

Sociology 375 Diversity in American Society

The question is not what you look at, but what you see.
~Henry David Thoreau

People only see what they are prepared to see.
~Ralph Waldo Emerson

We don't see things as they are; we see things as we are.
~Anais Nin

Instructor Contact Information

Professor Anne Onyekwuluje
(On Yea Kool La j)
106 Grise Hall
Western Kentucky University
1906 College Heights Blvd. # 21084
Bowling Green, Kentucky 42101-1084
anne.onyekwuluje@wku.edu
Virtual Office Hours: Tues. & Thurs. 11:00a.m.-12:00p.m.
(Or by appointment) **I want to hear from you, we can zoom!**
anne.onyekwuluje@wku.edu
<https://wku.zoom.us/j/729-289-4972>

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”
~Martin Luther King, Jr.~

Diversity Statement

“It is both appropriate and urgent that all of us acknowledge and represent appropriately the global community in which we live. You are required, in your content-based assignments, to include, as appropriate to the assignment, topics, information, opinions and images of those who don't look, act or think as you do. These sources will add breadth, depth and insight to your content. These sources might include all genders and abilities, a variety of ages, races and ethnicities, sexual orientation, various views and religious belief systems, and various socio-economic and educational backgrounds. The manner and extent to which your work reflects this essential diversity will directly affect your job evaluations, especially in the areas of critical thinking, creative thinking and professionalism.”

Face Masks

Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering(reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

Course description

As a fundamental goal of the course, the concept of human diversity, including multiculturalism, ethnicity, race, class, and gender, community, tradition, nationalism, racial and ethnic conflict, civilization, urbanization, globalization is studied from a sociological perspective—meaning the social history and how that history has affected society and our own life experiences. When reading the required text; view the information in the text from a sociology of diversity in America perspective. That is consider diversity, inclusion, equity, justice and rights and their uses and significances to frame how to think in diverse contexts about human diversity.

This course fulfills WKU's mission to prepare students to become engaged and socially responsible citizen leaders.

Course Learning Objectives and Goals:

- To learn the history of American Diversity
- To focus on diversity and community engagement projects—to address concerns of inequality, equity, and access to health care, education, wealth, income, housing, social justice and more.
- To learn skills in critical social analysis about diversity, inclusion, equity, justice and human rights.
- To introduce the idea that many of the concepts we use to name “diversity” are culturally constructed experiences.
- To learn how to recognize the complexity of intersecting and sometimes divergent differences.
- Explore civilizations and cultures from an interdisciplinary point of view, and to learn to apply this understanding to contemporary local, national, and global problems.
- Extend an understanding of self, the relationship between self and American Diversity.
- Focus attention on how ideas, values, beliefs, and other aspects of culture express and affect the human experience.

- Distinguish the various factors that inform and impact individual identity formation.
- Comprehend how group identities are formed in a heterogeneous society.
- Identify distinctive patterns of thought and behavior that contribute to the formation of a culture different from one's own.
- Students will learn to read analytically, write effectively, and communicate intelligently.
- To practice thinking critically, and to write reflectively on the subject of Diversity in America.
- The course offers a safe space to zoom and discuss diversity and identities in American diversity and engage students in becoming informed and productive citizens of a democracy.

Additional student learning outcomes that can guide student learning:

- The capacity for critical and logical thinking
- Skills in reading, writing, and speaking a diversity language of inclusion
- A sociological and historical perspective and an understanding of American Diversity
- An appreciation of the complexity and variety in cultures
- An understanding of society and human behavior across interconnected economies, cultures, and identities

This learning course is very well suited to a liberal arts education. In this course you will begin your own process of asking big questions. You may not always find the answers you are seeking when you research and write your essays. And you may be uncomfortable at times with the literature on Diversity in America, but that is a normal stage in achieving diversity understanding. Read and apply the CSLO's below: *Welcome to the challenge!*

Upon completion of this course, and meeting Connections Student Learning Objectives (CSLO) you will...	You will practice those objectives by doing...	Your learning of this objective will be assessed by...
1. Be able to critically identify, describe, and analyze the most recent and relevant studies of American Diversity, *Analyze the development of self in relation to others and society.	Course textbook chapter readings* Required Essays*	your essays 3 full pages in length, and the Final Exam.
Be able to learn skills in <i>critical</i> social analysis about diversity and inequality. Focuses on the elements of social organization and their relationships to diversity.		
2. Be able to identify the concepts used to name “diversity”	Course textbook chapter readings* Required Essays*	your essays 3 full pages in length, and the Final Exam.

