SOCIAL INEQUALITY (SOCI 3324)
SPRING 2018
3 Credit Hours

Professor: Brooklynn J. Wynveen, PhD
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Communication Policy:
As this course is taught strictly online, I do not keep traditional office hours. However, I do want to be available to students as needed. My general policy is to respond within 24 hours to emails that I receive by 12:00 (noon) Monday-Friday. If extenuating circumstances prevent this, I will make every effort to notify the class through Blackboard and/or email. E-mails received after noon on Fridays will be answered by noon on the following Monday. Please be sure to read the **entire** syllabus at the beginning of the semester and refer to it frequently, so that if questions arise, you can get them answered in a timely fashion. Also, please include SOCI 3324 in the subject line of all e-mails, so that I can keep them organized.

You are also responsible for reading and understanding all of my communication with you. I will correspond in the following ways:

- Course announcements (automatically sent to your **university e-mail address**)
- Direct e-mail messages (also sent to your **university e-mail address**)
- Replies and comments in blog forums
- Feedback in "My Grades" related to specific assignment submissions
- Posts and comments on the course Facebook page
- Virtual Office announcements and responses (new feature for Spring 2018)

Please let me know if you have trouble finding any of these.

Course Computer and Internet Requirements:

This course requires that you be able to regularly gain access to the World Wide Web. You will be completing the class in a fully "on-line" format through the class's Blackboard portal. Some users may need to download special "plug-ins" to be able to use the discussion board and all students will be required to download and view Microsoft Word documents, Excel spreadsheets, and PowerPoint presentations. Please be sure to contact the **Delta helpdesk** if you have any problems connecting or access materials or tools in this course (via e-mail: **helpdesk@shsuonline.net** or via telephone: **936-294-2780 or 1-877-870-9214**).

We will also be using Facebook for several of the course assignments. If you are new to Facebook, you may sign up for an account at www.facebook.com. Step-by-step instructions can be found at: https://www.facebook.com/help/188157731232424. (You may use an alias if you'd like, but please let me know what you choose so that I can properly assign you credit for participation.) Once you have an account, you can search for the course group, called **SOCI 3324—Spring 2018**. This is a "closed" course, so you will need to send a "join" request, which I will need to approve. This will keep others from seeing your course-related posts. If you have concerns about this process, please don't hesitate to discuss them with me.

Required Textbook:
Doob, Christopher, B. 2013. *Social Inequality and Social Stratification in U.S. Society*. Upper Saddle River, NJ: Pearson.

Course Description:
This survey course studies the patterns of distribution for a variety of valued resources on the basis of characteristics such as class, race, and gender. We will cover the historical development of stratification structures as well as mechanisms of social reproduction with regard to those structures. We will address both theoretical and practical implications of inequality, as well as potential solutions for alleviating the outcomes of inequality. Prerequisite: SOC 1301 or consent of instructor. Credit 3.

Course Learning Objectives:

By the end of the course, students should be able to:
- Demonstrate an understanding of the theoretical and conceptual bases of social inequality and stratification in U.S. society
- Demonstrate an understanding of the historical mechanisms contributing to social inequality and social reproduction
- Demonstrate an understanding of the various forms of stratification and the impacts of inequality on specific social groups
- Demonstrate an understanding of terminology related to social inequality and stratification
- Demonstrate an understanding of the concept of class
- Demonstrate an ability to critically assess the impact of current and proposed social policies that address social inequality and privilege in the United States

My goal is to assist the learning process in our online classroom environment by:

- Making you feel welcome and invited in the "classroom"
- Using positive coaching and constructive feedback to promote success in the course
- Getting to know you and being empathetic to your needs
- Using a sense of humor in the "classroom"
- Providing real-world examples of the material covered

Grading (out of 1,000 points)

A: 900-1,000 points
B: 800-899 points
C: 700-799 points
D: 600-699 points
F: 599 or fewer points

Evaluation:

Course evaluation will include:

Assignments	Points
Syllabus Quiz	50
Research Opt-in/Opt-out Survey	10
Blogs	
• Blog Forum 1	60
• Blog Forum 2	60
• Blog Forum 3	60
• Blog Forum 4	60
• Blog Forum 5	60
• Blog Forum 6	60
• Blog Forum 7	60
Reading Quizzes	
• Quiz #1	50
• Quiz #2	50
• Quiz #3	50
• Quiz #4	50
• Quiz #5	50
• Quiz #6	50
Facebook Participation	
• Join Course FB Group (by January 25)	20
• Initial Posts (X2 @ 10 points each)	20
• Follow-up Comments (X2 @ 10 points each)	20
Final Exam	100
Course Reactions and Impressions	60
	1000

The **syllabus quiz** (worth **50** points) is designed to ensure that you have read and fully understood the syllabus. You may take it as many times as you wish to improve your score prior to the due date.

