# Sociology 100: Section 005
## Introduction to Sociology

**WINTER, 2020**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Francis Adu-Febiri</th>
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<tbody>
<tr>
<td>Office</td>
<td>Paul 228</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Monday &amp; Wednesdays 1:30-2:20, Tuesdays 11:30-12:50 &amp; 3:00-4:30, Thursdays 11:30-12:50 or by appointment</td>
</tr>
<tr>
<td>Class Schedule</td>
<td>Tuesdays &amp; Thursdays 10'00 – 11:20</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://sites.camosun.ca/francisadufebiri">http://sites.camosun.ca/francisadufebiri</a></td>
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<td><a href="mailto:adufebir@camosun.ca">adufebir@camosun.ca</a> &amp; 250-370-3105</td>
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COURSE DESCRIPTION & LEARNING OUTCOMES:

Basic principles and methods of sociology are introduced. Emphasis is placed upon society as institutionalised human behaviour, the various factors which control or alter it, and the effects upon the individual and the group. The major objective of the course is to develop a critical understanding of modern society.

Intended Learning Outcomes:

Students will be able to:

1. Demonstrate that the sociological perspective is a valid approach to studying, understanding, explaining, and predicting patterns of human behaviour, social structure and organisation.

2. Define the major concepts of sociology and use them to examine human behaviour and the social world.

3. Identify and describe the major sociological perspectives of functionalism, social conflict, interactionism and feminism.

4. Apply the major sociological perspectives to examine research, social interaction, culture, inequalities, social institutions, and social change.

5. Identify the historical roots and the current directions of sociology.

6. Describe the influences of social structure and organization on their lives, the times in which they live, and their society.

REQUIRED TEXT:

Tepperman, Lorne.

REQUIRED READINGS:

The readings for the course will comprise a) the topics in the text specified in the course schedule, and b) additional materials and illustrations introduced during interactive lectures.

2
DESIGN OF COURSE ORGANIZATION

APPLICATION: QUIZZES & MULTIPLE-CHOICE MIDTERM EXAM

INFORMATION: READINGS FROM REQUIRED TEXTBOOK

TRANSFORMATION: SOCIAL INTERACTION TO GENERATE CREATIVE IDEAS & INNOVATIVE DESIGNS THAT CHANGE LIVES

THINKING: SERVICE-LEARNING PROJECT OR CREATIVITY & INNOVATION EXERCISES

THINKING: TEAM AND CLASS DISCUSSIONS

THINKING/APLICATION: FINAL EXAMINATION

THINKING: CRITICAL REVIEWS

THINKING: QUESTIONS AND JUSTIFICATIONS

ACTION: APPLICATION OF INFORMATION AND THINKING
**COURSE SCHEDULE AND READINGS:**

- *Read to a) understand and apply sociological concepts and theories, 2) generate questions that matter, and 3) answer central questions. In this way reading becomes a MISSION instead of MISERY*

- *Use the question stated in this schedule for each week as guide for reading the chapters. If you are unable to answer the central question for yourself after reading the chapter it means you have not understood the chapter*

