Introduction to Sociology- Sociology 101
College of the Canyons | 100% Online Only | Short-Term
Spring 2014: Section #95413
April 14, 2014 to June 5, 2014

Instructor: Tyler P. Haugen
Office Hours: Held online. Email is the best form of communication to reach me quickly.

E-Mail: Tyler.Haugen@canyons.edu
Homepage: http://www.canyons.edu/users/haugent
**Class Site: http://bb9.canyons.edu/**

Prerequisites: No Mandatory Prerequisites
It is recommended that students take COUNS 070, “Becoming a Successful Distance Learning Student” but this is not required. It is also recommended students be prepared for English 101 as this Sociology 101 course will require various writing assignments.

Introduction & Course Objectives
The purpose of this course is to introduce students to the discipline of sociology. This course will cover different facets of human society and will explore a number of social issues making connections between social theory and everyday life.

Student Learning Outcome
Analyze contemporary social issues.

Additionally, upon completion of this course, students will be able to:
1. Demonstrate their knowledge and application of the three major sociological perspectives to a social issue.
2. Recognize the relationship between the individual, culture, and society.
3. Describe deviance, crime and social control within society.
4. Discuss the impact of social inequalities within society based on race, ethnicity, gender, sex, and sexuality.
5. Analyze population dynamics, health and healthcare issues, and aging issues as related to both the United States and other global societies presented in this course.
6. Explain connections between social theory and practical applications in the everyday world.
7. Explain how positive social change is effected and how individuals can participate in their communities.

Sociology Degrees: College of the Canyons offers both an Associate in Arts Degree in Sociology (AA) and an Associate in Arts Transfer degree (AA-T). Please see the Sociology Department Website.


Available in the COC Bookstore- For online access to the COC bookstore, visit http://www.canyons.edu/bookstore. ISBN#: 978-1-133-58808-5

Additionally, other reading materials and articles will be posted on the class Blackboard site. Materials will need to be downloaded by the student, read, and assignments completed around. As we don’t meet face to face, ALL quiz material will come from Blackboard and the 11th edition of the text as listed!

Read this syllabus carefully and use it as a guide for this class!
Class Technology & Support
This is an online course and will require you to be a motivated self-starting student who is resourceful, savvy, and can navigate through basics of Blackboard, word processing, and email.

This course will be presented via Blackboard and will require you to login frequently. Below is the basic information on Blackboard and some valuable resources if you encounter problems:

<table>
<thead>
<tr>
<th>Students General Connection Information to the COC Blackboard System:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>URL:</strong></td>
</tr>
<tr>
<td><strong>Username:</strong></td>
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<tr>
<td><strong>Password:</strong></td>
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<td><strong>Course Title:</strong></td>
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</table>

Many of the functions of Blackboard use pop-ups. You will need to disable the pop-up blocker on your browser to use these items. If you have any trouble logging in, you can visit the TLC on campus for assistance (go to [http://www.canyons.edu/offices/TLC](http://www.canyons.edu/offices/TLC) for hours and contact information). You may also contact Blackboard technical support at (661) 362-3344 or bbsupport@canyons.edu (Monday to Thursday 9am-5pm), please allow up to 24 business hours for an email response. Hours are also subject to change.

**Distance Learning:** [http://www.canyons.edu/offices/distancelearning/Pages/default.aspx](http://www.canyons.edu/offices/distancelearning/Pages/default.aspx)

**Blackboard & Student Accountability Online**
Distance learning is often enhanced and made possible through special internet based programs such as Blackboard. Use of online programs such as Blackboard is strictly limited to the students who are enrolled in that particular course. Individual login information is provided to each student and all activity within an online course is monitored and recorded.

To insure the highest level of integrity of student data, user login and password information must never be shared. It is your responsibility as a student to take every measure possible to safeguard your individual login information and never allow other persons (whether a student or not) to have access to this information. Each student must submit his or her own work throughout a course via their unique login. Sharing login information or submitting work under another user’s identification is a violation of College policy and may result in a formal report of the incident to the Dean of Students. If you feel another person has obtained your unique login information or has accessed your account, contact your instructor and the Distance Learning technology support team immediately.

