INTRODUCTION: Social theory is a body of organized ideas that scholars have developed to explain various aspects of society and social behavior. Social theory helps us understand how people interpret, understand, experience, and change the social world. In this course, we trace the history of classical sociological and anthropological thought and explore how the discipline of sociology was created, as well as its relevance today.

Social theory may not appear to be an exciting topic, especially compared to crime, drugs, dating, mating, and deviance. However, social theory is central to understanding these topics as well as societal change and the patterns of our daily lives. Studying social theory requires us to suspend familiar cultural assumptions, values, and beliefs about the world. Studying social theory also requires critical thinking and a willingness to explore new ways of perceiving the world. Here are some questions that motivated these early social thinkers:

- What is society?
- What holds society together?
- Why and how do societies change?
- How do societies differ and how are they similar?
- How does society influence individuals?
- How do individuals influence or change society?
- What is the basis for moral behavior?
- What are the origins of the self?
CA: Pine Forge Press.


**RESOURCES:**
1) Theorist information (assigned websites)
2) Articles by theorists (assigned websites)
3) 3X5 INDEX CARDS

**COURSE GOALS:** Are consistent with the mission of the Department of Sociology & Anthropology. Please visit the Department of Sociology & Anthropology website for the Departmental Mission Statement [http://www2.winthrop.edu/sociology/departmissionstatement.htm](http://www2.winthrop.edu/sociology/departmissionstatement.htm)

1. Students will gain familiarity with the theoretical analysis of the social world, develop skills supporting successful careers, and active citizenship.
2. Students will develop the analytical tools to understand an ever-expanding body of knowledge about the dynamics of social relationships, the nature of power and influence in complex societies, and the roles of age, class, ethnicity, gender, religion, and other social phenomena that affect society and social behavior.
3. Students will enhance their abilities to assess new and unfamiliar situations, solving practical problems in creative ways, and communicating effectively, both orally and in writing.

**STUDENT LEARNING OUTCOMES:** After successfully completing this course, students will:
(1) Be acquainted with the people, who created and influenced the discipline of sociology,
(2) Be knowledgeable about the social context in which the theories developed,
(3) Understand core sociological and anthropological ideas and concepts,
(4) Be familiar with the basic assumptions and content of various social theories,
(5) Be able to think critically by comparing and contrasting theoretical perspectives and theorists, and
(6) Be able to apply a sociological perspective to contemporary social issues.

**TOUCHSTONE INTENSIVE WRITING COURSE:** This course meets the requirements for an intensive writing course.
1) Students write a total of 4,000 or more words (16 pages typed).
2) The instructor provides written comments and specific suggestions on student papers.
3) Students must revise at least one substantive assignment in response to the instructor's comments.
4) The instructor assesses the assignment and returns it to the students.
5) The course incorporates information on library and electronic database research techniques.
6) Students learn the appropriate citation format for sociological writing (ASA citation format).
7) Students will submit their papers through Turnitin, which is used to identify possible plagiarism.

**LEARNING ENVIRONMENT:** Learning is an interactive and cooperative process. It takes place both in and outside of the classroom. In the classroom, course information is presented through readings, lectures, discussions, questions, exercises, and videos. Learning occurs outside the classroom through reading the textbook and other relevant sources, doing assignments, studying alone or in groups, thinking about course material, developing questions, and applying course concepts, perspectives, and knowledge to understanding both personal and social issues. Students and teachers together create a supportive and stimulating learning environment.
CLASSROOM BEHAVIOR EXPECTATIONS:
1. Treat each other with respect, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, ability, or social role.
2. Respect creates a safe environment in which we appreciate and encourage diverse perspectives and opinions.
3. Attend class, arriving before class begins and staying until it ends.
4. Pay attention by discussing, questioning, and listening thoughtfully to each other.
5. Do not sleep, eat, drink (except water), or engage in non-course related activities.
6. Students using laptops, net books, or similar technology for note-taking should sit in the first two rows of desks.

STUDENT BEHAVIOR DURING EXAMS:
1. Sit as evenly spaced as possible.
2. No one may leave the room after the test begins. Plan ahead; use the restroom before class, bring tissues, water, pens, pencils, etc.
3. Baseball caps may not be worn during exams or quizzes.
4. Students who arrive after a quiz or exam begins may be prohibited from taking the quiz or exam.

USE OF HANDHELD AND WIRELESS TECHNOLOGY: You must turn off your cell phone, iPod, and all other electronic devices before entering the classroom. Keep these devices out of sight in your book bag, purse, or pocket. If you violate this policy, you will be asked to leave the classroom immediately and will be counted absent for that class. If you violate the cell phone policy during an exam, you must leave the classroom immediately and will receive a grade of zero on the exam. (See Appendix I for official College of Arts and Sciences policy)

ATTENDANCE POLICY:
In order to do well in this course, you must attend classes, pay attention, and take thorough notes. You are responsible for the academic consequences of missing class, including meeting all requirements of the course, regardless of absences. I am obligated to provide makeup opportunities only for students who are absent with adequate cause such as incapacitating illness, death of an immediate family member, or authorized representation of the university. I am responsible for judging the adequacy of the cause of an absence. You are responsible for providing me with documentation certifying the legitimacy of your absence. In health-related or family emergency situations, where advance notice is not possible, you should provide me with relevant documentation no later than the date you return to class. If you miss 7 or more class meetings without adequate cause, you will earn an F for the course. However, if you withdraw from the course by the withdrawal deadline (March 7, 2012), you will receive a grade of N. (See Appendix II for University attendance policies.)

MAKE-UP EXAMS:
You may be allowed to make up a missed exam, but only due to exceptional circumstances. If you have a certified and serious reason for missing an exam, you MUST notify me of the reason within 48 hours of missing the exam to discuss a make-up exam. You must take the make-up exam within one week of the missed exam. The make-up exam may be different from the original; for example, it may consist entirely of essay or short-answer questions. If you fail to contact me within 48 hours of missing an exam, you are not eligible for a make-up exam, and you earn a zero for that exam.

ACADEMIC INTEGRITY: Students who engage in any instance of academic misconduct earn a failing grade for this course. I will also report the incident to the Dean of Students and the Dean of the College of Arts & Sciences (See Appendix III for official policy)

COMMUNICATION: Please keep in touch with me during the semester. If you have questions, concerns, or just want to discuss a course topic, (or see photos of my family) meet with me during designated office hours or make an appointment. I look forward to talking with each of you during the semester. When you send me an email, please include the course (SOCL 201) in the subject line and your name at the end of the message. Voicemail messages should contain your name, telephone number (speak slowly), and course designator. I will discuss your grades with you in person (not by email or phone).
STUDENT LEARNING ACTIVITIES:

1) Preparation and Participation (50 points):
   - Complete the assigned readings by the date listed on the syllabus.
   - Be prepared to respond when I call on you in class. Do not worry about knowing “the correct answer”;
     respond in a way that indicates familiarity with the readings. Thoughtful questions are fine; zombie-like
     stares are not.
   - Evaluate your class participation. After every class, hand in a 3X5 index card on which you have evaluated
     your preparation and participation for that day on a scale from 0 to 3. For example, 0=absent in mind and/or
     body, did not read assignment, 1=responded to a direct question, read some of the assignment, 2=asked
     questions or voluntarily answered questions, listened to others, read most of the assignment, 3=asked
     questions, answered questions, gave examples, listened to others, and read all of the assignment. Justify
     your score by describing your contribution(s) to class discussions and support for the learning environment.
   - Your final preparation and participation score is calculated based on agreement between my evaluation of
     your contribution to the class and your scores and justifications.

2) Essays (80 points):  You will write four (1-2 page, typed, double-spaced, Calibri 12-point font, 1-inch margins)
   essays on assigned articles written by theorists. In these essays, you will:
   - Describe the topic and main point(s) of the reading;
   - Explain why this topic was of interest to the theorist;
   - Apply the topic to contemporary society, using specific examples, and;
   - Include your questions and/or comments about the readings.

   We will discuss each reading in class on the day the essay is due. Hand in your essays on the due date in order to receive
   credit (20 points possible each essay). Submit your essays through TURNITIN at least two hours before class.

3) Social Theorist Research Paper (100 points): You will write a research paper (10 pages, typed, double-spaced,
   Calibri 12-point font, and 1-inch margins) on a social theorist. Submit the paper through TURNITIN by the beginning of class on the
due date.

   I will grade the papers, provide comments, and return the papers to you. Revise your paper based on my comments and
   within two weeks, submit the revised paper through TURNITIN. Your grade on the revised paper will replace the original
   grade; however, you will only be able to raise your grade one letter grade higher than the grade on the original paper. (See
   handout for more details on the paper.)

4) Social Theorist Role-Play and Introduction (10 points): You will role-play your theorist during the semester in class
   discussions (e.g., provide comments from his/her perspective) and briefly, (5 minutes) introduce yourself to the class as the
   social theorist. (See handout for details).

5) Process Paper (30 points): Describe the process by which you wrote the research paper, including when you began the
   paper, how you found the references, and how and when you decided the paper was finished. (See handout for more
   details.)

6) Exams (300 points): You will take three exams, including the final exam, consisting of multiple choice, short answer, and
   essay questions (100 points each exam). Essay questions may ask you to compare theorists’ views on social institutions
   (e.g., the economy) or to analyze a contemporary social issue from different theoretical perspectives, for example conflict
   theory and functionalist. I grade essay questions based on your knowledge of the subject, use of examples, and writing
   ability. Please write legibly; I cannot grade it, if I cannot read it. Approximately one week before an exam, I will give you
   three potential essay questions. I choose two of the questions for the test. You have time to prepare well-written, factually,
   and theoretically sound essays. Be sure to include original examples (i.e., not examples from me or from the textbook) in the
   essays. In order to do well on the essays, prepare written answers to all three essay questions and study your answers.
Extra Credit Option: Beginning approximately halfway through the semester, you will be able to earn up to 9 points of extra credit by attending and analyzing cultural events, plays, movies, and/or presentations.

Writing instructions: First, describe the event. For example, what kind of event was it, a play, movie, or presentation? What topics were discussed or presented? Second, analyze the event by applying course-related sociological ideas, theories, and/or concepts. Third, summarize your findings and state your conclusions. Finally, hand in a typed (1 to 2 page, double-spaced) analysis of the experience. Each analysis is worth 3 points and you may complete three, for a total of 9 points. These two links may be useful.

Cultural events calendar: [http://www2.winthrop.edu/culturalevents/calendar.htm](http://www2.winthrop.edu/culturalevents/calendar.htm)
CVPA calendar of events: [http://www.winthrop.edu/uploadedFiles/WUcommon/pdf/calendars/CVPA-Calendar.pdf](http://www.winthrop.edu/uploadedFiles/WUcommon/pdf/calendars/CVPA-Calendar.pdf)

---

YOU MUST TAKE ALL TESTS & COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS COURSE.

GRADERS: I calculate your final grade by dividing the points you earned during the semester by the total possible points (approximately 570). Example: Let's say that you earned 456 points from the exams, essays, writing assignments, and class participation. Divide the points you earned (456 points) by the total possible points (570 points). The result is .80 or 80%. According to the chart below, your grade for the course is a B.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or better</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 86%</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 76%</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 66%</td>
</tr>
<tr>
<td>F</td>
<td>less than 60% of points</td>
</tr>
</tbody>
</table>

Keep track of your grades during the semester. You can calculate your grade any time during the semester by adding all of your scores and dividing by the total possible points at that time.

FIVE FUNCTIONS OF GRADING:
1. To inform the teacher about what students have and have not learned
2. To provide students with feedback on course expectations
3. To improve students' capacity for self-evaluation
4. To encourage good work by students
5. To describe the worth, merit, or value of students' work

THE MEANING OF LETTER GRADES:
A grade of A indicates work of unusual excellence as well as originality and style. Written work is insightful and illustrates a comprehension of (e.g., use of examples) and control over the requirements for the assignment. The best information is used and used effectively. The information is communicated clearly, concisely, and directly. Writing contains very few or no errors in grammar, punctuation, and spelling.

A grade of B means excellent work, above average. The information is detailed, persuasive, and clearly organized. The paper meets and, at times, exceeds the basic requirements of the assignment. The message is communicated with generally effective clarity, directness, conciseness, and examples. There are infrequent and minor errors in grammar, punctuation, and spelling.

C level work is satisfactory and meets the basic requirements of the assignment. The information is reasonably clear, concise, and direct, however there are problems with the grammar, punctuation, and spelling. There is little or no use of examples.

D work inadequately fulfills the requirements of the assignment. It is often difficult to determine whether a student understood the purpose of the assignment. For example, the information may be inappropriate, out of order, or irrelevant. Important evidence may be missing. The reasoning is flawed or inadequately supported. The written work may have numerous errors in grammar, punctuation, and spelling.
A grade of F indicates unsatisfactory work and a failure to understand the assignment. The thesis is haphazard and there are numerous and consistent errors in grammar, punctuation, and spelling. It may also be seriously short of the appropriate length of the assignment.

**STUDENTS WITH DISABILITIES:** Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please make an appointment to speak with me about your accommodations as early in the semester as possible.

**WINTHROP’S ACADEMIC SUCCESS CENTER** is a free resource for all undergraduate students seeking to perform their best academically. The ASC helps students achieve academic excellence by offering a variety of personalized and structured resources such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group, and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success.

**WINTHROP UNIVERSITY’S OFFICE OF NATIONALLY COMPETITIVE AWARDS (ONCA)** Winthrop University’s Office of Nationally Competitive Awards (ONCA) identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222. Please fill out an online information form at the bottom of the ONCA webpage www.winthrop.edu/onca and email disneyj@winthrop.edu or onca@winthrop.edu for more information.