<table>
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<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPICS, READINGS &amp; GUIDING QUESTIONS</th>
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<tr>
<td><strong>JANUARY</strong></td>
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| 1 | Tu/Th | 7/9 | **Introduction of the course: The Promise of Sociology: My Story and Your Sociological Journey**  
**Interactive Lecture 1:** Sociology Matters: Understanding the Sociological Imagination & Social Construction of Reality to Navigate and Transform our Troubled World.  
**Reading:** Chapter 1 of Required Text: pp. 4-8 and 15-26  
**Guiding Question:** What makes sociology matter in the world today? |
| 2 | Tu/Th | 14/16 | **Interactive Lecture 2:** Sociological Research  
**Reading:** Chapter 2 of Required Text  
**Guiding Question:** Why research and why does sociology adopt the research methodologies, methods, techniques, and ethics discussed in chapter 2?  
**CHAPTER QUIZZES Due (See MY website for the eight quiz questions)** |
| | Tu/Th | 21/23 | **Interactive Lecture 3:** Sociological Paradigms and Theories.  
**Reading:** Chapters 1 of Required Text. Pp. 9-15 and 26-27  
**Guiding Question:** Are sociological paradigms and theories necessary? Can they sufficiently account for human behaviour and the social world? |
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<th>Week</th>
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<th>Day(s)</th>
<th>Schedule</th>
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| 4    | 28/30| Tu/Th  | Interactive Lecture 4: Social Structure and Social Interaction in Everyday Life  
Reading: Chapter 4 of Required Text  
Guiding Question: Do the social structure and social interaction adequately explain why human affairs do not usually dissolve into a “war of all against all”? |
| FEBRUARY | 5 | Tuesday | 4  
ASSIGNMENTS TYPES 1, 2 & 3:  
TEAM DISCUSSION #1: Chapter 6 of Required Text: Deviance, Crime and Punishment  
- Critical Review #1 Due  
- Question & Justification #1 Due  
See pp.11 & 12 of the course outline for instructions for doing these assignments. |
| 6    | 11/13| Tu/Th  | Interactive Lecture 5: Culture:  
Reading: Chapter 5 of Required Text: pp. 141 and 161-168)  
Guiding Question: Does culture adequately account for the immense similarities and differences in the ways people feel, behave, and live? |
| 7    | 18/20| Tu/Th  | READIN BREAK |


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<th>Date</th>
<th>Tuesday</th>
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<td><strong>MARCH</strong></td>
<td><strong>Tu/Th</strong></td>
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**Interactive Lecture 6:** Socialization:
**Reading:** Chapter 5 of Required Text: pp. 140-160
**Guiding Question:** Does society shape what a person can and will become, or are people prisoners of their genetics?

**MULTIPLE CHOICE MIDTERM EXAM**

**Interactive Lecture 7:** Social Stratification and Social Class
**Reading:** Chapter 9 of Required Text
**Guiding Question:** Is social stratification an opportunity for social mobility or an inevitable process of inequity, inequality and oppression?

**Interactive Lecture 8:** Gender Relations:
**Reading:** Chapter 7 of Required Text
**Guiding Question:** In what ways does gender present risks for individuals & society?

**Assignments Types 1, 2, & 3:**
TEAM DISCUSSION #2: Chapter 14 of Required Text: Media and Mass Communication
* Critical Review #2 Due
* Question & Justification #2 Due

See pp. 11 & 12 of the course outline for instructions for doing these assignments.

**Class Discussion #2**

**Interactive Lecture 9:** Race/Ethnic Relations:
**Reading:** Chapters 8 of Required Text
**Guiding Question:** To what extent does race/ethnic present risks for individuals & society?
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<tbody>
<tr>
<td>31/2</td>
<td>Tu/Th</td>
<td>10:00</td>
<td>Interactive Lecture 10: Central Institutions of Society: Family and Education</td>
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<td><strong>Reading:</strong> Chapters 11 and 12 of Required Text</td>
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<td><strong>Guiding Question:</strong> How do family and education intersect to produce fruitful and futile individuals and societies?</td>
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<td>APRIL</td>
<td>14</td>
<td>Tuesday</td>
<td>Interactive Lecture 11: Central Institutions of Society: Work and Political Economy</td>
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<td>7</td>
<td><strong>Reading:</strong> Chapters 9, 10, and 15 of Required Text</td>
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<td><strong>Guiding Question:</strong> What are the interrelationships between work and political economy of society, and what are the Impact of the interrelationships on the individual, family, country, and the globalized world?</td>
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<td><strong>SERVICE-LEARNING REFLECTIVE REPORT DUE</strong></td>
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<tr>
<td>14</td>
<td>Thursday</td>
<td>9</td>
<td>FINAL EXAM in class</td>
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METHODS OF INSTRUCTION, EVALUATION, AND GRADING SYSTEMS

a) METHODS OF INSTRUCTION:
The course features a series of interactive presentations, critical reviews, questions & justifications, and group/class discussions in which students are required to be active participants.

Interactive Lectures:
The interactive lectures are the professor’s powerpoint presentations on selected topics indicated in the course schedule. These lectures involve a cycle of four steps to get students engaged in exploring and applying sociological concepts and paradigms/theories as well as provide/propose creative/innovative solutions to social problems:

- **PART 1 OF LECTURE:**
  - **MOTIVATE:** Dives into the topic through central question, thesis and argument to show why they should care about the topic.

- **PART 2 OF LECTURE:**
  - **EXPLORE:** Presents information students need to understand the core concepts and paradigms/theories of the topic.

- **PART 3 OF LECTURE:**
  - **CREATE/INNOVATE:** Challenges students to generate CREATIVE IDEAS and INNOVATIVE DESIGNS by providing them with opportunities to solve real-life and real-time problems based on the identified issues on the topic.

- **PART 4 OF LECTURE:**
  - **APPLY:** Encourages students to APPLY knowledge on the topic by providing them with opportunities to connect concepts and theories to their lives and important hypothetical scenarios and real challenges in society.

You are encouraged to attend all of the interactive lecture sessions.
### DAYS | FOCUS
--- | ---
**TUESDAYS** | New lecture presentations will be introduced highlighting motivation, exploration of concepts, application of knowledge, and creativity & innovation. Students are encouraged to ask questions, make comments, respond to questions, and/or engage in solution-focused discussions.

**THURSDAYS** | 1) Q&A Sessions: 30 minutes will be devoted to providing students with opportunities to ask questions on concepts, theories and issues explored in the lecture presentations. Quiz questions will be answered.
2) Post Midterm: Collaboration and Communication: 50 minutes will be given to students to work together as small groups on their Service-Learning projects or Success Stories projects or Creativity & Innovation projects

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**b) EVALUATION COMPONENTS:**

**Critical Reviews, Questions & Justifications, and Team/Class Discussion Exercises, Midterm Exam, Service-Learning Project, Creativity & Innovation Exercises, and Final Exam:**
- See format and instructions on pages 11-16 of this course outline

Evaluation of students will be based on quizzes, multiple choice midterm examination, critical reviews, questions & justifications, group/class discussions, service-learning project (optional) or creativity & innovation exercises, and final examination during the last week of classes. All the evaluation components will be graded on the basis of their sociological quality and evidence of integrated primary thinking skills. That is, understanding and application of sociological concepts and theories/paradigms rather than regurgitation of memorized factual information. Critical thinking, creative thinking and design thinking will be rewarded.
Critical Review: 10%
Question & Justification: 6%
Team & Class Discussion: 2%
Quiz: 4%
Midterm Exam: 30%
Service-Learning Project or Creative Ideas & Innovative Exercises (REQUIRED if not doing a Service-Learning Project): 30%
Final Examination: 18%

You are required to complete all the above required evaluation components in order to receive a passing grade.

c) GRADING SYSTEM:

The following percentage conversion to letter grade will be used:

- A+ = 90 - 100%
- A  = 85 - 89%
- A-  = 80 - 84%
- B+ = 77 - 79%
- B  = 73 - 76%
- B-  = 70 - 72%
- C+ = 65 - 69%
- C  = 60 - 64%
- D  = 50 - 59%
- F  = 0.0 - 49%
- I = See Calendar for Details
- AUD = Audit
ASSIGNMENTS:

- **ASSIGNMENT TYPE 1**
  CRITICAL REVIEW (10%): *Skills students learn: Synthetic Thinking, Critical Thinking & Creative Thinking*

- **ASSIGNMENT TYPE 2:**
  QUESTION AND JUSTIFICATION (6%): *Skills students learn: Critical Thinking*

- **ASSIGNMENT TYPE 3:**
  TEAM & CLASS DISCUSSIONS (2%): *Skills students learn: Critical Thinking & Creative Thinking*

- **Assignment_type 4: Creativity & Innovation Exercises (30%)**
  (REQUIRED if not doing Service-Learning Project): *Skills students learn: Critical Thinking, Creative Thinking, Design Thinking, and Sustainability Thinking*

- **Assignment_type 5: Service Learning Project (30%)**
  (OPTIONAL): *Skills students learn: Critical Thinking, Creative Thinking, Design Thinking, and Sustainability Thinking*

**DEFINITIONS OF TYPES OF THINKING:** Synthetic thinking is the ability to process, connect and reproduce information. Critical thinking is the ability to assess/evaluate or question. Creative thinking is the ability to produce original ideas that are life-changing. Design thinking is the ability to create plans, source resources, and coordinate tasks to implement creative ideas. Sustainability thinking is the ability to proactively connect and integrate critical thinking, creative thinking and design thinking processes to provide services/products that transform social interaction/relationships in ways that improve the quality of human condition without compromising the quality of the natural environment and the lives of future generations.
ASSIGNMENT TYPE 1

CRITICAL REVIEWS (10%): Rubrics: Main Theme, Central Question, Main Thesis, Assessment, and Improvement

INSTRUCTIONS FOR ASSIGNMENT TYPE 1:
Read carefully the chapter designated for critical review in above table (Course Schedule & Readings) and produce a ONE-PAGE double-spaced, standard font size critical review. Print one copy and bring it to class. Use the following criteria to do the critical reviews: 1. **Provide an academic summary of the chapter: state the chapter’s main theme (a word or a short phrase, not a title), the chapter’s central question and main thesis;** 2) provide an assessment of the chapter—one strength (what the text has taught you on the topic) and one weakness (what the text failed to teach you on the topic); and 3) suggest one improvement based on your assessment (what you can teach the text on the topic). Without bringing a hard copy of the critical review to class you will not be allowed to participate in the Team/Class discussion and you will receive a zero grade for that session. There are two critical review sessions for the course. The first one is based on Chapter 6 and the second on Chapter 14 of the required text.

ASSIGNMENT TYPE 2:

QUESTIONS AND JUSTIFICATIONS (6%): Rubrics: Different, Reflect Main Theme, Generates Discussion, Important

INSTRUCTIONS FOR ASSIGNMENT TYPE 2:
After carefully reading the chapter designated for Team/Class discussion (See Course Schedule & Readings in the above table), go through all the questions under “Questions for Review and Critical Interpretation” section of the chapter and formulate ONE QUESTION that is different from all the questions in this section, but reflects the main theme of the chapter, and could not be answered with the information in the chapter and could not be answered with just a YES or NO response. Provide a JUSTIFICATION (your reason as to why this question is important) for your question. Bring one hard copy of this question and its justification to class. Without bringing a hard copy of the question and its justification to class, you will not be allowed to participate in the Team/Class discussion and you will receive a zero grade for that session.
ASSIGNMENT TYPE 3:

TEAM & CLASS DISCUSSIONS (2%): Rubrics: Teamwork, Constructive Discussion, Participate, Respect, Defend/Respond, Presence

INSTRUCTIONS FOR ASSIGNMENT TYPE 3:
The intention of this aspect of the course is to engage the class in constructive discussions of pertinent theoretical, empirical and practical sociological issues neglected by the selected chapters. Each team/class discussion session requires a) one critical review of the designated chapter and b) one question with a justification. You are required to attend and expected to participate in these two sessions.

Team Discussions:
The team discussions focus on a) the one-page submitted critical reviews and b) the one question and its justification.

a) In teams of five or six discuss your individual hard copies of the critical reviews and select one of them that best reflects the critical review criteria provided in this course outline (or create a new one if none of those submitted is good enough), list your names on it and submit it to professor for a grade.

b) In teams of five or six discuss the individual hard copies of questions and their justifications, select one of the questions & justifications (or create a new ones if none of those submitted are good enough). Submit this question and its justification with a list of names of your group members to the professor for grading. Avoid a question that solicits a simple YES or No answer or repeats any of the questions in the “Questions for Review and Critical Interpretation section of the chapter

The submitted team questions and their justifications are the focus of class discussions.