Research opt-in/opt-out assignment (worth **10** points): Because I want to conduct ongoing research on the effectiveness of this course and my teaching methods (in order to facilitate improvement from one semester to the next), I've obtained IRB approval to conduct research among the students in my courses. Participation in this research is completely voluntary, as described in the consent form that you will find in the **Week 3 folder** for this course. You will indicate your decision about whether or not to participate through this one-question (yes/no) assignment. Answering the question (regardless of the answer you choose) is worth 10 points.

Blog assignments (worth <u>**60**</u> points each) allow us to exchange insights and viewpoints throughout the course, just as ideas would be discussed in a face-to-face class. Blog post prompts are designed to help students learn, remember, critically analyze, and apply the course material. My hope is that these blogs will be not only informative, but also challenging, interesting, and enjoyable. For any of the entries, **you may choose to submit a traditional blog entry *or* a video blog entry**. This option is offered to accommodate any of you who may be more comfortable in front of a camera than a keyboard.

During the semester, there will be seven (7) blog assignments. For each of those assignments, you will be required to submit at least one (1) initial blog entry (**worth up to 30 points**), along with at least one (1) *substantive* follow-up comment in response to the blog post of one of your fellow students or myself (**worth up to 30 points**). In addition, I expect each of you to read through the entire discussion (entries and comments) for each blog forum, so that you can glean information and insights from your fellow students' posts, as well as from the entries and comments that I will share within those blogs. To facilitate the flow of participation, I have set separate deadlines for initial entries and for follow-up comments. I ask that entries and comments be posted **by 11:59 p.m.** (Central time) on the due date. Late posts will lose points. In the past, there has been quite a bit of overlap in entries' content among students. For this reason, I had hoped to make other students' entries hidden prior to posting your own initial entry. Unfortunately, this is not an option in blog forums—only in discussion boards. As a result, **you'll need to read through the previous posts to be sure that your submission meets "originality" criteria.** I've had to be more stringent about this issue than I had hoped to have to be. That means that it is in your best interest to submit your initial entry *as early as possible*, to avoid any originality concerns.

Blog Forum 1 will be devoted to "Introductions and Expectations." In this forum, you will be asked to respond to several questions that will allow your fellow students and the instructor to get to know you a little better:
- What is your academic year? Your major?
- Where do you live?
- What are your career aspirations?
- What do you hope to get out of this class (hint: "to fulfill a course requirement" is not an acceptable answer. Come up with a substantive goal for this course that will benefit you beyond the course requirement).
- In your own words, how would you define social inequality? In other words, what comes to mind when you hear that phrase (or the phrase social stratification, if you'd prefer)?
- How do you typically learn best (i.e., reading, hearing, seeing, doing, etc.)?
- What kinds of features or formats would you like to see incorporated in this course?
- Reflect on some of your beliefs and experiences, as well as resulting personal biases, as they may relate to this course. A bias is defined by Merriam-Webster as: "an inclination of temperament or outlook"; or "a personal and sometimes unreasoned judgment" (http://www.merriam-webster.com/dictionary/bias). Identifying and acknowledging these will be helpful going into the remainder of the assignments during the semester.

Blog Forums 2-7 will ask you to respond to the chapters we'll be reading in the textbook. Below (on page 9), I've provided **six (6)** prompts to guide you in your posts. Each asks you to consider different angles and perspectives on what we're reading. For each of your entries, you must **specify which prompt you are responding to** (in case there is any ambiguity). You must submit an INITIAL entry for each of the 6 prompts during the course of the semester, and will only receive credit for one initial entry in each prompt category (i.e., if you respond to Prompt A twice, you will only receive credit for one of them, etc.). Your follow-up comments, however, may relate to *any* other blog entries within the forum. Again, you are expected to read all of the entries and comments each week—mine and your fellow students' (I will be posting blog entries in lieu of traditional lectures and Power Point presentations; feel free to comment on mine, too!).