**Email Communication**
Much of our communication takes place via email. I can address your issues much faster if I know who you are. All class emails will be sent to your Canyons.edu email account. It is critical that you check your email regularly. I will respond to emails within 48-72 hours unless I am out of town. I will post an announcement if I am going to be out of town.

I have multiple sections and many students contact me so the subject line of the email should include:

- The class name/number (i.e. SOC 101- Section 95413)
- The title of the assignment you are reflecting on/or the issue your are contacting me about
- Your name if it does not appear in the “from” field

*Read this syllabus carefully and use it as a guide for this class!*
Online Class Frequency and Interaction

It is critical that you login to Blackboard on a regular and intentional basis. You must participate with the same frequency that you would if we were to meet 6+ hours per week in person with an additional 3-6 hours of reading and homework per week. To put this another way: This is a short-term course, it only meets for 8 weeks, yet still provides the same content and expectations as if we met all semester (about 4-5 months). It will require the utmost of your planning and organizing to be successful. Short-term classes are not for everyone; drop if you feel you cannot be successful in this fast-paced style of learning.

<table>
<thead>
<tr>
<th>Course Requirements &amp; Evaluation:</th>
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<tbody>
<tr>
<td>- Syllabus Quiz</td>
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<td>- Discussion Board Postings</td>
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<td>- Response to Article</td>
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<td>- Quizzes</td>
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<tr>
<td>- Reflection/Concepts Paper</td>
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<tr>
<td><strong>Total Points Possible:</strong></td>
</tr>
</tbody>
</table>

**Syllabus Quiz**

15 points

To ensure that you have had the opportunity to review this syllabus thoroughly (and to jump start your points in this class) you will need to complete a syllabus quiz on Blackboard. This quiz is based entirely on the syllabus and there is no time limit once you begin. You must complete the syllabus quiz by 11:59pm on **Tuesday, April 15, 2014** (as outlined on the course calendar) or I will drop you from the course and give your spot to a student on the wait list.

**Discussion Board Postings**

50 points total (10 posts or replies x 5 points per post/reply possible)

The goal of the discussion board is to have students interact with each other relative to the current content in the course. You are required to post or reply at least ten (10) total times, please read the following section carefully about what is expected. I am looking for active engagement with you and your peers (driven by the students). The forum should be used for educational debate and discussion back and forth where you challenge one another to think critically while using solid data and support, not just opinion.

New Threads/Posts (these would count towards the minimum 10)

Throughout the course, I will post various topics and questions for students to discuss and respond to. I also encourage you to not wait on me to spark dialog, instead, you can also start your own original threads in the discussion board. Requirements/information for new threads:

- If you start your own thread, it does count towards your 10 required posts/replies.
- It must be no less than 4-5 complete sentences.
  - For example, if you read a chapter in the text that relates to a debate on “the self” and you are unclear on this, discuss how you interpret “the self” to be and then pose questions as to the portions you are unclear on.
- Be sure careful to read all the threads before adding a new one to avoid duplications.
- The subject line of a new thread should CLEARLY tell us what you will discuss – not just the chapter number. Catch our interest.

Replies (these would count towards the minimum 10)

When replying to either my threads or to other students in their threads or responses, please ensure your responses are thorough. Replies should be no less than three complete sentences and should contain some substantive information. Three sentences telling that you agree with the person does not qualify.

*Read this syllabus carefully and use it as a guide for this class!*
Frequency & Chapter Relevancy

- To ensure you are spreading your posts/replies throughout the semester—**you must post or reply at least 1-2 times every week or so** (we meet roughly 8 weeks, so spread out the posts accordingly or they will not count).
  - I am not going to be so specific as to count each day of the week and how frequently you posted, rather, I want to see you self-monitor this.
  - Posting all 10 the last day allowed (6/2/14) will not work.
  - You can always post or reply more often, but that is the minimum.

- **All discussion board threads and replies must be relevant to the chapter listed on the calendar at the time it is posted.**
  - You do not need to post for every chapter, but rather 10 times spread over the course.
  - **Once the quiz is done (due date passes) for that chapter, we have moved on and the posts will not count toward your grade. You must stay current with the chapter(s) we are on to count towards the posts/replies for your grade. Last day to post is 6/2/14.**

Content Note
This is a college level course and therefore college level respect and dignity and academic standards must be followed in this forum. Everything must be sociological, opinions that fringe on religious, political, or any other form of ideology without proper sociological grounding may be censored. If uncertain how to discuss controversial topics sociologically, look to how the book does so, or email me first to see if your post would be sociological.