*Examine diverse values that form civically engaged and informed members of society.		
Be able to understand diversity from both a historical and sociological perspective.		
3. Be able to understand sociological concepts, theories, and analyses on how American society creates and shapes intergroup diversity. *Evaluate solutions to real-world social and cultural problems.	Course textbook chapter readings* Required Essays*	your essays 3 full pages in length, and the Final Exam.

If you think education is expensive---try ignorance—Derek Bok

Required Book:

Diversity in America 4th edition
 Vincent N. Parrillo
 ISBN-10:1612052541
 ISBN- 13:978-1612052540

Purchase/rent from Amazon

The first step towards the solution of any problem is optimism—John Baines

***Required Textbook:**

According to the author of the text (to be used as a prime foundation for writing your essays), the fourth edition of “Diversity in America” offers both a sociohistorical viewpoint and a sociological analysis to provide insights into US diversity. In this short book, the author squarely addresses the topics generating so much invective, passion, and raucous debate in American society today: Do we have too much immigration? Is multiculturalism a threat? Are we no longer sufficiently American? How do terrorist threats and illegal immigration affect Americans’ receptivity to the constant stream of newcomers? What kind of people are we becoming? The book answers these questions by using history and sociology to shed light on socially constructed myths about our past, misunderstandings about our present, and anxieties about our future. Putting into perspective the fact that diversity is not a recent social phenomenon, the author takes the reader through different American eras, beginning with the indigenous populations and continuing through colonial times, the early national period, the age of expansion, the industrial age, the information age, and today. Intergenerational comparisons, examination of the pros and cons of multiculturalism, and extrapolation of present trends into future probabilities offer the reader a holistic analytic commentary to provide additional helpful insights and understanding.

***Required Typed Essays:**

Essays are to be doubled-spaced typed on three-full pages, with a separate title page and a separate reference page

- The material (s) for your essays can come from **any text (research) that explores diversity, inclusion, equity, justice and rights concept**. I am particularly interested in essays that challenge perspectives for a Diverse America (i.e., identity, sexuality, language, ability, religion as well as race, gender and class) these perspectives must be included in your written essays. Additionally,
 - a. in writing an essay you can also respond to a section of the chapter readings that spark your interest or expand a broader notion or a more thoughtful reflection of what diversity is to you (make sure you support your arguments with scientific facts).
 - b. you are free to use an anthology of texts to challenge any multiple points of view in your essays (i.e., non-fiction essays, speeches, literature, songs, video clips, blogs and maps etc.,
 - c. you can research related topics online to help write your essays.
 - d. provide evidence for any position you take in your essays. ...

Evidence consists of good science and statistics. You are instructed to always say and write what you can defend and to value persuasive writing in your essays.

 - Cite sources used in your essays in the format preferred by your major of study, APA, Chicago, or MLA.
 -

Please print and keep all copies of essays sent via Blackboard


Essays have the potential to reveal students abilities to identify, create, reason, analyze, synthesize, understand, and evaluate the course material. Essays are used for the advantages they can offer the student.

Rationale for Assessing Student Essays:

In a global society dominated by intersecting oppressions and vast inequality, the writings of and about American Diversity are crucial. Understanding the lens of race, class, gender, culture, disability, sexuality, geography, thoughts, perspectives, and so much more; an equity in diversity thinking, not only afford students a broad and multifaceted perspective on social justice issues related to diversity, but also engenders an understanding of how individuals and groups work for change on personal, communal and global levels. Diversity understanding betters society as a whole. The authenticity of diversity is about equalizing America.

The aim for the (7) essay writing project is to expand each student's awareness of how structured systems of inequality work in a diverse America. Hopefully, through their writings students will understand how diversity inequalities affect people's health, life chances, self-concept, and material well-being; as well as the

positive effects of privilege on those who are in the haves. The essay-writing projects (from a sociological diversity perspective) should help students gauge the adverse effects of institutionalized inequality on socially disadvantaged people. The notion of diversity, equity, inclusion, justice and rights should frame their analytical essays. **This can be a high capstone experience for undergraduate students.** Students, while reading and writing can adjust their lens—their diversity vision for a better America.

 Things to consider when writing and typing your (7) essays

Title:

Catchy titles can entice the reader in amazing ways!

Introduction:

- a. Introduce your topic in an interesting way
- b. Provide a brief explanation of your theory/concept/topics
- c. Include a clear purpose statement (you should include a literature review)

When Reading and Reviewing the Literature (your research) for Your Essays:

- Have in mind your aim and questions you will use in your essay.
 - Tell yourself why your topic is interesting.
 - Know what knowledge gap(s) in the literature is missing you may wish to address in your essay.
 - You may want to know what key themes about your topic is found in the literature
 - You may want to know your research objectives for your essay.
- d. Provide a rationale for why your topic is important to study. (Cite a source or sources)
 - e. What have other researchers asked about your topic's importance?