I also ask that you read **ALL** six (6) prompts at the start of the semester so that you can be on the lookout for possible ideas for your entries. As you begin to view your world and experiences through the lens of our course material, some prompts may resonate with you more or less during different weeks, given your background, interests, and so forth. My hope is that the prompts will help you to effectively assess and apply course readings. On Blackboard, I've provided further guidance on blog participation. Specifically, for each prompt, I've provided an example of my own that illustrates what I am expecting in terms of both content and format, along with student examples from previous semesters (the blog post guidance is *required* reading). If you have difficulty coming up with ideas for these blog entries, I recommend that you check out Upworthy.com (you can also subscribe through Facebook at https://www.facebook.com/Upworthy?fref=ts). I have found A LOT of worthwhile stories on this site.

Blog assignment grades will depend on:
- The degree to which your entries address the ideas presented in the prompts
- The degree to which you pull in ideas from the readings (and other sources, as appropriate)
- The degree to which you respond to other students and actively participate in the blog discussions
- The insightfulness/quality/substance of your initial posts and follow-up comments
- The timeliness of your posts (entries and comments)
- Originality—entries and comments that simply restate the ideas of others will receive a 0.
- Crediting of sources—you **must** credit your sources with author(s), publication year, and title (and page numbers for direct quotes); **failure to do so will result in a 0 for that post.**
- The degree to which you present your views and respond to others' views respectfully— this is not negotiable and failure to adhere to this guideline will also result in a score of 0.

Online reading quizzes (worth **50** points each) will consist of **25 questions** (worth 2 points each) and will be administered through Blackboard. The quiz due dates are announced in the course calendar. Quizzes must be **completed** by **11:59 pm** on the due date. Quizzes will be open for four days **PRIOR** to the due date (beginning at **12:01 am** on the **Thursday** before). You may retake each quiz **ONCE** in order to improve your score. After your first attempt, you will see which questions you answered correctly, but you will not see the correct answers for those you answered incorrectly. Because questions will be pulled from a question pool, your questions on

your second attempt may not be exactly the same as those on your first attempt. However, your highest score will be recorded as your final grade, so it is to your advantage to make both attempts. You may use any of the material provided in the course. In the past, I have explicitly prohibited collaborating with other students, however this semester, I am trying something new. Because there are learning styles that make collaboration particularly beneficial, I am going to allow students to collaborate on *quizzes* (but NOT the final exam!). By that, I mean that you can work together, help one another find and understand the answers to questions. I do NOT mean simply posting the answers as some sort of free for all, if that makes sense. I don't want to find quiz questions and answers on the course Facebook page, or anything like that. If you want to collaborate, you need to truly collaborate. If you're on campus, you can meet in person. Otherwise, you can exchange phone numbers, Skype, anything that involves dialogue between or among collaborators during the quiz. Note that you will *each* have to submit a copy of the quiz. And remember that you may not each have the same quiz questions to answer, or in the same order, since the questions come from a question pool. If you do elect this option, I would LOVE to get your feedback on it at the end of the semester, so I know whether to continue with that in future semesters.

Course Facebook Group Participation (worth up to **60** points): My hope is that the Course Facebook Group will allow for valuable communication between and among students. You are expected to participate throughout the semester, during two different periods (due dates are specified in the Course Calendar). To facilitate ongoing participation, you are required to join the Facebook group no later than January 28 (**worth 20 points**). Then, during each designated period, you must share at least **1 initial post** and **1 follow-up comment.** You will earn up to 10 points for each initial and follow-up comment (up to 20 points per period). There are a number of ways in which you could profitably use this group to better your own and others' understanding of and engagement with the course content.

For example, you may consider using Facebook posts to:

- Share "aha moments" that you have while reading the text, delving into external sources, or completing course assignments.
- Share meaningful quotes from the textbook, or relevant quotes from other sources.
- Share links to photos, videos, examples, and so forth, in support of a given week's topics.
- Share links to relevant news articles, reports, and so forth from other Facebook friends.
- Ask questions requesting clarification on sections of the text or a particular assignment that might be confusing (don't just ask for a due date or some other information that is clearly available in the syllabus—that won't count for credit).
- Express discouragement of frustration with a certain concept, idea, or assignment (yes that is allowed — just be respectful and constructive with your comments and maintain a professional tone).
- Respond to an idea presented by someone else.
- Create/use relevant hashtags to allow others in the course to search related posts.

