the points necessary for a “perfect” score of 560 points – the number of points necessary to guarantee yourself a grade of “A+” (≥100%).

The Final Assignment asks one “big picture” question: “what did you learn this semester”? Frequently, instructors use cumulative “final exams” to assess such. However, I prefer (and thing you will too), a more inductive approach. Below are three broad “reflection questions” provided to help focus your thinking and structure your project. However, *you are expected to go beyond these questions* in developing your project by framing topics, posing questions and offering responses that are more specific. Framing topics and questions involves critical and creative thinking skills and student-generated topics and questions allow you to take charge of restructuring the course material for yourself. In addition, it is believed that students who can ask and answer their own questions, can also check their own comprehension rather than relying on teacher questions and feedback. In other words, you should not just *answer* the question(s), as much as *develop* a project that clearly demonstrates your engagement in the class and ability to “think like a sociologist”.

Comment [ASJ19]: Click [here](#) for more on the *What? So What? Now What?* reflection model.

Comment [ASJ20]: Specific suggestions and examples (exemplary) Final projects will be presented in class.

1) What? *What are the three ideas that have most impressed you this semester? Which three ideas really piqued your imagination and made you pay attention I use the term “idea” here broadly to describe any topic, question, perspective, opinion, concept, theory, “fact” or finding written about or discussed this semester in association with the course material.*

Thoroughly discuss *each* idea: Who are the thinkers associated with the idea? Not just the originator, but also those whom have extended, explained, criticized and/or illustrated the idea *for you*. These individuals may be sociologists, your instructor, or classmates. Be sure to cite specific sources (e.g. readings, videos, lectures, class discussions, etc.) Paraphrase and quote generously (*at least two to three times per idea*) to thoroughly elucidate your understanding of the ideas.

2) So What? *Why are these ideas important to you?*

What is it about *each* idea that has caught your imagination? Why have they made you pay attention? Be specific. Describe the connection between the idea and your lived experiences, your “social reality”. For example, some ideas may catch your attention because they annoy and irritate you, contradict preconceived beliefs and cherished values. Other ideas may stick with you because they affirm and provide theoretical and/or empirical support what you already knew to be “true”.

3) Now What? *What will you do with these ideas?*

What (if any) changes to your attitude and/or behaviors might these ideas prompt you make? For example, in what ways might the idea change a) the ways you view “social reality”; b) the ways in which interact with others; and/ or, c) your educational and career goals?

Beyond thoroughly and thoughtfully addressing the aforementioned “reflection questions”, the rest is up to you. Not only are the ideas that you discuss your choice, the medium through which you communicate and the format of the assignment, is open. In the past, students have successfully addressed the above questions through good ol’ written paper, but also lyrically in song and poem; visually by way of video, drawings and photo essay; and even by programming *Google Earth* to virtually “tour” the area where ideas were illustrated. In other words, *be creative!* draw upon your strengths, and have some fun with this one!

If written, anywhere from 1200-2500 words (approximately 5-10 pages) are expected. However, I appreciate conciseness and written assignments over 2500 words will be *carefully scrutinized* to ensure that all inclusions are sufficiently concise and relevant. This “length” guideline will need to be adapted for non-written (videos, photo essays, computer programs, songs, poems, etc.) projects. Be sure to work closely with me (your instructor) to ensure that your project is of an acceptable scope. The style and tone of all assignments should be thoughtful and scholarly, but casual. First-person narratives are appropriate and even encourage. The passive, third-person perspective typical of journal articles and textbooks is to be avoided.

Comment [ASJ21]: ... assuming 250 words per page

Final Assignment scores range between 0 and 100 points based upon the completeness and quality of the assignment. Most score reductions are due to organizational issues and errors of omission. There are very few,

errors of commission associated with this assignment. Your Final Assignment score will be reported to you via D2L Qualitative comments and additional scoring details are also available per student request.

Scoring Rubric

I will assess your **Final Assignments** based upon “quality” of your project. A “high-quality” Final Assignment is one that achieves the following objectives.

1. “High-quality” Final Assignments **are complete**. A complete Final Assignment will explicitly include all of the five following elements. Scores will be reduced for missing elements by the amount of the stated.
 - A. Introduction / overview of the project ... 10%
 - B. Identifies three ideas ... 10% per idea (30%)
 - C. Responses to the “three questions”: *What? So what? Now what?* ... 10% per question (30%)
 - D. Conclusion ... 10%
 - E. [In text citations and a list of cited sources](#) (aka “bibliography”) ... 20%