Preview the structure/main points of the essay (this is your transition into the body of your paper).

Body:




- f. Have a clear organization pattern for your main points. Three is a good number of main points for this length paper. Consider using subheadings.

- g. Discuss the readings/articles or other outside sources that fit within your main point. Include the basics of the sources such as the type of study, data collection methods, and major findings if applicable.
- h. Develop a clear transition into the next main point. Consider how the next topic fits with the previous topic.
- i. Repeat this pattern until your main points have been fleshed out

Conclusion:

- j. Restate the importance of your topic.
- k. Provide a list of limitations of studying your topic. What is hard about it? Here, cite sources. What do other authors discuss as being difficult about studying the topic?
- l. Discuss future directions for studying your topic. Cite sources.
- m. What do other author(s) suggest we should study about your topic in the future? Are there existing gaps in the research or gaps in our knowledge of the topic?
- n. What are these author(s) clear implications for scholars interested in race, class, and gender analysis?
- o. Propose your own additional research questions. Always be cognizant of what you are leaving out when you research your topic.

References Page:

- p. Cite all sources used in the essay
- q. Place all sources in alphabetical order
- r. Follow the 7th ed. APA guidelines (Google search Purdue OWL) for additional help with citations
-  Don't forget to label the Header as References
-  Don't forget to use a hanging indent (every line after the first line of the entry is indented)
-  Don't forget to double space all entries

Editing Tips:

- READ YOUR ESSAY PAPER OUT LOUD (you'll catch lots of mistakes and unclear sentence structure)
- READ your essay paper again.
- CHECK use of APA style
- GO To the Writing Center for Input

GO To the Writing Center for Input

Writing Center Assistance

Writing Center Assistance: *The Writing Center on the Bowling Green campus* is offering **only** remote assistance to writers during the covid-19 pandemic. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>

- ❖ **In the course students will select their own essay topics. Hopefully, their topics will capture their own learning goals and objectives.**
- ❖ **Other research/readings/text of the students' choice can be implemented into the writing of each of the (7) required 3 full page essays to offer students a broader perspective.**
- ❖ **Students must clearly demonstrate how their essays relate to and impact American Diversity.**
- ❖ **Students will need to invest an appropriate amount of time into their learning from the start. Each essay must be well thought-out to receive full credit and a grade.**

Due Dates:

Essay 1 and Essay 2 are due before midnight on February 18, 2022, via Blackboard only, no emails accepted, no late essays accepted. Do not ask! You have close to four

weeks to complete those two essays. Make sure the server is working and your essay assignments are in a word document before submitting.

Essay 3 and Essay 4 are due before midnight on March 31, 2022, via Blackboard only, no emails accepted, no late essays accepted. Do not ask! You have close to *four weeks to complete* those two essays. Make sure the server is working and your assignments are in a word document before submitting.

Essay 5 and Essay 6 are due before midnight on April 28, 2022, via Blackboard only, no emails accepted, no late essays accepted. Do not ask! You have close to *four weeks to complete* those two essays. Make sure the server is working and your assignments are in a word document before submitting.

Essay 7 is due before midnight on May 3, 2022, via Blackboard only, no emails accepted, no late essays accepted. Do not ask! You have several days *to complete* this last essay. Make sure the server is working and your assignment is in a word document before submitting. Your scheduled final exam is also on May 3, 2022.

Rubric for the (7) Essays


You can earn up to 50 points for each essay

Area	Score	Quality	Criteria
Reflection Topic CHOSEN 2.5 Points	—	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Not included	<ul style="list-style-type: none"> The title/topic chosen should derive from the course material. You can choose your own topic. (see syllabus for more detail)
REPORT 15.5 Points	—	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	<ul style="list-style-type: none"> Introduce your topic in an interesting way; include some historical points Provide a brief explanation of any theory/concept/topics of diversity (see syllabus for more detail). Include a clear purpose statement (you should include a brief summary of your literature review) Provide a rationale for why your topic is important to the study of Diversity in America (see syllabus for more detail). What have other researchers asked about your topic's importance and value to the sociology of diversity? Each section of your essay should lay out a clear picture of your topic
OBJECT 15.5 Points	—	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	<ul style="list-style-type: none"> Did the writer display a clear illustration of how the course material reflects his or her own view of American diversity (see syllabus for more detail)?
ORGANIZATION 10.5 Points	—	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	<ul style="list-style-type: none"> Sections are organized well to guide reader through the main ideas of the essay and topic.