The **Final exam** (worth **100** points), which will be **cumulative** and will contain 50 questions (drawn from the same question pools as those used for reading quizzes), will be administered through Blackboard. The exam will be available throughout finals week, but you will have only

2 hours to complete it once you open the test. You will have only ONE (**1**) opportunity to complete this test. Remember: **You CANNOT collaborate with other students on the final exam**. You may, however, use any of the material provided in the course. But, given the time limit, it may be worthwhile to prepare notes ahead of time that you can reference during the test.

The **Course reactions and impressions** assignment (worth **60** points) will contain several open-ended questions that will allow me to improve the course for future semesters. This is **separate** from the official course evaluation administered by the university. While you are also required to fill out that **mandatory** survey, the course reactions and impressions assignment contains questions that are not included in the official evaluation but that are valuable for course improvement efforts. It will ask questions about what you liked best and least about the course, and what suggestions you would offer for improvement. There are *no right or wrong answers* (although courtesy and respect should still dominate; and comments should be constructive). Students completing the worksheet and providing *thorough* and *thoughtful* responses will receive full credit.

Extra Credit: Learning Styles Assessment (worth up to **30** points): At the 2018 Digital Education Summit, hosted by SHSU, I will be presenting on the topic of dominant learning styles, and how those learning styles can be incorporated into online higher education. It seems that one of the main benefits of this information comes from individuals knowing and understanding their OWN learning styles. As such, I am offering extra credit for those of you who choose to review and reflect upon these styles. Thus, I have created a blog forum where I have shared a link to my PowerPoint presentation from the DES conference, along with my notes. Please look over that presentation, taking note of the five different models for learning style understanding. Considering each of those models, please conduct an informal self-assessment to identify the ways in which you learn best. Once you've done this, please create a new entry in the blog forum, addressing the following questions:

- How would you describe **YOUR** learning style? (Please discuss this in relation to each model presented, not just one or two)
- Given your learning style, what are some suggestions you have for how **I** can best help you to learn?
- Given the suggestions offered in the presentation, what are some things that **YOU** can do to best facilitate your learning?

Extra Credit: Reading quiz review (worth up to **60** points): Students often ask for Power Point lectures, outlines, and reviews to aid in preparing for quizzes and tests. My philosophy is that students learn better when they complete the preparation process themselves, rather than being told by an instructor "what's important." Thus, students' studying process might incorporate any or all of the following suggestions (or others):

- Reading through an assigned chapter (in a quiet place, free from distractions like radio, TV, and friends—unless YOUR learning style suggests otherwise) while highlighting the most important words and concepts
- Re-reading the highlighted portions while taking notes (perhaps in outline form)
- Using notes to construct a mock test including multiple choice, true/false, short answer, and essay questions ("What would YOU ask if you were the instructor?")

- Attempting to take the mock test with and then without the help of notes

I believe that collaboration with fellow students can be a valuable tool in the test preparation effort. For this reason, I am providing an extra credit blog forum for each quiz designed to facilitate this collaboration. For each forum, you may share your mock test questions, along with the answers *and the page number* where you found them, in an initial blog entry. You will receive **2 extra credit points** for each question and answer pair that you share—**up to 10 points** (5 question/answer pairs) **per quiz**. Your questions must be submitted by **Wednesday at 11:59 pm** on the day before each quiz to receive credit (this allows 24 hours to study/review). Please honor this deadline, in order to prevent academic dishonesty.

Extra Credit: Community service (worth up to **60** points): Service learning can be a valuable part of education. Throughout the semester, you may come across community service opportunities that could help solidify the concepts that you're learning about in this class. For example, you may have the opportunity to serve a meal at a homeless shelter. Or, you may sign up to be a big brother, big sister, or tutor for a child in need. There are any number of possibilities for fulfilling this extra credit opportunity. To earn credit, you will need to have your proposed service project **pre-approved.** The reason for this is to ensure that your chosen activity will qualify for credit. In addition, I want to be sure that your proposed activity takes safety and privacy into consideration. Upon completion of the service opportunity, you will also need to post a blog entry in the designated blog forum describing the experience and how it related to course material.

Course Policies:

Late Submission:

Assignments will lose 10% of available points for each day that they are late. Quizzes and tests **MAY NOT** be taken outside of the window of time during which they are available on Blackboard (except as dictated by another university policy such as disability, religious, or emergency accommodation). Each quiz is available to students for four days, spanning both weekdays and weekend days, in order to accommodate a variety of work and travel schedules. Please plan in advance to complete the quizzes within the designated window of availability. The final exam will be available for four business days during Finals Week (see the course calendar below for details) and must also be completed within that window of availability.

