

FAYETTEVILLE STATE UNIVERSITY
College of Arts and Sciences
Department of Social Sciences

LOCATOR INFORMATION

Semester: Fall 2011

Course Number & Name: SOCI 360-Sociology of Deviant Behavior (Section D1)

Number of Semester Hours of Credit: 3:0

Total Contact Hours: 37.5

Time Class Meets: Online Class

Instructor: Dr. H. Griffiths

E-mail: hgriffit@uncfsu.edu

Office Location: Taylor Science, Rm 210-A

Office Phone: 672-2972

NOTE: I do not have long distance phone service. I do not use cell phones.

Office Hours: E-mail me anytime. I will respond within 24 hours, M-F. If I do not respond in any way to an e-mail within 48 hours, I probably did not get your e-mail, please send it again.

Faculty webpage (includes ASA citation model): <http://faculty.uncfsu.edu/hgriffit/>

Important Dates

Classes Begin

Exam One

PowerPoint Due

Last day of classes

Exam Two

E-MAIL POLICY

FSU provides each student, free of charge, an e-mail account that is easily accessible via the Internet. The university has established e-mail as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. **Students are responsible for reading their e-mail on a regular basis to remain aware of important class and university information.**

The university maintains computer labs for students use, and these are available for checking e-mail. Students making inquiries via e-mail to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU e-mail account.

Rule and regulations governing the use of FSU e-mail may be found at:

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

COURSE DESCRIPTION

This is a study of the major theories and types of deviant behavior, with critical analyses of society's reactions to such behavior.

Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

TEXTBOOK

Clinard and Meier. 2011. *Sociology of Deviant Behavior*, 14th Edition. Wadsworth Cenage Learning: Belmont, CA.

STUDENT LEARNING OUTCOMES

- Be able to explain how social factors influence interactions and social behavior
- Be able to explain how social interaction and individuals influence society.
- identify and explain the leading theories and theoretical orientations of deviant behavior;
- analyze deviant acts using various theoretical perspectives and relevant empirical research; and
- analyze the impact of social status and characteristics on the extent to which individuals are regarded as “deviant.”
- Have good understanding of contemporary sociological theories.
- Be able to apply basic sociological theories or theoretical orientations to some given sociological phenomena.
- Be able to make course-focused oral presentations to an audience.
- Be able to differentiate among different methods of social research.
- Have knowledge of quantitative and qualitative research methods.

COURSE ARRANGEMENTS

Teaching techniques are in the form of questions and answers and discussions.

- a) Students will respond to one main discussion board question (approximately 300-500 words) each week, and react to the post of at least one other student.
- b) Posts will receive Full Credit (10 pts) Half Credit (5 pts) or No Credit (0 pts).
- c) Each student will create an original Powerpoint presentation. This presentation will be due on **November 10**.
- d) Students are encouraged to work ahead, since they may correct work in response to instructor comments up to the actual due date.

BEFORE YOU READ ANY FURTHER

- 1) The course involves reading and writing assignments. As with any online course, the amount of time spent in the classroom engaged in discussion will be replaced with time spent in the “Virtual” classroom writing responses and responding to your classmate’s work. If you are not prepared to work in a writing intensive environment, consider taking a traditional face-to-face-class.
- 2) A STUDENT WHO IS NOT EXTREMELY SELF-MOTIVATED WILL NOT PERFORM WELL IN AN ONLINE CLASS. Ask yourself: will I remember to check in and complete assignments every week? Will I be able to learn from reading and

writing without the additional explanation offered via lecture and verbal interaction?
If the answer is no, DO NOT TAKE AN ONLINE COURSE.

- 3) If you still believe you are ready to take an online course, remember that it is up to you to contact the instructor if any problems develop. I will work with you to ensure your success in my online class. If, however, you experience barriers to your success and fail to contact me ASAP I will not be able to help you. If you consistently fail to meet the expectations outlined in the syllabus, DO NOT e-mail, call, or visit my office in the last month of the semester hoping to make up work you have neglected.
- 4) I expect most of the people who choose an online environment to be well prepared for the rigorous demands of the format, to have the necessary technology at hand (with a back-up easily accessible), and to have the necessary technical knowledge to use all the tools available to you. If you do not meet these expectations, please contact me as early as possible so we can decide together what you need to do to successfully complete this course.
- 5) I am teaching both online and traditional classes. I read everything you write. In order to keep up with all the reading, I will generally only comment that your work is ok or fine unless you post something really spectacular. Comments that require you to make a correction will be simple and focus on what should be improved.