CLASS DISCUSSIONS
The questions and justifications that the various teams generate will constitute the core of class discussions. In the class discussions, each team may be required to orally defend their questions and justifications if necessary.

- Your grade for the class discussions is determined by your presence in the sessions and the quality of your team’s responses to issues arising from your question.
Assignment type 4:

CREATIVITY & INNOVATION EXERCISES (30%) (REQUIRED if not doing the Service-Learning Project): Rubrics: Review, Teamwork, Discuss, Create, Innovate, Design.

Creativity & Innovation exercises provide students opportunities to consolidate the five primary thinking skills (Synthetic, Critical, Creative, Design and Sustainability Thinking), sociological concepts, and theories/paradigms they learn by applying them to generate sustainable solutions to pressing local or global problems. **There are five of these exercises built into my five post-midterm powerpoint lecture presentations.**

You review the interactive lecture presentation and use the information as a guide to do the exercise as an individual student before class. Print and bring to class. In class, form teams of five or six students, discuss your individual hard copies of the exercise and select one of them that best reflects the criteria provided in the creativity & innovation exercise instructions in the lecture presentation (or create a new one as a team if none of individual ones is good enough based on creative ideas that are unique and innovative designs that connect with the ideas), list your names on it and submit it to the professor for a grade.

Assignment type 5:

SERVICE-LEARNING PROJECT (30%) (OPTIONAL): Rubrics: Important Need, Sociological Causes, Pattern, Design, Implement, Practical Project/Program, Reflection, Sociological Concepts, Sociological Paradigms,

Service-learning provides students opportunities to consolidate the five primary thinking skills (Synthetic, Critical, Creative, Design and Sustainability Thinking), sociological concepts, and theories/paradigms they learn by applying them to generate sustainable solutions to pressing local or global problems.

In a team five or more, do the following:

PROJECT TOPIC
  - Come up with what you see as a major need in Canadian society or the global community that you are passionate about and show why you think it is
an important need. Based on what you see as the sociological cause(s) and pattern of this need, design and implement a practical/real [not hypothetical] project/program to meet the need. Write a reflective report on this project, relating your reflections to the outcome of the project and any relevant sociological concept(s) and paradigm(s) introduced in this course. Please see the SERVICE-LEARNING GUIDE ON MY WEBSITE for specific processes of doing the service-learning assignment.

■ If you don’t have your own project, please select one of the projects posted on my website

The written reflective report must have the following sections:

* Introduction: Beginning Processes
  * State the identified need and its importance, describe the project activities and show their impact on the project outcome in the context of the need

* The Body of the Paper must have the following sections:
  * Sociological Knowledge: Show how you used your knowledge/understanding of the two most significant sociological concepts “Sociological Imagination” and “Social Construction of Reality” in determining the causes and pattern of the need as well as the process of designing and implementing the project. Describe what you learned and what difference the service event made in the lives of the beneficiaries.
  * Design: Provide the design description and diagram you applied: identify the processes/steps, tasks, people, and resources to develop and implement the project.
  * Implementation: Show the implementation processes and activities/events
  * Individual Reflection: Describe and analyze your experiences with this service event as individuals, not as a group/collective: challenges, successes, strong emotional feelings, and lessons learnt from the service learning process from the design stage, through the implementation stage to the reflective reporting stage.
  * Service Outcome: State and analyze the service outcome.
  * Sociological Concepts and paradigms: Show the sociological concepts and paradigms you applied and how the project influenced your perception and understanding of the relevance of these sociological concepts and paradigms.
  * Conclusion: It is Not Finished Yet
    * Discuss what you will do differently, given your experience with the service-learning project and its outcomes
    * Show what more you would like to learn and do about the issue your service project addressed
* References based on the works you cite:
The length of this report must not be more than six double-spaced typewritten pages in a standard font. Use APA or ASA or MLA style. The report is due on Tuesday April 7, 2020. You lose marks on late submission—5 marks a day.

