I. LOCATOR INFORMATION

Instructor: Dr. Jilly M. Ngwainmbi

Course Number and Name: SOCI 350-01: History of Sociological Thought

Semester Credit Hours: 3 hours

Day and Time Class Meets: MWF Time: 10:00AM – 10:50AM Room: TS 104

Semester Starts: January 11, 2014 – May 9, 2014

Total Contact Hours for Class: 40 hours

Office Location: TS 204 B

Office Hours: MWF 12:00PM- 2:00PM Others by appointment

Office Telephone: (910) 672-1004

E-mail: jngwainmbi@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION

SOCI 350: History of Sociological Thought: This course focuses on a selective and systematic study of major writings in the development of modern sociological thought, with critical examination of the sociological theories of selected writers. It reviews the factors which led to scientific sociology and the early European and U.S. figures who contributed to the development of the discipline.
The course is designed to provide students with a better understanding of what happens when people live together in communities and the problems which arise from communal life. The course examines major issues and the ways various social scientists attacked them. Students are exposed to the diversity of thought that exists in classical sociological theory and how these theories laid the foundation for current theoretical perspectives in Sociology.

One main goal of the course is to stimulate critical thought about social problems and issues these theorists addressed and apply their theories to similar problems and issues today.

Prerequisite: SOCI 210

III. DISABLED STUDENT SERVICE

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.

IV. TEXTBOOK


The ISBN is: :0-205-38130-8. To order, call 1 800-922-0579

V. STUDENT LEARNING OUTCOMES

A) Course Objectives

1. To enable students to discover the nature of and diversity in sociological theory in order to provide them with a better understanding of contemporary theoretical perspectives in sociology;

2. To help students acquire analytical skills and a strong sense of critical thinking that is grounded in rationality. This is intended to enhance students' understanding of social issues and problems so that they can be able to make informed and knowledgeable decisions in everyday life;

3. To acquaint students with major issues and problems in sociological theorizing and the approaches taken by different theorists in the past; and

4. To help students to understand contemporary theoretical models in sociology, tracing their roots back to classical theorists.
B) Behavioral objectives

Upon completion of this course students would be able to:

1. Associate theorists with their basic theoretical formulations;

2. To compare theories and classify them into various contemporary theoretical perspectives, identifying similarities and differences among them;

3. To be able to critically examine the utility of various theories to various social problems and issues and identify the influences of these theories on contemporary theory;

4. To be able to trace the development and impact of basic domain assumptions of the major sociological perspectives from their origin to contemporary theories.

C) GENERAL COURSE GOALS

1. The primary goal of the course is to provide students with analytical skills necessary for critical thinking, logical, and abstract reasoning (INTASC 4.7, 4.10);

2. A second goal is to expose students to various social problems and issues and their sociological analyses as provided by classical theorists;

3. A final goal is to establish the link between theory and research; and theory, research and social policy.

D) 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.

E) 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.

<table>
<thead>
<tr>
<th>NCDPI Social Studies Standards</th>
<th>NCATE Standard(s)</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social studies teachers have a broad knowledge of content.</td>
<td>Content Knowledge</td>
<td>Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Virtual Classroom presentations.</td>
</tr>
<tr>
<td>2. Social studies teachers</td>
<td></td>
<td>Exams; Quizzes;</td>
</tr>
</tbody>
</table>
know the content appropriate to their teaching specialty.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Journal Article Analysis; Classroom Discussions; Virtual Classroom presentations.</th>
</tr>
</thead>
</table>

3. Social studies teachers connect social studies with the broad curriculum.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Virtual Classroom presentations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

**F) 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.

<table>
<thead>
<tr>
<th>National Council for the Social Studies Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Culture and Cultural Diversity.</td>
<td>Exams; Quizzes; Classroom discussions; In-class exercises; Virtual Classroom presentations.</td>
</tr>
<tr>
<td>1.5 Individuals, Groups, and Social Institutions.</td>
<td>Exams; Quizzes; Journal article analysis; Classroom discussions; Reflective assignment; Virtual Classroom presentations.</td>
</tr>
<tr>
<td>1.9 Global Connections.</td>
<td>Exams; Quizzes; Classroom discussions; In-class exercises; Virtual Classroom presentations.</td>
</tr>
</tbody>
</table>