NOTE:

- 6) Attendance will be based on student participation in class exercises, assignments, projects, and “Discussion Board.”
- 7) Student who do not interact with the course by (a) responding to a discussion board post OR (b) e-mailing the instructor OR (c) taking a quiz in the first two weeks of classes will receive an X grade and be dropped from the course.
- 8) There will be two (2) exams, fourteen (14) quizzes, and thirteen (13) discussion topics. Dates and times of testing are specified in the course outline and will also be announced via email and “Announcements” on Blackboard. Please familiarize yourself with **make-up policy** described below. There will be no deviation from this policy.
- 9) **Quizzes are available Monday-Friday and must be completed** by midnight, after reading text chapters assigned for that week.
- 10) Discussion forums will be posted each week and students are required to participate. Discussions that are posted after the deadline WILL NOT be graded.
- 11) **WARNING:** Do not attempt to do a quiz if you aren’t ready, because once you open a quiz you must complete it!!
- 12) Tests will be made available from **5AM to 11PM (Eastern Standard Time)** on scheduled dates. All tests will be timed and each student must take them within the specified time. **The tests MUST be submitted at least 5 minutes before the allowed time expires otherwise the computer will fail to grade and score your test and you will be assigned a zero score. In such an event, you have yourself to blame and no one else.**
- 13) No student shall attempt to print any test. Any such attempt will be recorded by the computer and communicated to the instructor. Please refrain from such act. The penalty for such a behavior is a zero score for that particular test!

14) Finally, students should regularly check the My Grades section of blackboard. If you believe you have successfully completed work but the grade is missing, it is the responsibility of the student to contact the instructor. If you believe a quiz or test has a typo, it is the student to bring that typo to the attention of the instructor.

COURSE REQUIREMENTS

- Sociology often involves sensitive topics such as religion, politics, lifestyle choices, sexual preference and crime. Respect the instructor and each other. Students who insult others and students who are disruptive on the boards will be asked to withdraw from the course. Make-up tests will be allowed only if there is a legitimate reason for missing a test (e.g. hospitalization) and **can be taken only at the instructor's discretion**. Each excuse must be supported by appropriate documentation or proof. You must give me prior notification and receive my approval for your absence, or in case of an unforeseen situation, you must notify me within a week after the missed test. Otherwise, you will receive a zero score on the missed test. At MY DISCRETION **The format for make-up tests will be essay questions.**

NOTE: Unless you are hospitalized, there will be no make-up for quizzes and discussion forums!!!

I expect you to adhere strictly to deadlines for class exercises and assignments.

Quiz Schedule

You are required to complete the Class Preparedness Quiz. You are required to do **True/False** questions on chapters 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, and 15. Quiz results must be sent to me by the discussion board due date (the last day of that week by midnight).

Do one quiz per week, after each assigned chapter is read. Note we skip chapter 9, and 13

Class Preparedness Quiz

Quiz 1 (Chapt 1)

Quiz 2 (Chapt 2)

Quiz 3 (Chapt 3)

Quiz 4 (Chapt 4)

Quiz 5 (Chapt 5)

Quiz 6 (Chapt 6)

Quiz 7 (Chapt 7)

Quiz 8 (Chapt 8)

Quiz 9 (Chapt 10)

Quiz 10 (Chapt 11)

Quiz 11 (Chapt 12)

Quiz 12 (Chapt 14)

Quiz 13 (Chapt 15)

Academic Dishonesty/Attendance Policy (See Appendix B and C)

Fayetteville State University's policy on academic dishonesty and attendance will be enforced. Please refer to the Student Handbook.

COURSE COMPETENCIES

SOCI 360 (Sociology of Deviant Behavior) to the development of SDPI competencies 6.1, 6.2, 6.3.

EVALUATION CRITERIA

Course Grade (See Appendix B and C)

The course grade is based on two (2) exams, fourteen (14) quizzes, thirteen (13) discussion topics, one (1) main discussion board, and one (1) powerpoint assignment. Tests cover materials from the textbook and lecture notes. The format of the tests will be multiple choice, true/false, short answer, matching and essays.

I do not distribute grades over e-mail. Grades are available under My Grades on Blackboard. If you are unable to interpret your grades, e-mail me to arrange a phone conference.

Requirements	Points
Exam 1	100
Exam 2	100
Main Discussion Board	130
Powerpoint presentation	80
Quizzes	140
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Total Possible Points	550

Accumulation of your total earned points, divided by total possible points for the course will determine your course grade.