Participation:

If an emergency arises during the course that prevents you from participating in the class activities and assignments in a timely fashion, please contact me immediately. Please see the website for the Dean of Students' Office to find out more about SHSU's official 'absence' policy (http://www.shsu.edu/dept/dean-of-students/policies/). For the university policy regarding observance of religious and holy days, see: http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf

University Code of Conduct:

https://netreg.shsu.edu/mirror/codeofconduct.html

Academic Integrity:

Students found cheating in the course will receive an **automatic 0** for assignments in question. Repeat offenses will be subject to receipt of an **"F"** for the entire course. This policy includes all assignments, quizzes, and blog/discussion posts. Cheating includes:

- Passing your work off as someone else's (taking a test or quiz for someone)
- Passing someone else's work off as your own (letting someone take a test or quiz for you)
- Copying answers from someone else's assignment, quiz, or blog post
- Letting someone copy your answers from an assignment, quiz, or blog post
- Turning in written work or ANY PART OF WRITTEN WORK that has been copied from another source (Direct quotes require **BOTH** page numbers **AND** quotation marks.)
- Working with another student on a written paper and using his or her words or ideas in your assignments, quizzes, or blog posts without giving proper credit
- Turning in any writing that is not IN YOUR OWN WORDS and/or correctly cited.

Plagiarism: Plagiarism is the act of not properly crediting your sources of information. To maintain standards of proper citation, when you cite the course textbook or outside sources, include both in-text citations and a reference list. This requirement applies to any material that is not your own (from original research, or original ideas). In addition, **direct quotes must appear in quotation marks and be followed by the page number(s)** (or sections for online sources) in parentheses. The main purposes of citation are to give credit where credit is due, and to allow others to find and reference the source.

Please use APA (American Psychological Association) format for citations. You can find a great reference online for how to do that: https://owl.english.purdue.edu/owl/resource/560/06/

If you need assistance ensuring compliance with standards of academic integrity, please visit the University Writing Center (Farrington 111): http://www.shsu.edu/centers/academic-success-center/writing/. For more information on the university's policy toward cheating, plagiarism, or any other form of academic dishonesty can be found at: http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf

Disabled Student Policies and Service Information:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. Please contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations. For more information on university policies toward and services to disabled students, see the links below:

http://www.shsu.edu/dotAsset/9edd8433-cad5-40d1-b4bf-6a91b08f90e4.pdf

Online Etiquette:

Out of respect for other students, please do not use the course online environment for non-course-related messages. Also, please keep sensitive information private.

Date Completed	Blog Post Prompts[+]
_____	**A. Personal Reflection:** Offer a personal response or reaction to the assigned readings (either in support or opposition of material presented). Or, you can share a question you have about social inequality or social stratification. Early in the semester, you might share a question that you hope will be answered during the course. Later in the semester, you might share a question that you wish would have been addressed. Or, ask a question that the assigned readings or course discussions raise in your mind.
_____	**B. Real-world Inequality:** Describe a real-world observation of inequality. You can use observations from your own experience, or the experiences of others close to you. Alternatively, you may describe observations of the experiences of strangers or mechanisms of inequality within your community. Tie your observation in to the assigned readings.
_____	**C. Alternative Perspectives:** Acknowledge critical responses to assigned readings. Describe an alternative perspective from one presented in the text. **Cite at least one source (peer-reviewed OR popular) presenting another view.**
_____	**D. Drawing Connections:** Look up one of the sources referenced in the book (or a **peer-reviewed/scholarly source** not cited in the book) and briefly summarize it, providing additional information about the source that either further supports or qualifies claims made in the text. Alternatively, you may draw a connection between something you've read or learned in *this* course and something learned in *another* course.
_____	**E. Problems and Solutions:** Identify a problematic outcome of social inequality, describe the mechanism behind the outcome, and suggest a potential solution. Describe how your suggested solution might improve outcomes. Alternatively, you can answer these questions in relation to a program already in existence (local, state, national, etc.).
_____	**F. Picture of Inequality:** Take and post a photo that represents or illustrates one or more of the concepts presented during the course. Alternatively, you may find a photo online. In that case, be sure that you properly cite the source of your photo. Briefly describe how your photo reflects course concepts. Cite the textbook and outside sources, as appropriate. **Note:** Please be mindful of your safety and others' privacy in your photo selection