**************************************************************************

**Spring 2012 Ideal Schedule**

(This schedule is likely to change due to circumstances beyond our control.)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Reading Assignments and Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10</td>
<td>Welcome and What’s it all about?</td>
</tr>
<tr>
<td>January 12-19</td>
<td>Edles &amp; Appelrouth 1) Introduction (pp. 1-16)</td>
</tr>
<tr>
<td>Jan. 31-Feb.2</td>
<td>Edles &amp; Appelrouth 2) Karl Marx (pp. 17-29) Readings: Introduction to Economic andPhilosophic Manuscripts of 1844 (pp. 41-42) From Economic andPhilosophic Manuscripts of 1844 “Alienated Labour” (p.42-48) “The Power of Money in Bourgeois Society” (pp. 48-51) (Essay #1 due Feb. 2)</td>
</tr>
<tr>
<td>February 7-9</td>
<td>Edles &amp; Appelrouth 3) Emile Durkheim (pp. 94-100) Readings: Introduction to The Rules of Sociological Method (pp. 111-112) From The Rules of Sociological Method (1895) “What is a Social Fact?” (pp. 112-117) “The Normal and The Pathological” (pp. 117-119)</td>
</tr>
<tr>
<td>Date</td>
<td>Events</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>February 14</td>
<td>Review for Exam #1</td>
</tr>
<tr>
<td>February 16</td>
<td>Exam #1: Introduction, Spencer, Marx, &amp; Durkheim</td>
</tr>
<tr>
<td>February 21-23</td>
<td>Bronislaw Malinowski (1884-1942) <a href="http://www.nndb.com/people/320/000099023/">Link</a></td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong> Chapter II: <em>Modes of Obtaining Wives</em> in <em>The Family Among the Australian Aborigines</em>: Sociological Study (pp. 34-66) <a href="http://www.archive.org/stream/familyamongaust00mali#page/34/mode/2up">Link</a> (Essay #2 due February 23)</td>
</tr>
<tr>
<td>Feb. 28-March 1</td>
<td>Edles &amp; Appelrouth 4) Max Weber (pp. 153-164)</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Introduction to “The Distribution of Power Within the Political Community: Class, Status, Party” (pp. 191-193) “The Distribution of Power Within the Political Community: Class, Status Party” (1925) pp. 193-201</td>
</tr>
<tr>
<td></td>
<td>Clifford Geertz <a href="http://www.indiana.edu/~wanthro/theory_pages/Geertz.htm#Top">Link</a></td>
</tr>
<tr>
<td>March 6-8</td>
<td>Edles &amp; Appelrouth 5) Charlotte Perkins Gilman (pp. 221-228)</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Introduction to “Women and Economics” (pp.242-244) From “Women and Economics” (pp. 244-266) (Essay #3 due March 8)</td>
</tr>
<tr>
<td>March 13-15</td>
<td>Spring Break NO CLASSES</td>
</tr>
<tr>
<td>March 20-22</td>
<td>Franz Boas (Biography) <a href="http://www.nndb.com/people/861/000097570/">Link</a></td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong> &quot;On Alternating Sounds&quot; by Boas <a href="http://onlinelibrary.wiley.com/doi/10.1525/aa.1889.2.1.02a00040/pdf">Link</a></td>
</tr>
<tr>
<td>March 27-29</td>
<td>Edles &amp; Appelrouth 6) Georg Simmel (pp. 267-277)</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Introduction to “Fashion” (pp. 305-307) From “Fashion” (pp. 307-313)</td>
</tr>
<tr>
<td>April 3</td>
<td>Review for Exam #2</td>
</tr>
<tr>
<td>April 5</td>
<td>Exam #2: Malinowski, Weber, Geertz, Gilman, Simmel</td>
</tr>
<tr>
<td>April 10-12</td>
<td>Edles &amp; Appelrouth 7) W.E. B. Du Bois (pp. 325-338)</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Introduction to “The Philadelphia Negro” (pp. 338-339) From “The Philadelphia Negro” (pp. 340-345)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>April 17-19</td>
<td>Edles &amp; Appelrouth 8) George Herbert Mead (pp. 371-380)</td>
</tr>
<tr>
<td></td>
<td><strong>Readings</strong>: Introduction to “Self” (pp. 389-393)</td>
</tr>
<tr>
<td></td>
<td>“Self” (pp. 393-405)</td>
</tr>
<tr>
<td></td>
<td>(Essay #4 due April 19)</td>
</tr>
<tr>
<td>April 26 (Thursday)</td>
<td>Comprehensive Final Exam (Exam #3)</td>
</tr>
<tr>
<td>3:00pm</td>
<td></td>
</tr>
</tbody>
</table>

**Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

*******
APPENDIX I—APPROPRIATE USE OF HAND-HELD AND WIRELESS TECHNOLOGY

Appropriate use of hand-held and wireless technology in the college of arts and sciences (adopted March 2010)
http://www2.winthrop.edu/artscience/AppropriateUseApprovedPolicyMar2010.pdf

The College of Arts and Sciences at Winthrop University (hereafter “the College”) is committed to educationally sound uses of technology in the classroom, to providing a secure learning environment, and to preventing disruption of students’ and instructors’ educational experiences. The College is also committed to balancing the need for concentration in the course environment with concerns about safety and with students’ outside responsibilities. We recognize that, when used properly, hand-held and wireless technologies can enhance the classroom environment and student learning; used improperly, these same technologies can significantly degrade the quality of learning in the course setting. Each student enrolled in courses in the College has a responsibility to other students and to the instructor to contribute to a courteous, respectful learning environment. This responsibility includes not disrupting instruction or distracting fellow students, maintaining an atmosphere that supports academic integrity, and being committed to learning as required by the Winthrop Dedication for Excellence and the Winthrop Code of Student Conduct.

The instructor may prohibit any use of hand-held or wireless technology that substantially disrupts learning opportunities, degrades the learning environment, or promotes academic dishonesty or illegal activities. Students unsure of whether an activity is appropriate are encouraged to ask their instructors. Students are also encouraged to notify their instructors of disruptive behavior they observe.

**Hand-held and wireless technology policy**

Unless otherwise specified by the instructor on the syllabus, the following statements govern the appropriate use of hand-held and wireless technologies in courses in the College of Arts and Sciences.