**G) NCDPI CORE STANDARDS**

Include the NCDPI Core Standards, and the assessment(s). Only include the standard or standards you will address in this course.
<table>
<thead>
<tr>
<th>NCDPI Core Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers know the content they teach.</td>
<td>Exams; Quizzes; classroom Discussions; In-class exercises.</td>
</tr>
<tr>
<td>6. Teachers respect and care about students</td>
<td>Classroom discussions; In-class exercises</td>
</tr>
</tbody>
</table>

**H) NCDPI DIVERSITY STANDARDS**

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

<table>
<thead>
<tr>
<th>NCDPI Diversity Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Exams; Quizzes; Journal article analysis; Classroom discussions; In-class exercises; Reflective assignment; Case studies; Virtual Classroom presentations.</td>
</tr>
</tbody>
</table>

**I) 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.

<table>
<thead>
<tr>
<th>NCDPI Technology Standards</th>
<th>Technological Applications Used in this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers demonstrate a sound understanding of technology operations and concepts.</td>
<td>Internet; Blackboard; Email; PowerPoint; Grade book; Smart board; Virtual Classroom presentations; Group Projects on Discussion Board.</td>
</tr>
</tbody>
</table>
J) DISPOSITIONS

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

<table>
<thead>
<tr>
<th>Professional Competence</th>
<th>Professional Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Appreciates and engages in self-reflection</td>
<td>Dresses appropriately for the setting</td>
</tr>
<tr>
<td>X Shows a commitment to ongoing learning</td>
<td>X Is punctual</td>
</tr>
<tr>
<td>X Desires to learn and apply new technologies</td>
<td>X Attends class regularly and participates in class</td>
</tr>
<tr>
<td>X Is receptive to new ideas and feedback</td>
<td>X Completes assignments and tasks in a timely manner</td>
</tr>
<tr>
<td>X Writes and speaks clearly and effectively</td>
<td>X Willing to go beyond required assignments</td>
</tr>
<tr>
<td>Uses culturally sensitive language when communicating with families</td>
<td>Shows imitative and motivation</td>
</tr>
</tbody>
</table>

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                                      |                                                            |

VI. COURSE REQUIREMENTS

Minimal requirements for this course are as follows:

--regular attendance;
--informed participation in class and group activities;
satisfactory and timely completion of writing assignments;
satisfactory performance on all examinations;
satisfactory performance on all tests and examinations.

A) CLASS POLICIES

1) The University attendance policy will be strictly enforced in this class. Regular and punctual class attendance are crucial to a successful completion of this course with credit. **Students are strongly encouraged to participate regularly in all class exercises, assignments, discussions and projects. No student will be admitted to the class five (5) minutes after the class session has begun to avoid disruptions of the instructional process.**

Unjustifiable absences will be counted toward the final grade. There will be no make-up quizzes, tests or examinations except in unavoidable circumstances. If a student decides to withdraw from the course for any reason, he or she must follow through to the Registrar's office to ensure that he or she has actually been dropped from the class roster. This must be done to avoid an "F" grade.

No cellular phones, guests or children are allowed in class according to University policy. If a student brings a cellular phone by mistake, she or he must ensure that it is turned off.

2) In addition to the reading assignments from the text, the course will include a number of brief assignments that will require reading and writing.

3) There will be five tests, one mid-term examination and one final examination. Tests and Examinations will be a combination of multiple choice and true/false questions. Dates and times for tests and examinations will be announced in class at least one week prior to scheduled date of test or examination. **No make-up tests or examinations will be given except in cases of dire emergency.** In such cases, arrangements should be made with the instructor before the regular test or examination date.

4) All tests and examinations will be timed and each student must take them at the exact times as scheduled. **The tests and examinations MUST be submitted at least five (5) minutes before the time allowed expires.** If a student fails to follow this fair warning and spends more time taking the test or examination and consequently, the computer does not grade and record her or his test or examination, the student will get a zero for that particular test or examination.

5) NO student shall attempt to print any test or examination. Any such attempt is promptly recorded by the computer and communicated to the instructor. If any student fails to follow this fair warning and attempts printing any test or examination, the penalty is a zero for that particular test or examination.
C) COURSE EVALUATION AND GRADING POLICY AND SCALE

Grading Scale

A.................................................................92 - 100
B.................................................................83 - 91
C.................................................................73 - 82
D.................................................................64 - 72
F...............................................................LESS THAN 63.
I.................................................................Incomplete

D) COMPONENTS OF FINAL GRADE

Grades for the course will be based on the following:

*Tests.................................................................40% of the final grade
Attendance and Participation..................................10% of the final grade
Mid-term Examination............................................25% of the final grade
Final Examination..................................................25% of the final grade
Total...............................................................................100%

The tests and examinations will consist of multiple choice and True/False

*This component may be more than 40% of the final grade depending on whether a
student has earned points for extra credit activities.