Response to Article
15 Points

One academic article related to the topic of sociology (specifically in the unit on social interaction will be posted on the class Blackboard site under the Assignments Tab. It is your responsibility to retrieve the article, read the article, and take active reading notes. For the article, discussion questions will be posted. You are to respond to the questions by typing a response.

The response must be submitted to me via the same Assignments Tab on Blackboard. Open the assignments tab, find the assignment you are responding to and either type your response into the dialog box and click submit OR write out your assignment on a Word document, attach it, and then click submit. Typing directly into the dialog box is often a challenge for lengthy assignments and not recommended. Attachments must be in PDF or Microsoft Word format for me to be able to open it (Microsoft Works documents often will NOT work). Further, the attachment option does NOT like file names with symbols. If you uploaded a file called “Assignment #1” the # will create a broken link. Renaming the file to “Assignment 1” will work. If I can’t open it, I can’t give you credit. If it’s late by 1 second I won’t read it.

Quizzes
150 points (10 points each quiz- 16 quizzes available, I drop the lowest, thus 15 are counted)

Sixteen times in the semester there will be a quiz available on Blackboard. The quiz dates are all listed on the course calendar. Each quiz will contain short questions which will be based on the readings and material that is due near that time (on the calendar it explains what chapters are on each quiz). Quiz questions are multiple choice, true/false, and in some cases may include one short answer/small essay. Each quiz is worth 10 points and the lowest score you receive will be dropped.

You will have 15 minutes to complete each quiz. You cannot restart the quiz after you click OK. Be sure you are ready to take the quiz. It is open book but you do not have time to look up each question in the textbook so be sure you have read the chapters thoroughly and reviewed the key terms at the end of each

*Read this syllabus carefully and use it as a guide for this class!*
chapter. Each chapter in the textbook has a small exam/study guide; I suggest you do these before the actual quiz. Another good place to get some clarification on a concept before the quiz is to post a question to the discussion board. You may also email the class or me if you are not sure about some concept.

If you start a quiz in error I cannot help you, sorry, do your best. If you need more time and have a qualifying disability, please see the Disabled Students Office now http://www.canyons.edu/offices/dsps/. Also be sure to immediately notify me of any accommodation requests.

Save each question in the quiz as you go so that if it were to crash the work until the point would be captured! If a quiz gets stuck I can clear it for you, but you have to notify me in enough time to get an email to me and for me to respond. Emailing me the night of the quiz is not enough time as I don’t access email in the middle of the night and I do have a varied schedule. If you request several quizzes to be cleared, I’ll ask you to come to school to take the rest of them. If I don’t clear it in time you can’t take it after the due date and time, sorry, you will need to accept the score you received up to that point. If you don’t see a score within 2-3 days after a quiz you know you took, email me right away. Once all students have completed the quiz – it will then allow you to go back and see the correct answers.

If you take more than 15 minutes for the quiz, Blackboard will tell me exactly how much time you took. You have one minute grace. I will deduct two points for each minute or portion of a minute over time. A timer should appear but some computers don’t seem to display it. You may need to keep an eye on your clock or set a timer for yourself.

Never hit the “back” button on your browser during a quiz, instead use all navigation buttons on the screen. Hitting “back” will lock you out of the quiz and assign a grade!

Make-Up Quiz Policy
I do not allow make up quizzes unless you have appropriate documentation showing you were unable to access Blackboard for the entire time the quiz was available due to an extreme circumstance beyond your control. Documentation might be a hospital admission record showing you were in the hospital for this time period or incarceration documentation. Not having access to the internet at home is not a valid excuse nor is being out of town due to vacation or work.

If you feel your circumstance warrants a make-up quiz you must contact me before the quiz is due (or if injured/hospitalized/etc. as soon as practical and reasonable) to discuss why you feel you should be allowed a make-up quiz. In extreme circumstances when a make-up is granted, you will be given an alternative version of the quiz that will be essay in nature and may require additional research.

Reflection/Concepts Paper
50 points
The purpose of the reflection/concepts paper is to demonstrate your understanding of the sociological concepts presented in the text. It is an exercise whereby you reflect on concepts from the course and link those concepts to examples from your everyday life. Six (6) Concepts/terms are to be defined (using your own words) and then those concepts are then to be linked to specific examples from your day-to-day lives of that concept in action. The best papers tend to pick a major theme or topic and then generate related concepts from that main theme. This also helps tie it all together nicely!

Bold the concept, define it in your own words- not in the textbook’s words (italicize the definition), and then provide an illustrative example from your personal life. Your essay will be graded on accuracy in your definitions of the sociological concepts (6 total) and your ability to connect the sociological concepts to real-life examples. This may require you to go out and sit at a busy shopping center or other public place to make observations. Do not define a concept and then say you didn’t see it.

Read this syllabus carefully and use it as a guide for this class!
If you’re not sure which of the words in the textbook are sociological concepts the glossary starts on page 402 in the textbook, any word found there is okay to use.

The majority of the paper will be examples that you provide from your everyday life and experiences. Ideas and concepts that you are sharing from your personal first hand experience do not need a reference. I do NOT want a research paper with other people’s ideas, I want your own original thoughts, and therefore, it shouldn’t be necessary to reference very much (if at all). However, if you use an idea that is not your own unique, individual, first-hand thought, you MUST REFERENCE it in APA or ASA Style (using in the text references) and include a reference page in APA or ASA style.

There are APA and ASA style guides posted on the blackboard website for this class with extensive examples. Since this is a professional paper, books and scholarly journal articles may be used for references, but no web pages. If you have any doubt as to what a scholarly journal is please reach out to the librarians or me with specific questions. In summary, if in doubt reference it and be sure to review reference formats via the handouts/links on the Blackboard class site.

Other requirements:
- There is no firm number of pages that are required but to do a good concise job of explaining your position and discussing the supporting examples you should write between 4 and 6 pages (double spaced).
- The paper should flow and make logical sense. Therefore, the use of proper transitions and the logical grouping of similar concepts will help make a stronger paper. I would suggest starting by first outlining the concepts you are going to examine and then how you will work them together seamlessly. Your final work should not feel like just a list of definitions and examples.
- You will be graded on grammar, form, and overall organization.
- You must include your name in the upper right corner of the first page but no cover page or abstract should be used.
- If you use an idea that is not your own unique, individual, first-hand thought, you MUST REFERENCE it in APA or ASA Style and include a reference page in APA or ASA style. Using someone else’s idea without credit is considered plagiarism, which is a violation of College policy and you will be turned over to the Dean of Students immediately for investigation!
- A rough draft of your paper can be submitted and is STRONGLY RECOMMENDED (though not required). If you wish to submit a rough draft it is due by May 21 via the Assignments Tab. It can be very very rough…it is a draft.
- Your final draft is due May 30, 2014 by 11:59pm via the Assignment Tab!!!!

- It must be Word format or a PDF; otherwise I may not be able to open it.
- No late assignments accepted, but I will gladly take anything early. I do NOT want it typed directly into the dialog box; rather, I want it attached as a Word or PDF file. This ensures your formatting stays accurate.
- The attachment feature does NOT like file names with symbols. If you uploaded a file called “Essay #1 Thesis/Outline” the # and the / will create a broken link. Renaming the file to “Essay 01 Thesis Outline” will work.

Read this syllabus carefully and use it as a guide for this class!
Grading Basics for the Reflection Paper
An A paper demonstrates critical thinking and application of critical thinking to the subject. Concepts/terms are defined properly. All illustrative examples are appropriate. The paper is well conceived and executed, demonstrating proper use of written English.

A B paper presents content clearly and displays a firm grasp of the material. Demonstrates some critical thinking. All of the concepts/terms are defined. The work may contain some minor grammatical errors. The paper is well organized. Most of the examples are appropriate.

A C paper displays a reasonable understanding of the material. Treatment of the topic is general and lacks detail. Concepts are defined and not linked to examples. The work may contain a few major and or minor grammatical errors.

A D paper demonstrates lack of clear understanding of the topic and a weak grasp of the material. Concepts are not defined, or defined incorrectly, or not linked to illustrative examples, or no concepts are given and the paper is merely a description. Reads poorly and contains major and minor grammatical errors.