Total Earned Points

_____ X 100 = Your Semester Score

Total Possible Points

Grading Scale

A = 92-100 B = 83-91 C = 73-82 D = 64-72 F = 63 and below

COURSE OUTLINE: This schedule and test dates are flexible and are subject to change.

Week One, August 18-19

- Read syllabus
- Explore the course site
- After exploring the course site, take the Class Preparedness Quiz
- **Post in first main board, e-mail professor with any questions. Due August 19, midnight.**

You Do NOT need the book to respond to Main Board One.

- Please post a picture, and some interesting details about yourself, to the My Homepage section, accessible under Course Tools.

Week Two, August 22-26

- Read Chapter One
- Quiz One (If you do not have the book, you can take this quiz next week)
- Post in Second Main Board, Due **August 26**, midnight.

Week Three, August 29-September 2

- Read Chapter Two
- Quiz Two (If you do not have the book, you can take this quiz next week)
- Powerpoint presentation topic assigned, See Appendix A, Post your understanding of your topic in Powerpoint Discussion Board.
- Post in Third Main Board, Due **September 2**, midnight

Week Four, September 6-September 9

- Read Chapter Three
- Quiz Three
- Post in Fourth Main Board, Due September 9, midnight

Week Five, September 12-September 16

- Read Chapter Four
- Quiz Four
- Post in Fifth Main Board, Due **September 16**, midnight

Week Six, September 19-September 23

- Read Chapter *Five*
- Quiz Five
- Post in Sixth Main Board, Due **September 23**, midnight
- Create an outline for your Powerpoint presentation. Post DETAILED outline in Powerpoint Discussion Board.

Week Seven, September 26-September 30

- Read Chapter Six-Seven
- Quiz Six AND Quiz Seven
- Post in Seventh Main Board, Due **September 30**, midnight
- Post Powerpoint sample slides, demonstrating your progress on the project

Week Eight, October 3-October 7

- **Study for your midterm. Midterm is October 7.**

Week Nine, October 10-October 14

- Read Chapter Eight

- Quiz Eight
- Post in Eighth Main Board, Due **October 14**, midnight
- Post the YouTube clip you plan to use and explain why you think it is applicable...**before your post the clip, ask yourself: “Would I show this clip to a ten-year old? Would I show this clip to my grandmother?” If the answer is no, then e-mail it to me and let me decide if the clip is appropriate.**

Week Ten, October 19-October 21

- Read Chapter Ten
- Quiz Nine
- Post in Ninth Main Board, Due **October 21** midnight
- Post your preliminary version of the Powerpoint presentation, request feedback from another student by name.

Week Eleven, October 24-October 28

- Read Chapter Eleven
- Quiz Ten
- Post in Tenth Main Board, Due **October 28**, midnight

Week Twelve, October 31-November 4

- Chapter Twelve
- Quiz Eleven
- Post in Eleventh Main Board, Due **November 4**, midnight

Week Thirteen, November 7-November 10

- Post final version of Powerpoint presentation AND deliver to my digital dropbox **Nov. 10**
- If you are a graduating senior, PLEASE INFORM ME BY November 10

Week Fourteen, November 14-18

- Read Chapter Fourteen
- Post in Twelve Main Board, **Due November 18**, midnight
- Quiz Twelve

Week Fifteen, November 21-November 23

- Read Chapter Fifteen
- Chapter Twelve, Quiz Thirteen
- Post in Thirteenth Main Board, November 23, midnight

Week Sixteen, November 28-December 2

Prepare for your upcoming final, review chapters and work completed since midterm exam. Notify professor of any completed work without a grade.

December 5

- **Final Exam**

Teaching and Reading Strategies

The teaching strategies used in the class will include a combination of Discussions, Papers, participation, Active Learning.

Selected Bibliography/Resources

Becker, Howard S. 1963. *Outsiders: Studies in the Sociology of Deviance*. New Jersey: Free Press.

Goffman, Erving. 1963. *Stigma: Notes on the Management of Spoiled Identity*. New York: Simon & Schuster.

Erickson, Kai T. 1962. "Notes on the Sociology of Deviance." In *The Other Side: Perspectives on Deviance*, edited by Howard S. Becker. New York: The Free Press. 1964.

Reimer, Jeffrey H. 1979. *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice*. Boston: Allyn & Bacon. 1998.

Merton, Robert. "Social Structure and Anomie," *American Sociological Review* 3 (Oct 1938): 672-82.

Sykes, Gresham M. & David Matza. "Techniques of Neutralization: A Theory of Delinquency." *American Sociological Review* 22 (1957): 664-70.

Faris, Ellsworth. "The Origin of Punishment." *International Journal of Ethics* 25 (Oct 1914): 54-67.

Appendix A Due November 10

Powerpoint Presentation

Each student shall create an original Powerpoint Presentation consisting of no less than 15 slides and no more than 30 slides for the purpose of introducing other students to an important Social Deviance Theory. This is worth 80 points.

1. Complete your work in accordance with the timeline in the syllabus, and ask another student for their opinions on your work.
2. **Once you have started your thread in the Powerpoint Board, please "reply" to your post every time you add a new component. I should be able to click on your thread and see all the work you have done on this project.**

After the Social Deviance Theory is assigned, students should focus on incorporating the following elements into their presentations:

A consistent style, including background color, font, and no less than 28 point lettering. (5 points)

A brief biography of the main social theorist/social theorists involved in the creation of the theory. (10 points)

A summary of the theory (20 points)

A summary of the main criticisms of the theory (10 points)

A list of questions related to the theory. Fulfill this requirement by including questions that the theory does and does not answer, or questions you have after completing your summary of the theory (10 points)

Four YouTube clips or (similar media inclusion). For each clip, there should be an explanation of how the clip illustrates the theory. Any additional songs, clips, cartoons, etc. that relate well to your theory will also contribute to these points. (10 points)

Correct grammar, spelling, complete ASA citations and references for book concepts and videos (15 points)

Appendix B

REVISION OF GRADES – STUDENT RESPONSIBILITIES

The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:

- WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. **See warning below about class withdrawals.*

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- INTERIM GRADE X = NO SHOW – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. **See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- INTERIM GRADE EA = EXCESSIVE ABSENCES - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. **See warning below about class withdrawals.*

NEW FINAL GRADE:

- FN = FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. **See warning below about class withdrawals.*

WARNING ABOUT CLASS WITHDRAWALS:

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

Appendix C

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

Appendix D

5. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The program prepares knowledgeable, reflective, and caring education professionals to support student learning and family participation in a diverse, technological and global society.

6. NCATE, NCDPI SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

NCDPI Social Studies Standards	NCATE Standard(s)	Assessment(s)
1. Social studies teachers have a broad knowledge of content.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions
2. Social studies teachers know the content appropriate to their teaching specialty.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions
3. Social studies teachers connect social studies with the broad curriculum.	Content Knowledge Professional Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions

7. NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS (NCSS)

Include the NCSS standards and the assessment(s). Only include the standard or standards you will address in this course.

National Council for the Social Studies Standards	Assessment (s)
1.1 Culture and Cultural Diversity.	Exams; Quizzes; Classroom discussions; In-class exercises.
1.5 Individuals, Groups, and Social Institutions.	Exams; Quizzes; Journal article analysis; Classroom discussions; Reflective assignment.
1.9 Global Connections.	Exams; Quizzes; Classroom discussions; In-class exercises.

8. NCDPI CORE STANDARDS

Include the NCDPI Core Standards, and the assessment(s). Only include the standard or standards you will address in this course.

NCDPI Core Standards	Assessment(s)
1. Teachers know the content they teach.	Exams; Quizzes; classroom Discussions; In-class exercises.
6. Teachers respect and care about students	Classroom discussions; In-class exercises

9. NCDPI DIVERSITY STANDARDS

Include the NCDPI Diversity Standards, and the assessment(s). Only include the standard or standards you will address in this course.

NCDPI Diversity Standards	Assessment(s)
1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.	Exams; Quizzes; Journal article analysis; Classroom discussions; In-class exercises; Reflective assignment; Case studies.

10. TECHNOLOGY AND TECHNOLOGICAL APPLICATIONS

Include the NCDPI Technology Standards, and the assessment(s). Only include the standard or standards you will address in this course. Some technologies for the course may include: productivity tools (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, Blackboard, grade book, video camera, Smart board. Please list any technologies that you will use in the course.

NCDPI Technology Standards	Technological Applications Used in this Course
1. Teachers demonstrate a sound understanding of technology operations and concepts.	Internet; Blackboard; Email; PowerPoint; Grade book.

11. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addresses through the readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions checked below.

Professional Competence		Professional Responsibility	
X	Appreciates and engages in self-reflection		Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families		Shows imitative and motivation
Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		