EXAMINATIONS/TESTS:
Rubrics: Apply (Sociological Concepts and paradigms/theories), Assess/Evaluate, Creative Ideas, Innovative Design, and Sustainability

1) Quizzes on Chapter one (4%): These are sample questions for the multiple choice midterm and final exams. They test understanding of sociological concepts and paradigms through application (See website for the 8 quiz questions)

2) Midterm Examination (30%):
In the first week of the semester, the professor will post on his website specific sociological concepts, research methodologies/methods, and paradigms/theories from the course material to study for the midterm and (and final) examinations. You are required to study these concepts, research methodologies/methods and paradigms/theories thoroughly. Forty five (45) multiple-choice questions will be constructed for the midterm examination for you to answer within 80 minutes. The emphasis of the multiple-choice exam is not on reproduction of factual information, but rather, on understanding and application of sociological concepts, research methodologies/methods, and paradigms/theories. Midterm Exam date: Thursday February 27, 2020 in class.

3) Final Examination: 18%
The final examination will be held on the last day of class (Thursday April 9, 2020): Please don’t make any arrangements to be away during that day.

The professor will require you to choose, in the week before the last week of classes, any one of the following three examination options: Whatever option you choose you can decide to do it as an individual or in a group/team of your choice. There is no restriction on team/group size.

a) OPTION #1: Multiple Choice Exam

b) OPTIONS #2: Long-Essay Exam

OPTION #2a: Closed Book Exam: The instructor will post on his website FOUR final exam study questions based on the required readings, group/class discussions,
student oral presentations, and interactive lectures, one week before the final examination day. On the examination day two of the questions will be randomly selected for you and you will be required to answer ANY ONE of them in 80 minutes.

OPTION #2b: **Open Book Exam**: In the exam room on the examination day/time you will be given two essay-type final exam questions. You will be required to answer ANY ONE of them within 80 minutes. You are allowed to a) access the professor's powerpoint lectures on his website and b) bring any materials (your textbooks, notes, laptops, smart phones, etc) in the exam room.

OPTION #3: **Oral Exam**: This option involves the following: a) the professor will schedule a time on the examination day for you, b) you come to the professor's office (Paul 228) on the scheduled date and time, c) you answer orally one of the two randomly selected option #1a final exam study questions posted on the website, d) the professor will not ask you any questions and you are not allowed to ask him any questions once you start answering the question, and e) you tell the professor when you finish answering the question.

*The essay-type examination types reward clear presentation, coherent, logical argument that integrates concepts, theory/paradigm, empirical information, assessment/evaluation, creative ideas, innovative designs, sustainability, rather than points dropping and regurgitation of information.*

The questions for all the exam types cover material from the interactive presentations, chapters of textbook covered after midterm exam date, critical review, problem statement and their accompanying questions, and class discussions. The essay-type final examination will be graded on the basis of its sociological quality, its content relevance, and clarity of thought and communication.

A grade of Zero will be assigned for absence during examination, unless the student produces a medical certificate confirming serious illness or exigencies and writes the substitute exam within one week of recovery.
MISCELLANEOUS:

1. Academic Misconduct

Academic misconduct includes, but is not limited to, the following acts:

(i) giving, receiving, or obtaining unauthorized information during any type of examination or test;

(ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;

(iii) asking or arranging for another person to take any examination or test in one's place;

(iv) plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorized information (for example, texts or lecture notes) constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

2. Procedure Changes

In order to deal with the day to day management of the course, new procedures or revisions to procedures may be implemented from time to time throughout the semester. Such procedures and revisions will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of each student to keep informed of such developments.

All matters that are not covered by this course outline are governed by official college policies and procedures.