Technical Guidelines for ALL Written Assignments
Response to Article & Reflection/Concepts Paper

- Cheating/plagiarism will not be tolerated and at minimum will be recognized by a grade of “F” on the assignment and will be reported to Dean of Students immediately. You must reference any and all ideas which are not your own. If you are unclear as to what cheating is, review the College conduct policies or ask me.
- Assignments must be typed, double spaced using black font on white background, a 12 font similar in appearance to this one (Times New Roman), and have 1” margins all around.
- Late assignments will not be accepted under any circumstances—don’t ask me to make an exception for you. Plan for those unforeseen problems by starting on your assignments early—I will gladly accept any assignment early, but NO late assignments will be accepted. Computer issues or malfunctions will NOT be an excuse for a late assignment. Plan for things to go wrong and get assignments done early.
- If I cannot open it, it will count as a zero. Be sure attachments are a Microsoft Word document or PDF file and submit it early to ensure I can open it. Typing into an assignment dialog box on Blackboard isn’t recommended for the article and is not allowed for the reflection/concepts paper.

Incompletes
Do NOT ask for an incomplete if you don’t fit the criteria. You must fit all three of the following criteria:
1. A major unforeseen circumstance that can be legally documented
2. Passing work up until the time of the circumstance
3. Only missing a minority of the course work

Dropping or Withdrawal from this Course
As a student, if you do not wish to remain in this course, it is YOUR responsibility to drop this course. You must complete all the necessary paperwork and I will not support late drops due to errors or oversight on your part. You should always consult Admissions and Records to confirm all drop/withdraw deadlines but I show the following currently for this class:

Read this syllabus carefully and use it as a guide for this class!
Deadline to Drop without a W - 4/23/14  
Deadline to Drop (it does put a W on your record) – 5/21/14  
Drop Refund- 4/18/14

Instructor’s Commitment to the Student  
My responsibilities are not only to deliver class content and evaluate students’ performance, but also assist the student with any other facet of his/her educational experience. I encourage you to talk to me if you are having any major problems in school or your personal life and I will try to help you as best I can. Being proactive is the best way to manage issues that may arise during the class.

Grading Policy

100-90% = A  
89-80% = B  
79-70% = C  
69-60% = D  
59% & below = F  

There is no “curve” to the grades in this course. Back up all of your work on the computer. Save all of your work until your grade for this class is posted to your record. If you decide you do not want to continue in this class, it is your responsibility to drop the class prior to the drop date. Failure to do so will result in a grade of “F” in the class.
COC Statement and Policy on Academic Integrity and Plagiarism
Approved by Academic Senate in May, 2010

Statement on Academic Integrity at College of the Canyons
Students are expected to do their own work as assigned. At College of the Canyons, we believe that academic integrity and honesty are some of the most important qualities college students need to develop and maintain. To facilitate a culture of academic integrity, College of the Canyons has defined plagiarism and academic dishonesty. Due process procedures have been established when plagiarism or academic dishonesty is suspected.

At COC, we define plagiarism as follows: Plagiarism is the submission of someone else’s work or ideas as one’s own, without adequate attribution. When a student submits work for a class assignment that includes the words, ideas or data of others, without acknowledging the source of the information through complete, accurate, and specific references, plagiarism is involved. This may include dual submissions of a similar work for credit for more than one class, without the current instructor’s knowledge and approval.

To be specific, below are some of the situations that will be considered plagiarism at COC:

- Use information from any source, online or in print, in one’s own writing without acknowledging the source in the content and in the reference page of the assignment;

- Simply list the sources in the reference page, without parenthetical citations in the body of the essay;

- Take more than one printed line of words consecutively from the source without putting quotation marks around them, even though the student has put the author’s name in the parentheses or in the reference page;

- Turn in work done for other classes, regardless how big or small the assignment may be, without the current instructor’s approval—this is considered “self-plagiarism,” which is a form of academic dishonesty; or,

- Turn in work by another student, even by accident.

In addition, COC has strict rules against using electronic devices during exams without the instructor’s approval. To be specific, absolutely no cell phones or any electronic devices can be on the desk or in sight during test or exam without the instructor’s approval. The presence of electronic devices in sight during exams may be considered as intention to cheat and will be processed as a form of academic dishonesty.

Cases of alleged academic dishonesty, such as plagiarism or cheating, will be referred to the Dean of Student Services for investigation. See your syllabus for course specific policies, rules, and guidelines on plagiarism and academic dishonesty.