* While the specifics of these guidelines will need to be adapted for visual and lyrical projects, all elements are expected to be included regardless of medium/format of your Final Assignment. I strongly recommend you consider creating something like a written abstract or Intro/Conclusion to accompany you visual or lyrical project. Be sure to work closely with the course instructor to ensure your project’s adherence to these guidelines.
2. “High-quality” Final Assignments **demonstrate your sustained engagement** in the class as a whole. 50% of your Final Assignment score will be based upon how well your Final Assignment demonstrates your engagement. Specific ways to demonstrate engagement include:
 - A. Developing a project that creatively incorporates relevant ideas from across the course curriculum.
 - B. Accurately using relevant sociological terms, phrases, concepts, theories, facts and findings presented in class to support, illustrate and otherwise elucidate your ideas.
 - C. Incorporating quotes and paraphrased passages from a wide variety of sources, including:
 - Textbook Readings
 - Additional Readings
 - Self-selected sources
 - Classmates’ and instructor’s comments (in class or online discussions and lecture)
3. “High-quality” Final Assignments **demonstrate your ability to “think like a sociologist”**. 25% of your Final Assignment score will be based upon how well your Final Assignment demonstrates “thinking like a sociologist” Specific aspects of “thinking like a sociologist” include:
 - A. Thinking critically ... *actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness...*
 - B. Thinking creatively ... *the ability to imagine or invent something new, the ability to generate new ideas by combining, changing, or reapplying existing ideas ... an attitude; the willingness to accept change and newness, a willingness to play with ideas and possibilities, a flexibility of outlook, the habit of enjoying the good, while looking for ways to improve it. ... a process of continually improving ideas and solutions by making gradual alterations and refinements to works.*
 - C. Thinking reflexively ... *an act of self-reference where examination or action “bends back on”, refers to, and affects the entity instigating the action or examination ... means that we sociologists must - at the very least - acquire the ingrained habit of viewing our own beliefs as we now view those held by others.*
 - D. Thinking scientifically
 - Can ask, find, or determine answers to questions derived from curiosity about everyday experiences.
 - Has the ability to describe, explain, and predict social and behavioral phenomena.
 - Is able to read with understanding articles about science in the popular press and to engage in social conversation about the validity of the conclusions.
 - Can identify scientific issues underlying national and local decisions and express positions that are scientifically and technologically informed.
 - Should be able to evaluate the quality of scientific information on the basis of its source and the methods used to generate it.

Comment [AJ22]: To be clear, you should cite “in text” and include a list of cited sources. Even non-written projects should include a written list of cited sources

Comment [ASJ23]: While there is no specific requirement to include sources of ideas beyond the class curriculum, you are welcome if you so wish. If you do use sources beyond the class curriculum please provide full citations, according to ASA conventions.

Comment [ASJ24]: The Lesson 1 Readings elaborate on this idea of “thinking like a sociologist”. It is suggested you review the specifics of such.

- Has capacity to pose and evaluate arguments based on evidence and to apply conclusions from such arguments appropriately.
4. “High-quality” Final Assignments are **well organized** in a logical and “intuitively” easy-to-follow sequence of key-points, paragraphs and sentences. 15% of your score will be based upon how well your Final Assignment is organized. More specifically, your writing should...
 - A. Reveal a coherent structure with an effective introduction/body/conclusion; including a clear introduction that identifies the topic/thesis; and concludes by restating your position and draw together the main points of your argument.
 - B. Make use of straightforward and concise organizational techniques, such as transition sentences/comments to make clear the conceptual ordering of your ideas and the move from one point to another. For example: “First I would like to look at...”; “The next paragraph will explore...”; “in conclusion”, “to review”, etc...
 - C. Additional ways to enhance the coherence and organization of your response:
 - Use of intuitively meaningful and systematic titles and subheadings.
 - Use of formatting tools and techniques (e.g. font size and style, numbering and “bullets”, line and section alignment, line spacing, etc.) to highlight key ideas.
 - Include meaningful tables, charts, graphs, pictures, etc.
 5. “High-quality” Final Assignments **adhere to the conventions of written *Standard English***. 5% of your score will be based upon how well your Final Assignment adheres (in terms of frequency and severity of errors) to the conventions of Standard English. While several aspects of standard writing convention have been explicitly noted below, you are also responsible for those not mentioned. In particular, students should be careful to ...
 - A. Use clear, direct, complete and varied sentence structure, free of fragments or run-ons.
 - B. Apply grammar and usage according to acceptable standards for writing. Correct grammatical form (e.g. verb tense agreement, consistency of pronouns, tenses and numbers [plural vs. singular] within sentences and paragraphs)
 - C. Use slang, colloquialisms, clichés and jargon thoughtfully and sparingly
 - D. Attend to correct mechanical skills (spelling, capitalization, punctuation, etc.) and avoid “txt sp” (spelling words as if you’re “texting” a message)