E) FORMULA FOR COMPUTING FINAL GRADE

The following formula will be used to compute the final grade for this class:

(Extra Credit + Test#1 + Test#2 + Test#3 + Test#4 + Test # 5 divided by 5), multiplied by 2,
which account for 40% of final grade + Attendance and Participation, which account for 10% of
the Final Grade + Mid-term, which accounts for 25% of final grade + Final Exam, which
accounts for 25% of final grade. Total=100% or more depending on whether student earned
points for extra credit and perfect attendance or not.

Note: All tests count and are factored into the Final Grade. All tests are graded out of 20 points.
For example, 1) to compute your grade on tests with 40 questions, simply divide your score on
the test by 2 -> If you scored 40 out 40, then it becomes 40/2 = 20 points; and 2) to compute
your grade on tests with 100 questions, simply divide your score on the test by 5 -> If you scored
100 out of 100, then it becomes 100/5 = 20 points. The Mid-term Exam and the Final exam are
graded out of out of 25 points. For example, 1) to compute your grade on the Mid-term exam or
Final exam with 50 questions, simply divide your score on the exam by 2 -> If you scored
50 out 50, then it becomes 50/2 = 25 points; and 2) to compute your grade on the Mid-term exam or
Final exam with 100 questions, simply divide your score on the Mid-term exam or Final exam
by 4 -> If you scored 100 out of 100, then it becomes 100/4 = 25 points.
F) FSU POLICY ON DISRUPTIVE BEHAVIOR IN THE CLASSROOM

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights of all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;

1. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.

2. Use of cell phones and other electronic devices

3. Overt inattentiveness (sleeping, reading newspapers)

4. Eating in class (except as permitted by the faculty member)

5. Threats or statements that jeopardize the safety of the student and others

6. Failure to follow reasonable requests of faculty members

7. Entering class late or leaving class early on regular basis

8. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.

2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.

4. Dismiss class for the remainder of the period. (Must be reported to department chair.)

5. Lower the student’s final exam by a maximum of one-letter grade.

6. File a complaint with the Dean of Students for more severe disciplinary action. Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Final Grades – This policy becomes effective on August 16, 2007

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Quality Points</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Hours attempted and earned</td>
<td>4 per credit hour;</td>
<td>Exceptionally high</td>
</tr>
<tr>
<td>B</td>
<td>Hours attempted and earned</td>
<td>3 per credit hour</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Hours attempted and earned</td>
<td>2 per credit hour</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>Hours attempted and earned</td>
<td>1 per credit hour</td>
<td>Marginally passing</td>
</tr>
<tr>
<td>F</td>
<td>Hours attempted – Not earned</td>
<td>0 per credit hour</td>
<td>Failing</td>
</tr>
<tr>
<td>FN</td>
<td>Hours attempted – Not earned</td>
<td>0 per credit hour</td>
<td>Failing due to non-attendance. (Student registered, but never attended.)</td>
</tr>
<tr>
<td>W</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Class withdrawal prior to deadline (see Academic Calendar)</td>
</tr>
<tr>
<td>P</td>
<td>Hours attempted and earned</td>
<td>No impact on GPA</td>
<td>Satisfactory - Assigned only in classes specified as Pass/Fail</td>
</tr>
<tr>
<td>WU</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Withdrawal from all classes for semester or term</td>
</tr>
<tr>
<td>AU</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Auditing</td>
</tr>
</tbody>
</table>
REVISION OF GRADES – STUDENT RESPONSIBILITIES
The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:


   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.

   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)

Ø 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:

1. 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:
2. 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.
3. If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
4. STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

VII. ACADEMIC SUPPORT RESOURCES

The following resources are available in Blackboard:

Lecture Notes; documents for projects; document for Mid-term Examination; tests; examinations; Discussion Board topics; and email for class members. In addition, students are urged to make good use of the University College Learning Center in order to get assistance, especially with respect to projects and how scholarly papers are written in sociology.