Read this syllabus carefully and use it as a guide for this class!
Sociology 101 – Spring 2014 – 100% Online – Short-Term: Course Calendar

The chapters listed should be completed (i.e. read and reviewed) by the quiz date to stay on track. The quiz dates are action items and must be completed as outlined in the syllabus.

Getting behind in the reading will be devastating to your success.

<table>
<thead>
<tr>
<th>Available</th>
<th>Due* (by 11:59pm)</th>
<th>Chapter(s)/Assignments/Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/14/14</td>
<td>4/15/14</td>
<td>Syllabus Quiz &amp; Check to ensure you can open your My Canyons COC Email (this will be used for class communications)</td>
</tr>
<tr>
<td>4/14/14</td>
<td>4/16/14</td>
<td>Quiz: Chapter 1 – The Sociological Perspective</td>
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<tr>
<td>4/14/14</td>
<td>4/19/14</td>
<td>Quiz: Chapter 2 – Doing Sociology: Research Methods</td>
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<tr>
<td>4/14/14</td>
<td>4/22/14</td>
<td>Quiz: Chapter 3 - Culture</td>
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<td>4/14/14</td>
<td>4/25/14</td>
<td>Quiz: Chapter 4 – Socialization &amp; Development</td>
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<tr>
<td>4/21/14</td>
<td>4/28/14</td>
<td>Quiz: Chapter 5 – Social Interaction</td>
</tr>
<tr>
<td>4/28/14</td>
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<td>Article Reading from Blackboard: “Meanwhile Backstage: Behavior in Public Bathrooms” Article Discussion Questions due via Assignment Tab</td>
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<tr>
<td>4/21/14</td>
<td>5/1/14</td>
<td>Quiz: Chapter 6 – Social Groups and Organizations</td>
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<tr>
<td>4/21/14</td>
<td>5/6/14</td>
<td>Quiz: Chapter 7 – Deviant Behavior and Social Control</td>
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<td>5/1/14</td>
<td>5/9/14</td>
<td>Quiz: Chapter 8 – Social Class in the United States</td>
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<td>5/1/14</td>
<td>5/12/14</td>
<td>Quiz: Chapter 9 – Global Stratification</td>
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<td>5/1/14</td>
<td>5/16/14</td>
<td>Quiz: Chapter 10 – Racial and Ethnic Minorities</td>
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<td>5/8/14</td>
<td>5/19/14</td>
<td>Quiz: Chapter 11 - Gender Stratification</td>
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<td>5/21/14</td>
<td></td>
<td>Reflection/Concepts Paper optional ROUGH DRAFT DUE</td>
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<tr>
<td>5/12/14</td>
<td>5/22/13</td>
<td>Quiz: Chapter 12 – Marriage and Changing Family Arrangements</td>
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<tr>
<td>5/25/14 – 5/26/14</td>
<td></td>
<td>HOLIDAY: Memorial Day</td>
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<tr>
<td>5/12/14</td>
<td>5/27/14</td>
<td>Quiz: Chapter 13 - Religion</td>
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<tr>
<td>5/20/14</td>
<td>5/30/14</td>
<td>Quiz: Chapter 14 – Education</td>
</tr>
<tr>
<td>5/30/14</td>
<td></td>
<td>REFLECTION/CONCEPTS FINAL DRAFT DUE</td>
</tr>
<tr>
<td>5/20/14</td>
<td>6/2/14</td>
<td>Quiz: Chapter 15 – Political and Economic Systems</td>
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<tr>
<td></td>
<td>6/2/14</td>
<td>FINAL DAY TO POST ON DISCUSSION BOARD</td>
</tr>
<tr>
<td>5/24/14</td>
<td>6/5/14</td>
<td>Quiz: Chapter 16 – Health and Aging</td>
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*Please note that the due dates mean that the task is completed by 11:59pm that day (Pacific Time).

To be successful- PLAN YOUR TIME WISELY. As a distant learner, it is your responsibility to ensure that you stay on track with readings, post to the discussion board, and ensure that your reflection paper is on-track. Be sure to leave plenty of time to also read the article. Early on in this class set-aside time to study for your quizzes and give this class the time it deserves.

Read this syllabus carefully and use it as a guide for this class!