APA 5 Points	—	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	<ul style="list-style-type: none"> ■ Correct APA format ■ A title page is included. ■ A Reference Page is inputted at the end of the writing. ■ Three full pages
GRAMMAR .5 Points	—	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	<ul style="list-style-type: none"> ■ Minimum typos ■ Correct punctuation and grammar ■ Complete sentences are expected
MECHANICS .5 Points	—	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	<ul style="list-style-type: none"> ■ Followed writing guidelines

 **There may be some extra credit offered during the semester, pay attention to all announcements via Blackboard**

A group discussion board will be placed on Bb to capture independently student progress, engagement, and understanding of course material. Students are free to use the discussion board for such engagements and to ask me questions and to also connect with their classmates.

 If you have an emergency issue, a conflict, or a concern about anything, please email me independently to discuss. I will listen to you and make the best fair decision on your behalf. Make sure you have the proper documents to support your issue. You will need to contact the Student Affairs Office to document and share with me why you have an extenuating circumstance(s) Thanks!

About the Required Final exam:

There will be 10 questions from the required textbook; the questions will come from the information below. You are not required to submit this work for a grade.

Throughout the semester you should prepare and respond to each question below to do well on the final exam:

1. Read Chapter 1 *Perception and Reality*

- Chapter 1 Reading Response

For this chapter, fully answer the following questions:

How did Zangwill describe his Melting Pot model?

List some of the issues with the Dillingham Commission Report?

Chapter 1 Read the Image “*Café Wall Illusion*”

2. **Read Chapter 2** *Diversity in Aboriginal America*

- Chapter 2 Reading Response

For this chapter, fully answer the following questions

List some of the reasons it is believed the Zuni's were influenced by another culture.

List some of the differences in the division of labor by region.

Chapter 2 Read the Image “*Amerikanska Folk*”

3. **Read Chapter 3** *Diversity in Colonial Times*

- Chapter 3 Reading Response

For this chapter, fully answer the following questions:

Describe both Minority Separatism and the make-up of The Multicultural Revolutionary Army.

Chapter 3 Read Image “*Broadway, New York*”

4. **Read Chapter 4** *Diversity in Early National Period*

- Chapter 4 Reading Response

For this chapter, fully answer the following questions:

List some of the conflicts in and out of the U.S. that affected the new society. Who is and what did Bishop John Carroll do?

Chapter 4 Read Image “*Scene at the Signing of the Constitution of the United States*”

5. **Read Chapter 5** *Diversity in the Age of Expansion*

- Chapter 5 Reading Response

For this chapter, fully answer the following questions:

The Know Nothings Party fought for?

Explain the lives of Northern and Southern blacks?

Describe how America's first ghetto people lived and who they were?

Chapter 5 Read image “*American Progress*”

6. **Read Chapter 6** *Diversity in the Industrial Age*

- Chapter 6 Reading Response

For this chapter, fully answer the following questions:

Describe the organizational plans of the American Protective Association [APA] and the Ku Klux Klan.

Explain how gender roles were created and maintained during the Industrial Period.

Chapter 6 Read Image “*Breaker Boys*”

7. **Read Chapter 7** *Diversity in the Informational Age*

- Chapter 7 Reading Response

For this chapter, fully answer the following questions:

How have the lives of women changed in the Information Age compared to now?
Describe how Black America is really two societies.

- Chapter 7 Read Image “*ENIAC*”

8. **Read Chapter 8** *Diversity in Today’s world*

- Chapter 8 Reading Response

For this chapter, fully answer the following questions:

Describe the Patriot Act and reactions to it.

List and explain at least three things that provoked criticism of the Department of Homeland Security [DHS].

Chapter 8 Read Image “*September 11*”

9. **Read Chapter 9** *Intergenerational Comparison*

- Chapter 9 Reading Response

For this chapter, fully answer the following questions:

Explain The "wall"

What are some of the similarities to new and old arguments against immigration?

Chapter 9 Read Image “*Generations*”

10. Read Chapter 10 *Is Multiculturalism a Threat?*

- Chapter 10 Reading Response

For this chapter, fully answer the following questions:

The most important thorns in multiculturalism are?
What are some forms of racism that still exist today?

Chapter 10 Read Image “*A Lightning Storm*”

11. Read Chapter 11 *The Next Horizon*

- Chapter 11 Reading Response

For this chapter, fully answer the following questions:

Describe the changes in religious diversity.
What are some variables that could affect population predictions?

Chapter 11 Read Image “*International Space Station*”

Grading Essays:

Assignment 1	Lesson 1: Read Chapter 1
Assignment 2	View the literature/research for your first essay
	(1) Write Essay 50 points
Assignment 3	Lesson 2: Read Chapter 2
Assignment 4	Lesson 3: Read Chapter 3
Assignment 5	View the literature/research for your second essay
	(2) Write Essay 50 points
Assignment 6	Lesson 4: Read Chapter 4
Assignment 7	View the literature/research for your third essay
	(3) Write Essay 50 points
Assignment 8	Lesson 5: Read Chapter 5
Assignment 9	View the literature/research for your fourth essay
	(4) Write Essay 50 points
Assignment 10	Lesson 6: Read Chapter 6
Assignment 11	Lesson 7: Read Chapter 7
Assignment 12	View the literature/research for your fifth essay
	(5) Write Essay 50 points
Assignment 13	Lesson 8: Read Chapter 8
Assignment 14	Lesson 9: Read Chapter 9
Assignment 15	View the literature/research for your sixth essay
	(6) Write Essay 50 points
Assignment 16	Lesson 10: Read Chapter 10

Assignment 17	Lesson 11: Chapter 11	
Assignment 18	View the literature/research for your seventh essay	
	(7) Write Essay	50 points
Final exam	10 questions from the 11 chapters	100 points
Total Point System		450 points

Final grade scale

90-100%=A

80-89% = B

70-79% = C

60-69% = D

Below 59% points = F

The actual # of points earned (including any extra bonus points you earn) determines your final grade. To illustrate if you earned 385 points, your final grade would be 85% (B) that is 385 points earned divided by 450 total course points.

If you find yourself doing poorly in the course, please contact the instructor for strategies to improve. Also contact the learning center for assessment.

Knowledge is gained when a student **studies and applies** himself or herself to learn new facts.

Student course grade will be determined as follows:

To receive a final passing grade in the course, all (7) essays and the final exam must be completed, if not all completed, (a final grade of (F) will be reported).

General Course Policies




Student Disability Services:


In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.


Academic Misconduct

-  Academic Misconduct in any form is in violation of Western Kentucky University Student Disciplinary Regulations and will not be tolerated. This includes but is not limited to copying or sharing answers on assignments, plagiarism, having someone else do your academic work. Including – any dishonest manipulation to receive a grade or points not earned is an academic violation. Depending on the act, a student could receive an F grade in the course and could be suspended or expelled from the University.

Resolving Complaints about Grades

-  The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.


Title IX Sexual Misconduct/Assault Policy:

-  Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.


*Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

Career Coaching:

-  The WKU Center for Career and Professional Development is located in the Downing Student Union, Room 2001. They will help you navigate your career by providing coaching on topics including resumes, cover letters, internship/job searches and interviewing. Plan to attend future Potter College of Arts & Letters Career Fairs, to speak with employers about job and internship opportunities. Jake Hamlin is the PCAL Career Coach.

 Please print and keep copies of all essay assignments.

 Please refer often to your syllabus for instructions and or clarifications.

 **Golden Rules for doing well and writing your (7) essays in the —SOCL 375 Diversity in American Society course:**

- Read all (11) short chapter readings
- Follow strongly your own preferred reading and research on Diversity in America
- Select your topics
- Outline your essays as you study and implement the significance of diversity, inclusion, equity, justice and rights
- Create, write and type your essays
- Do not copy and paste, write your essays yourself, I can always tell!!!
- I will not read nor grade similar written essays. Do your own work!

Referencing:


Referencing is a reliable process of acknowledging another person's ideas, which you can use in your own typed essays.

Why cite references?

- Avoids Plagiarism.
- Acknowledges the work of other writers.
- Enables other researchers to trace your sources.
- Demonstrates the depth of your essay research.

Which style to use?


- There are many acceptable forms of referencing.
- Specific referencing styles may be used in some subject areas (check your area if you wish to use that style).
- All referencing styles change as new editions of the manuals are published and new methods of publishing are established (for clarity use the 7th APA edition).

 APA style is an international standard you can refer to for examples. Updates may have changed... so apply the latest rules. When in doubt, you can use **OWL**

 (**OWL Purdue Online writing lab**)

The above schedule, requirements, and policies are subject to change due to extenuating circumstances.

Choosing to remain in this class means you accept the terms of this syllabus. You are responsible for all information contained in this syllabus. This course is **highly** centered on individual reading from the required textbook. You must read your book chapters to do well on the final exam.

 You can track your earned points on blackboard.

Dates to Remember:

Course starts on January 18, 2022

Course ends May 5, 2022

Final Exam May 3, 2022

Grades Due, May 10, 2022

Thank you for your willingness to contribute to a great semester through conscientious and thoughtful work. ***I really appreciate it. Have a great semester!***