VIII. COURSE OUTLINE AND ASSIGNMENT SCHEDULE

This calendar is subject to change or adjustment as needed throughout the semester.

*Note: For the Summer Session, the Reading Assignments will be provided and announced weekly.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 1    | Course orientation  
Introduction  
What is Theory  
Theory Construction  
Domain Assumptions  
Assessment Procedures  
Theory and Research Methods  
Test #1 |         |
| 2    | Ideology, History, and Classical Sociological Theory  
The Rise of Sociology  
Sociology as Profession and as Ideology  
Sociology and Problems of Modernity  
The United States: Expansion and Voluntarism  
The United States: Postmodernity | Chapter 1 |
| 3    | The Nature and Types of Sociological Theory | Chapter 2 |
On the Differences Among Species
Theory and Social Life
Positivism
Interpretive Theory
Critical Theory

4 (Isidore) Auguste Marie Francois-Xavier Comte  Chapter 3

His Mission
Intellectual Roots
Background Factors
Conceptualization of Society
Conceptualization the Individual
Methodology
Vision of the Future
Contribution to Contemporary Sociology

5 (David) Emile Durkheim
The introduction to Emile Durkheim  Chapter 4

His Mission
Background Factors
Intellectual Roots
Conceptualization of Society
Conceptualization of the Individual
Methodology
Vision of the Future
Contribution to Contemporary Sociology
Test #2

6 Herbert Spencer  Chapter 5

His Mission
Background Factors
Intellectual Roots
Conceptualization of Society
Conceptualization of the Individual
Methodology
Vision of the Future
Contribution to Contemporary Sociology

7 Georg Wilhelm Friedrich Hegel  Chapter 6

His Mission
Background Factors
Intellectual Roots
Conceptualization of Society
Conceptualization of the Individual
Methodology
Vision of the Future
Contribution to Contemporary Sociology

Karl Marx
Chapter 7

Max Weber
Chapter 8

Georg Simmel
Chapter 9

Sigmund Freud
Chapter 10
12 Vifredo Pareto  Chapter 11

His Mission
Background Factors
Intellectual Roots
Conceptualization of Society
Conceptualization of the Individual
Methodology
Vision of the Future
Contribution to Contemporary Sociology

13 Thorstein Bunde Veblen  Chapter 12

His Mission
Background Factors
Intellectual Roots
Conceptualization of Society
Conceptualization of the Individual
Methodology
Vision of the Future
Contribution to Contemporary Sociology

14 George Herbert Mead  Chapter 13

His Mission
Background Factors
Intellectual Roots
Conceptualization of Society
Conceptualization of the Individual
Methodology
Vision of the Future
Contribution to Contemporary Sociology

15 GENERAL REVIEW FOR FINAL EXAMINATION

16 FINAL EXAMINATION
IX. TEACHING STRATEGIES

The teaching strategies used in this course will include a combination of lecture, use of Blackboard for lecture notes, PowerPoint presentations, use of Discussion Board for specified discussion questions, and class presentations and other specified exercises and assignments. Audio and Visual materials will be used as needed.

X. SELECTED REFERENCES


STUDENT ONLINE MID-TERM COURSE EVALUATION AND FEEDBACK

I very strongly believe that effectiveness and success in the process of learning requires a very frank and honest dialogue between students and instructor. Please take a few minutes and provide thoughtful and honest responses to the questions below. Remember that your feedback is going to be very useful in assisting us make changes and adjustments in this course to facilitate the learning process, thereby helping us, as well as other students in future, all learn. Thanks for your assistance.

1) What do you consider to be the main weaknesses of the course up to this point?

2) What do you consider to be the main strengths of the course up to this point?

3) What do you dislike most about the course up to this point?

4) What do you like most about the course up to this point?

5) What can the instructor do differently to help you learn more during the next half of the Semester?

6) The study guides for tests and exams are:

   Clear. Yes _____ No____. If no, explain.

   Helpful. Yes _____ No____. If no, explain.

7) The instructions and guide for computing Final Grade are:
Clear. Yes _____ No _____. If no, explain.

Helpful. Yes _____ No _____. If no, explain.

8) Circle the means of communication that is most helpful to you and explain why.

E-mail  Telephone

Explain why:

9) The time allowed for each test or exam is enough   Yes _____ No _____. If no, explain.

10) General Comments: