IDEAL PROGRAM
ONLINE

COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
Course No. & Title: SOC 270 DL1, Sociology of Deviance  
Semester and Term: Spring 2015  
Day and Dates: January 12 – March 7, 2014  
Time: online  
Campus Location: Distant Learning

Course Description:
Specialization into deviance; social typing; deviant subcultures; deviant identity; accommodation to deviance; public and informal regulation of deviance; treatment approaches to deviance; theoretical frameworks. Implications for policy-making.  
Prerequisite Course: SOC 101 or 102  
Course Code: CJ-C, HS-PE, LA, SS, SsC, HSM

Instructor & contact information:
Charles Phillips PhD  
Contact info: email: cphillip@bridgeport.edu

Required Textbook:

I strongly recommend for students to consider digital editions of the textbook both to avoid delays in shipping and for the ease of electronic searches.

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/  
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:
Upon completion of this course the student should be able to:
- Identify and compare various theories of deviance  
- Identify facts supportive or contradictory of the various theories  
- Cite important issues that justify social control over deviancy from a variety of perspectives.  
- Demonstrate knowledge of the role of social control.  
- Articulate your personal views on deviance in a final reflection paper.
**First Assignment Prior to the First Week:**

Acquire the required textbook at least one week before the first week of classes and become familiar with the resources in the textbook. I recommend considering the purchase of digital textbooks for the course both to avoid delays in shipment and to provide ease in electronic searches of topics.

**Note:**

Precise instructions will be available online at the beginning of the course. The instructor reserves the right to make changes to the syllabus as needed. See the Weekly Agenda under Assignments for specific details about procedures for each week. It is recommended that you print a copy of each week's agenda to use as a reference.

**Assignments and Description of Weekly Sessions:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Chapter 1, 2</td>
</tr>
<tr>
<td>January 12</td>
<td>Explaining Deviant Behavior</td>
<td></td>
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<tr>
<td></td>
<td>Written Assignment: Using Your Sociological Imagination due</td>
<td></td>
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<tr>
<td></td>
<td>Written Assignment: Using Your Sociological Imagination due</td>
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<tr>
<td>Week 2</td>
<td>Constructing Deviance</td>
<td>Chapter 3, 4</td>
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<tr>
<td>January 19</td>
<td>Poverty and Disrepute</td>
<td></td>
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<td></td>
<td>Reflexion paper 1 due</td>
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<tr>
<td>Week 3</td>
<td>Crime and Criminalization</td>
<td>Chapter 5, 6</td>
</tr>
<tr>
<td>January 26</td>
<td>White Collar Crime</td>
<td></td>
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<tr>
<td></td>
<td>Reflexion paper 1 due</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Drug Use as Deviance</td>
<td>Chapter 7, 8</td>
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<tr>
<td>February 2</td>
<td>Drug Abuse</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Sexual Deviance</td>
<td>Chapter 9, 10</td>
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<tr>
<td>February 9</td>
<td>Unconventional Beliefs</td>
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<td></td>
<td>Quiz on week 1-5</td>
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<td>Week 6</td>
<td>Mental Disorder</td>
<td>Chapter 11, 12</td>
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<tr>
<td>February 16</td>
<td>Physical Characteristics as Deviance</td>
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<tr>
<td></td>
<td>Reflexion paper 2 due</td>
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<tr>
<td>Week 7</td>
<td>Tribal Stigma: Labeling Race and Ethnicity</td>
<td>Chapter 13, 14</td>
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<tr>
<td>February 25</td>
<td>Summary and Conclusions</td>
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Week 8  
March 4  

Final Exam  
Wrap Up Paper

Grading Criteria (weight of assignments towards final evaluation):

<table>
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<tr>
<th>Assignment</th>
<th>Weight (%)</th>
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<tbody>
<tr>
<td>Online discussion board</td>
<td>15%</td>
</tr>
<tr>
<td>Sociological imagination</td>
<td>5%</td>
</tr>
<tr>
<td>Reflection paper #1</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam (chpts 1-8)</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection paper #2</td>
<td>10%</td>
</tr>
<tr>
<td>Research project</td>
<td>25%</td>
</tr>
<tr>
<td>Wrap Up Paper</td>
<td>10%</td>
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</table>

Research and Reflection Evaluation RUBRIC

Evaluating online discussions and assignments is as challenging as evaluating course work performed in the traditional class setting. Other than for an easily quantifiable quiz, it is difficult to offer simple and objective evaluation criteria. What follows is a rubric that has proven to be a useful guide in evaluating your reflection and research papers. The instructor will be using the following grading scale:

1. Discussion entries and reflective papers which meet the demands of the assignment will be graded with a B+ or B. These assignments will include at least the following:

   - Each entry is posted and/or paper is received on time.
   - Opinions, comments, and observations are offered in depth (avoid brief comments in telegraphic style; no "how r u, gr8" for how are you, great"). This does not mean that everything you write should be longgggg.
   - Journal entries and reflection assertions on your research must relate clearly and directly to the readings (including "indirect quotes" with APA in text citations from the assigned readings to support your position).
   - Your journal entries and research papers must indicate an understanding of the issues.
   - Generally, your reflection journal should seek to further the discussion on key issues.

2. Journal entries and reflective papers which go beyond the demands of the assignment will be graded with an A or A-. These assignments will include all of the requirements for a B or B+ above. In addition, A or A- entries and papers will:

   - Show deeper analytical or inferential thinking, demonstrating insightful understandings.
• Offer comments that are particularly perceptive, while they are also supported with direct quotes from the readings.
• Provide strong, precise, and thoughtfully selected support for assertions.
• Synthesize and evaluate experiences related to course topics and/or issues of importance as described in our course objectives.
• Propose changes and relate material to person experience demonstrating an ability to apply the material to propose solutions and/or advocate for unheard voices related to social inequities and justice issues.
• Pose good questions (i.e., questions that further discussion and reflection).
• Link to topics/issues from earlier readings [from this course and/or other courses] and current readings/web resources.

3. Journal entries and reflective papers which do not meet the demands of the assignment will be graded with a B- C+, C, or D. Although it is NOT expected that these types of assignments will be created, it is likely that they would:

• Arrive late or contain insufficient details, or
• Not be clear or understandable, or
• Not use direct quotes from the assigned readings or not relate to these readings or other Internet resources in an appropriate and/or thoughtful way [or misrepresent them], or
• Contain only detailed description of local experiences with no evidence of reflection or synthesis, or
• Contain only opinion, with no descriptive details or supporting quotes from theory or research.

Please note that it is important to check your work for spelling and grammatical correctness.

(Revised and adapted from J. Hauer by C. Phillips 3/7/04)

### Letter Grading Scale:

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

(Revised and adapted from J. Hauer by C. Phillips 3/7/04)
ACADEMIC POLICIES

Attendance Policy
Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

IMPORTANT:
- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- An absence of two or more weeks will be cause for a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he
submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.
ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp. The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents. Canvas Tutorial For Students: https://bridgeport.instructure.com/courses/985903

For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu  https://bridgeport.instructure.com/courses/829447/

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

**Using Computers**
Open access computer labs are available at three locations:
- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at:
  [http://www.bridgeport.edu/library](http://www.bridgeport.edu/library).
- Stamford – Room D; Check open hours at:
  [http://www.bridgeport.edu/stamford](http://www.bridgeport.edu/stamford)
- Waterbury – Computer Lab; Check open hours at:
  [http://www.bridgeport.edu/waterbury](http://www.bridgeport.edu/waterbury)

**Course Cancellations**
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

**IMPORTANT CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
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Directions to IDEAL Campus locations  [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is **001416**.

Federal Student Aid Information: 1-800-433-3243