* These guidelines do not necessarily apply to visual, lyrical or other projects where a degree “[artistic license](#)” is expected. Be sure to work closely with the course instructor to ensure your project’s adherence to these guidelines.
 6. “High-quality” Final Assignments **adhere to the following formatting and submission requirements**. 5% of your score will be based upon how well your Final Assignment adheres to the requirements.
 - A. If your Final Assignment is written, please double-space and use 12-pt font. Common fonts such as Times New Roman, Garamond, and Ariel are appreciated.
 - B. Unless previously agreed upon, Final Assignments must be submitted as a typed, hardcopy, or by using the designated D2L “Dropbox” – it is your responsibility to know how to use it effectively (though I’m happy to help explain). Furthermore, you should use the “Add a File” feature only. Please, do not paste your Final Assignment into the “.html editor” unless your Final Assignment is not “attachable”, or hosted elsewhere on the Web (such as Prezi.com or *YouTube*). If so, please provide a live hyperlink to the Web address using the “.html editor”. **Final Assignments received by email or removable storage devices (CDs, flash drives, etc.) will NOT be accepted without a prior agreement!**
 - C. Regardless of your Final Assignment’s format, you are expected to use the “.html editor” (or a title page if hardcopy) to display your name and class information, as well as, your project’s title and a brief (3 to 5 sentences) description your assignment. Student IDs and (especially) Social Security Numbers are not necessary, *and even discouraged!*
 - D. **Final Assignments are due at the beginning the University-assigned Final Exam session ... tentatively set for 10:30 am on Thursday, December 18.**

Comment [ASJ25]: The following file formats are preferred:
 Microsoft Word (.docx) and Adobe Acrobat (.pdf)
 (images) .jpg / .jpeg .tif/ .tiff .gif .bmp .wmf and .png
 (audio) .asx .wm .wma .wmx .wav .mp3 and .m3u
 (video) .wmv .avi .mpeg .mpg .mpe .m1v .mp2, and .mpv2.
 * Proprietary Mac/Apple file formats are to be avoided, especially .pages .mov and .aac

<i>Deviance in U.S. Society</i> SOCY 1004-001, Fall '14	Required Reading List and Assignment Due Dates <i>(All readings and dates are tentative! Changes will be announced in and posted on D2L.)</i>
Lesson 1 Monday August 25 through Friday August 29 (3 class meetings)	1. The Class Syllabus and other “class docs” (posted to D2L) 2. CoD <i>Preface</i> (p.xi-xvii) and <i>General Introduction</i> (skim p.1-9) 3. <i>What is Sociology?</i> (posted to D2L) 4. <i>What does it mean to “Think Like a Sociologist”?</i> (posted to D2L) Assignments due before 11:59pm on Sunday, August 31
Lesson 2 Wednesday September 3 through Friday September 5 (2 class meetings)	1. CoD Part I: <i>Defining Deviance</i> (p.11-15) 2. CoD #1 and 2 Assignments due before 11:59pm on Sunday, September 7
Lesson 3 Monday September 8 through Friday September 26 (9 class meetings)	1. CoD <i>General Introduction</i> (p.2-8) 2. CoD # 3, 4 and 5 3. CoD Part II: <i>Theories of Deviance</i> (p.57-72) 4. CoD #6 and 7 5. CoD #10 6. CoD #8, 9 and 11 7. Additional Readings to be announced / posted to D2L Assignments due before 11:59pm on Sunday, September 28
Lesson 4 Monday September 29 through Friday October 3 (3 class meetings)	1. CoD Part III: <i>Studying Deviance</i> (p.109-113) 2. CoD #12, 13 and 14 Assignments due before 11:59pm on Sunday, October 5
Lesson 5 Monday October 6 through Friday October 17 (6 class meetings)	1. CoD Part IV: <i>Constructing Deviance</i> (p.149-157) 2. CoD #15, 16 and 17 3. CoD #18, 19 and 20 4. CoD #21 and 22 5. Additional Readings to be announced / posted to D2L Assignments due before 11:59pm on Sunday, October 19
Lesson 6 Monday October 20 through Friday October 31 (6 class meetings)	1. CoD Part V: <i>Deviant Identity</i> (p.247-256) 2. CoD #23, 24 and 25 3. CoD #26 and 27 4. CoD #28, 29, 30 and 31 5. Additional Readings to be announced / posted to D2L Assignments due before 11:59pm on Sunday, November 2

Lesson 7 Monday November 3 through Friday November 14 (6 class meetings)	1. CoD Part VI: <i>The Social Organization of Deviance</i> (p.381-388) 2. CoD #32 and 33 3. CoD #34 and 35 4. CoD #36 and 37 5. Additional Readings to be announced / posted to D2L Assignments due before 11:59pm on Sunday, November 16
Lesson 8 Monday November 17 through Monday December 1 (4 class meetings)	1. CoD Part VII: <i>Structure of the Deviant Act</i> (p.359-361) 2. CoD #38, 39 and 40 3. CoD #41 and 42 4. Additional Readings to be announced / posted to D2L Assignments due before 11:59pm on Monday, December 1
Lesson 9 Wednesday December 3 through Friday December 12 (5 class meetings)	1. CoD Part VIII: <i>Deviant Careers</i> (p.521-524) 2. CoD #43 3. CoD #44 and 45 4. CoD #46 and 47 5. Additional Readings to be announced / posted to D2L Assignments due before 11:59pm on Sunday, December 14
Lesson 10 Sunday December 14 through Thursday December 18 (1 class meeting)	Final Assignment due by the <i>beginning</i> the University-assigned Final Exam session ... tentatively set for 10:30 am on Thursday, December 18.