* Remember each prompt type can only be used (for credit) ONCE over the course of the semester

Blog Forum	Follow-Up Date	Initial Entry Author	Initial Entry Date	
2				
3				
4				
5				
6				
7				
NOTE: Follow-up comments **do NOT** need to follow the Prompt A – F guidelines. You may choose **ANY** entry upon which to base your follow-up comments (including my entries				

as the instructor). At times, I do miss follow-up comments, although I try to avoid this. In the case that I do miss one of your comments, I will ask you to send screen shots of your comments for that blog forum. Because of this possibility, it is beneficial for you to fill in the contents of this table. This will make it easier for you to locate those comments in the event that I need you to provide me with them.

Course Calendar		
Week	**Assignments**	**Due Dates**
1	Download, read, save, and print the syllabus from Blackboard	Sunday, January 28
	Complete the Syllabus Quiz	**Sunday, January 28**
	Blog 1—INITIAL Introductions and expectations due	Sunday, January 28
	Read Chapters 1 & 2 in the textbook	Sunday, January 28
	Join the course Facebook group **(SOCI 3324-Spring 2018)**	Sunday, January 28
2	Submit Extra Credit Review Questions by 11:59 pm	Wednesday, January 31
	Blog 1—FOLLOW-UP comment due	Sunday, February 4
	Reading Quiz #1 (Covers Chapters 1 & 2; Open Thursday)	**Sunday, February 4**
3	Learning Styles Assessment extra credit due	Sunday, February 11
	Research opt-in/opt-out assignment due	Sunday, February 11
	Blog 2—INITIAL entry due (Covers Chapters 1 & 2)	Sunday, February 11
	Read Chapters 3 & 4 in the textbook	Sunday, February 11
4	Submit Extra Credit Review Questions by 11:59 pm	Wednesday, February 14
	Blog 2—FOLLOW-UP comment due	Sunday, February 18
	Reading Quiz #2 (Covers Chapters 3 & 4; Open Thursday)	**Sunday, February 18**
5	Facebook Participation #1 due: INITIAL & FOLLOW-UP	Sunday, February 25
	Blog 3—INITIAL entry due (Covers Chapters 3 & 4)	Sunday February 25
	Read Chapters 5 & 6 in the textbook	Sunday, February 25
6	Submit Extra Credit Review Questions by 11:59 pm	Wednesday, February 28
	Blog 3—FOLLOW-UP comment due	Sunday, March 4
	Reading Quiz #3 (Covers Chapters 5 & 6; Open Thursday)	**Sunday, March 4**
7	Blog 4—INITIAL entry due (Covers Chapters 5 & 6)	Sunday, March 11
	Read Chapters 7 & 8 in the textbook	Sunday, March 11
	SPRING BREAK—NO ASSIGNMENTS (March 12-18)	
8	Submit Extra Credit Review Questions by 11:59 pm	Wednesday, March 21
	Blog 4—FOLLOW-UP comment due	Sunday, March 25
	Reading Quiz #4 (Covers Chapters 7 & 8; Open Thursday)	**Sunday, March 25**
9	Blog 5—INITIAL entry due (Covers Chapters 7 & 8)	Sunday, April 1
	Read Chapters 9 & 10 in the textbook	Sunday, April 1
10	Submit Extra Credit Review Questions by 11:59 pm	Wednesday, April 4
	Blog 5—FOLLOW-UP comment due	Sunday, April 8
	Reading Quiz #5 (Covers Chapters 9 & 10; Open Thursday)	**Sunday, April 8**
11	Blog 6—INITIAL entry due (Covers Chapters 9 & 10)	Sunday, April 15
	Read Chapter 11 in the textbook	Sunday, April 15
12	Submit Extra Credit Review Questions by 5 pm	Wednesday, April 18
	Blog 6—FOLLOW-UP comment due	Sunday, April 22
	Reading Quiz #6 (Covers Chapter 11; Open Thursday)	**Sunday, April 22**
13	Facebook Participation #2 due: INITIAL & FOLLOW-UP	Sunday, April 29
	Blog 7—INITIAL entry due (Covers Chapter 11)	Sunday, April 29
14	Blog 7—FOLLOW-UP comment due	Sunday, May 6
	Course reactions and impressions assignment due	Sunday, May 6
	Community Service extra credit due	Sunday, May 6
15	Final exam (Cumulative; Open: Monday, 5/7 – Thursday, 5/10)	**Thursday, May 10**