1. Students may not use cell phones, pagers, PDAs, or similar communication devices during scheduled course meetings (including class time, laboratories, review sessions, individual instruction, or similar activities) in the College. Such devices must be silenced or turned off and should not be taken out during course meetings.

   Communication by electronic devices, including but not limited to instant messaging, text messaging, web surfing, and telephoning during class, is strictly prohibited unless expressly designated as part of the learning activities. Electronic audio or video recording of the classroom environment is prohibited unless permission is given by the instructor prior to recording.

2. Laptops (or any wireless computers or similar electronic devices) may be used for note-taking or specified course activities with the instructor’s permission. Students using these devices for note-taking must turn off the wireless function and close all applications/windows other than the appropriate document or application unless the instructor specifically permits otherwise. Students must avoid non-course-related activities such as checking email or social networking sites, web-surfing, or playing games because these diminish their—and their classmates’—engagement with instructional activities.

3. Unauthorized use of electronic communication or wireless devices during quizzes, examinations, or other graded activities may warrant disciplinary action under the terms of the Code of Student Conduct. In certain circumstances (exams, laboratories, presentations, etc.), students may be temporarily required to deposit cell phones, laptops, or other electronic devices with the instructor or lab supervisor for the duration of the specific class or activity.

4. A course instructor, administrator, or facility manager may prohibit activities that violate laws and/or University policies, such as those related to intellectual property rights or copyright, eavesdropping, or sexual harassment. (Examples of such activities might include using a camera phone to videotape performances or taking inappropriate photos without the subject’s knowledge and permission.)

5. Students who require access to hand-held or wireless technology as assistive measures for documented disabilities may use them according to stipulations in the student’s Professor Notification Form.

6. Where personal emergency, family care responsibilities or employment situations require access to electronic communication devices, arrangements must be made in advance with the instructor. The instructor will decide if such access is appropriate; students may appeal these decisions to the Dean or the Dean’s designated representative.
7. Because hand-held communication devices are an integral part of the University’s emergency notification system, the instructor’s or a designated student’s hand-held device should be activated during scheduled course times. In an emergency situation or if a security alert sounds or is sent by the Alertus system, the instructor or his/her designee will consult their devices to determine if an emergency exists and may then give students permission to consult their own devices. Once the alert is over, students’ devices should be immediately silenced and put away.

8. Other exceptions to this policy may be granted at the discretion of the instructor.

Sanctions for violation of this policy: Sanctions for violation of this policy will be determined by the instructor and may include dismissal from the class, attendance penalties or loss of class participation points, zero grades on quizzes or examinations, failure in the class, or other penalties that the instructor determines to be appropriate. These sanctions should be explicitly stated on the instructor’s syllabus.

APPENDIX II—ATTENDANCE POLICIES

ATTENDANCE POLICIES: Undergraduate Catalog (page 8) http://www.winthrop.edu/uploadedFiles/recandreg/Catalogs/09-10/catalog.pdf

“Students are expected to attend classes and should understand that they are responsible for the academic consequences of absence. The student is responsible for all requirements of the course regardless of absences. Instructors are obligated to provide makeup opportunities only for students who are absent with adequate cause, such as incapacitating illness, death of an immediate family member, or authorized representation of the university. The instructor will be responsible for judging the adequacy of cause for absence. The student is responsible for providing documentation certifying the legitimacy of the absence to his or her instructor in advance of such absences. In health related or family emergency cases where advance notice is not possible, documentation should be provided to the instructor no later than the date the student returns to class. If the instructor denies the adequacy of cause, then the student can appeal the denial to the Vice President for Academic Affairs, who will judge the adequacy of cause, and if found to be adequate, will require the instructor to provide a make-up opportunity. The instructor may establish the attendance requirements for the course.”

APPENDIX III—ACADEMIC INTEGRITY

ACADEMIC INTEGRITY: Infractions of academic discipline are dealt with in accordance with the student Academic Misconduct Policy in the Student Handbook. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations; presenting as one’s own, the ideas or words of another for academic evaluation without proper acknowledgment; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved. In addition, academic misconduct involves attempting to influence one’s academic evaluation by means other than academic achievement or merit.

Student code of conduct statement: As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” online at http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf