



FLORIDA  
ATLANTIC  
UNIVERSITY

## COURSE CHANGE REQUEST Undergraduate Programs

Department Sociology  
College Arts and Letters

UUPC Approval 12/4/23  
UFS Approval \_\_\_\_\_  
SCNS Submittal \_\_\_\_\_  
Confirmed \_\_\_\_\_  
Banner Posted \_\_\_\_\_  
Catalog \_\_\_\_\_

**Current Course Prefix and Number** SYG 2010

**Current Course Title**  
Social Problems

*Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

**Change title to:**

**Change description to:**

**Change prefix**

From: To:

The development, analysis, and treatment of social problems. Crime, poverty, prejudice and discrimination, pollution and environmental despoliation, and drug abuse and mental illness. Emphasizes factors in US society that cause social problems.

**Change course number**

From: To:

**Change credits\***

From: To:

**Change prerequisites/minimum grades to:**

**Change grading**

From: To:

**Change WAC/Gordon Rule status\*\***

Add  Remove

**Change corequisites to:**

**Change General Education Requirements\*\*\***

Add  Remove

**Change registration controls to:**

\*See Definition of a Credit Hour.  
\*\*WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.  
\*\*\*GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

**Effective Term/Year for Changes:** Fall 2024

**Terminate course? Effective Term/Year for Termination:**

**Faculty Contact/Email/Phone** Greg Lukasik/glukasik@fau.edu

**Approved by**

**Date**

Department Chair Ann Branaman

11/6/23

College Curriculum Chair [Signature]

11/13/23

College Dean [Signature]

11/14/23

UUPC Chair Korey Sorge

12/4/23

Undergraduate Studies Dean Dan Meeroff

12/4/23

UFS President \_\_\_\_\_

Provost \_\_\_\_\_

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**FLORIDA ATLANTIC UNIVERSITY**  
**SOCIOLOGY DEPARTMENT**  
**Fall 2024**

**Social Problems – SYG 2010**

CRN: 13313; Section 001 (3 credits)  
WF 9:30pm - 10:50am, GS 115  
Instructional Method: In-Person Lecture

**Instructor: Dr. Greg Lukasik**

**Office Location: CU 266**

**Office Hours (via WebEx): M 11 – 2pm, WF 8 – 9:30am; WF 1-2 pm**

**Phone Number: 561-297-0815**

**Email: [glukasik@fau.edu](mailto:glukasik@fau.edu)**

**Video Conferencing Tool: WebEx (for office hours only)**

**Course Prerequisites:** none

**Requirements met:** This course counts as a “Foundation of Society and Human Behavior” course in the university Intellectual Foundation Program (IFP).

**Course Description:**

This course focuses on the development, analysis, and treatment of social problems. Crime, poverty, prejudice and discrimination, pollution and environmental despoliation, and drug abuse and mental illness. Emphasizes factors in US society that cause social problems.

This course is designed to engage students with current debates regarding various social problems from a sociological perspective. In this class students will be discussing and analyzing social problems ranging from racial, gender, and class inequality, to issues associated with aging, crime, population growth, and others. We will also be taking a close look at our economic and political systems and will discuss issues associated with urbanization and work. The analysis of social problems in this class will be informed by sociological theories as well as empirical evidence (including government statistics, case studies, and news reports).

The sociological perspective suggests that to understand society’s problems we need to look beyond explanations that focus on personal attributes of the affected individuals and, instead, pay more attention to social institutions, political processes, and the system of societal values and beliefs (so-called “system-blame” approaches). In this course we will attempt to understand how social problems arise, why they persist, who is mostly affected, and how we can solve them by looking at the structural, institutional, and power arrangements in society. While the focus of this course is on social problems in the U.S.,

selected issues will be discussed and analyzed from a broader, global, comparative perspective.

### **Course Objectives:**

This course is part of the Intellectual Foundations Program at FAU. The Intellectual Foundations Program (also called the core or general education curriculum) is based on the idea that higher education should go well beyond the preparation of individuals for demanding careers in their chosen fields. It should also provide broad intellectual enrichment through systematic exposure to a diversity of academic experiences. The purpose of the general education curriculum in this endeavor is to develop the intellectual skills, habits of thought, ethical values, and love of learning that transcend the choice of major. These are the hallmarks of educated men and women capable of meeting effectively the social, political, and economic challenges of contemporary life. Perhaps at no other time in history has a well-rounded, inquiring intellect been more important and useful than in the world of rapid technological change and ever increasing globalization in which we now live. Thus, the mission of a comprehensive university education is to produce graduates who can intelligently analyze information, appreciate diverse peoples and ideas, and adapt to change through the self-motivated acquisition of new knowledge. Consequently, the FAU general education curriculum is a carefully devised program that draws on many subject areas to provide and reinforce essential skills and values from different points of view. It equips students with the academic tools they will need to succeed, not only as undergraduates in their degree programs but also as responsible citizens in a complex world. The courses that comprise the FAU general education curriculum combine to develop:

1. Knowledge in several different disciplines;
2. The ability to think critically;
3. The ability to communicate effectively;
4. An appreciation for how knowledge is discovered, challenged, and transformed as it advances; and
5. An understanding of ethics and ethical behavior.

This course will contribute particularly to goals three and four of the core curriculum. It will complement the other courses that you take as part of your general education. At FAU, the Intellectual Foundations Program of general education has six different components. This course meets the requirement for study in the social sciences that introduce students to the disciplines studying the foundations of society and human behavior (6 credit hours; two courses from two different departments).

Sociology is one of the core social sciences. The social sciences examine the forms of social activity. They study the social behavior of individuals and organizations, the structure of organizations and institutions, and the organization of society. Social science deals with such things as the formation of attitudes; how institutions develop, function, and change; how technology transforms society and social institutions; how societies change the environment and respond to environmental change; the relationships between individuals and society; and matters of race, gender, and class.

This course will teach students to understand the complexities of human and societal behavior, to predict future behavior, and to understand the consequences of behavior.

After you have taken this course and at least one other course in the Foundations of Society and Human Behavior section of the Intellectual Foundations program, you will:

1. Be able to identify patterns of human behavior;
2. Demonstrate an understanding of how political, social, cultural, or economic institutions influence human behavior;
3. Understand key social science methods and the theoretical foundations behind these methods;
4. Be able to apply social science methods to the analysis of social, cultural, psychological, ethical, political, technological, or economic issues or problems.

This course will contribute significantly to your ability to do all of these. In addition, it upon the completion of the course students should be able to:

1. Describe various social problems, their extent, and human costs.
2. Critically assess and analyze (through discussion as well as through writing) various problems from a sociological perspective using theories discussed in class.
3. Independently conduct research regarding selected social problems using library databases and other resources.

This, of course, will entail a development of healthy skepticism regarding oversimplified explanations of human behavior as well as questioning the objective reality as constructed by the mainstream modes of knowledge.

## Disclaimer

\*\*One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.\*\*

My philosophy of teaching: "It is not my job to tell you what to think. It is my job to give you things to think about."

## Instructional Method

This class is designated "In person." This means that there is no online option, and all class meetings will be conducted face-to-face. There are no recordings of any lectures in this course.

While lectures will be the main component of the course, I hope that students' participation will enhance the active learning process and make the course more interactive and less formal. In addition to lectures and Discussion Board, I intend to use videos, PowerPoint presentations, and other sources to enhance the overall student experience in the classroom and contribute to better understanding of the material. Sometimes my lectures will cover material not discussed in the textbook, but you are still responsible for this material. I expect everyone to attend online lectures having read the assignment indicated on the syllabus. In this course I will be posting announcements, lecture outlines, and exam study guides onto **Canvas**.

## Attendance Policy

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

## Required Materials:

**Textbook:** Macionis, John, J. 2020. Social Problems. 8<sup>th</sup> Edition. New York: Pearson Education, Inc.

Additional short readings may be required. They will be posted on **Canvas** and/or emailed to students directly.

**Revel.** The textbook comes with a learning software called Revel that will be used by students to complete graded section and chapter quizzes (see Course Requirements section below for details). The textbook (paper or electronic version) with **Revel access code** can be purchased from the FAU bookstore or directly from Pearson (see below).

## Directions for purchasing Revel access code and the textbook and creating Revel account:

#1 Go to **Canvas** and click on **Pearson Revel** to purchase your Revel access code and textbook

#2 If you HAVE had a Pearson account before, enter your old Username & Password, and Click "Sign In". If you have never had a Pearson account, click "Create an Account" and fill out all of the required information; Then Click "Create an Account" at the bottom of the page.

#4 You will now see your course listed in your REVEL account. Click on the picture of your course.

#5 Purchase a 12-month subscription for \$69.00 from REVEL and if you want the loose-leaf text sent to you it is an additional \$19.99

After completing the above, you'll have access into your REVEL eTextbook!

### **Helpful information:**

Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.

**HAVING PROBLEMS WITH REVEL?** PLEASE USE THE WEB ADDRESS BELOW TO RECEIVE TECH SUPPORT

<https://support.pearson.com/getsupport/s/contactsupport>

- 1) Fill out all required fields, including which Pearson product they are using, type of issue encountered, and brief description
- 2) Fill out personal details and contact information
- 3) Once steps 1 and 2 are completed, students will be given a case number to reference, support phone number, and chat feature
- 4) Call support number and reference their case number, or use chat feature for virtual assistance

For other issues with your Pearson products (**lost username and password, refunds, extension of temporary access, speak to someone at customer support, etc.**) click on the **Student Support Document** located on Canvas.

### **Evaluation Method:**

- 1) **STUDENT INTRODUCTION AND SYLLABUS QUIZ.** Students will be asked to post a short 2-5 minutes long video introduction telling something about themselves (3 things that I like and anything else they want to share with the class) and take a short quiz on the content of the syllabus. **Four percent** of the course grade comes from a short student introduction and the syllabus quiz.
- 2) **EXAMS.** There will be **three** exams in this course, each worth **18 percent** of your final grade. All exams are based on material discussed during online lectures, as well as the videos and readings from your textbooks and other sources. None of the exams is cumulative.

- 3) **WRITING ASSIGNMENTS.** Two writing assignments (2-3 page long, single space) will count for **14 percent** of your grade (each writing assignment is worth 7 percent of your grade). You must submit the assignment through the Assignments link in Canvas on or before the due date. The deadline for assignment submission may be extended for students who provide documentation that they were unable to submit the assignment due to extraordinary circumstances (hospitalization, death in the family, etc.). Detailed instructions for each assignment will be posted in Canvas under **Assignment Guidelines** link. **10 points penalty will be applied for each day the submission is past due.**
- 4) **DISCUSSION BOARD. (10 percent of your course grade).** As part of the course assignments, you will be asked to post an original submission to the discussion board and reply to at least **two** other students' posts with a substantive response. There will be four DB this semester. A substantive post adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. You are required to consult at least one external source (a newspaper article, a journal article, a documentary, etc.) Full sentences, proper spelling, source citations, etc., are expected. Ensure that postings contain detailed response to the question. Avoid unnecessary and/or lengthy quotations; do not plagiarize, cite references. The **minimal length** for the original post is **300 words** and **100 words** for each response.
- All original posts for each module discussion board must be **submitted by 11:59pm, EST, on Thursday. Responses to peers are due at 11:59pm, EST, on Sunday. Late discussion posts** will be accepted only under extraordinary circumstances (for example, prolonged and **documented** illness/hospitalization).
- 5) **REVEL QUIZZES.** Your textbook in this course comes with a software package called **Revel** that contains **section and chapter quizzes**. You will have approximately one to two weeks to read each chapter assigned for this course and complete the quizzes associated with the chapter. You have to complete the reading and the quizzes by the **deadline listed online**. Students who fail to complete any of the chapter quizzes due to extenuating and documented circumstances (hospitalization, death of a family member) will be given extension upon request. These quizzes are worth **10 percent** of your final grade. The due dates for revel quizzes are listed in **Canvas** (click on **Revel** link to access the **due dates** for each quiz)
- 6) **ATTENDANCE.** I will take attendance randomly throughout the course. Attendance will be worth **8 percent** of your course grade.

## Missed Exams

If you know you must miss a test, you may take the exam at a pre-arranged time. Any student who fails to complete an exam will receive a grade of zero. Make-up exams are only given for **valid reasons** (documentation is required). Make-up exams must be taken within one week after the scheduled exam date (some exceptions may apply).

## **Policy on Makeup Tests, Late Work, and Incompletes (if applicable)**

Make up assignments (tests, quizzes, discussion board posts, papers) are allowed only for students who miss the deadline for any of these assignments due to valid reasons (hospitalization, university sponsored events, death in the family, etc.). Students must provide documentation to be allowed to make up an assignment. Students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors will allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation will be made for students participating in a religious observance. Grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

## **Special Course Requirements**

None

## **Classroom Etiquette Policy**

Use of electronic equipment by students during lectures is disruptive and distracting to other students. Therefore, the use of cell phones, laptops, tablets, and other electronic devices during lectures is strictly prohibited. If a student must make a phone call, student must leave the classroom quietly. Use of laptops, tablets, and other electronic devices is prohibited with the exception of typing lecture notes. Students registered with the Student Accessibility Services (SAS) may use electronic devices they need in the classroom upon submission of the SAS accommodation form.

## **Policy on the Recording of Lectures**

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.



## Late Work Policy:

Some scheduled activity (in a category formally recognized by the University) may be a reason why you should be permitted to make up any work that you missed. This includes activities like jury duty, University-sponsored activities (athletics, Model UN, etc.), or religious observations. You know about this kind of activity in advance, so you must contact me in advance to ask for extensions on deadlines. You will need to document the activity, except for religious observance. You also will need to explain why you can't do the activity earlier or later in the week. You may also qualify for an extension of a deadline if some unexpected event makes it impossible for you to meet the deadline. The most common such event is a serious illness; the next most common is a death in the family or in your friendship group. (Please keep in mind that I may request documentation for any request for late submission of work without penalty.)

## I will NOT offer extra credit work

### Grading:

93% - 100% = A	77 – 79 = C+	60 – 62 = D-
90 – 92 = A-	73 – 76 = C	Below 60% = F
87 – 89 = B+	70 – 72 = C-	
83 – 86 = B	67 – 69 = D+	
80 – 82 = B-	63 – 66 = D	

## Office Hours and Assistance:

I encourage you to come to my virtual office hours to discuss any problems, questions, or suggestions related to the class or to your performance. You must schedule an appointment via Webex to meet with me. If you prefer to meet with me in my office, please make an appointment. I prefer that you wear a face mask when meeting me in my office. If you cannot make my office hours, please let me know and we can make an appointment at a different time. If you need to email me, in your email you must make sure you **include your name, the name of the class, and the class time** in order to receive a response. I will generally respond to emails within 24 hours during the week. Email responses will generally take longer during the weekends.

## GTA Information

There is no GTA assigned to this course.

## Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. Caps provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and

maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **Students with Disabilities**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures.

## **The Center for Teaching and Learning (CTL)**

The University's Center for Teaching and Learning (CTL) offers resources that students may find helpful in improving their study skills and facilitating academic success. Their website is <http://www.fau.edu/ctl> I encourage you to visit this website and to make use of its many valuable resources, including especially "Tips for Success and Academic Resources"

<http://www.fau.edu/ctl/TipsForSuccessAndAcademicResourcesStudentResources.php>

## **Code of Academic Integrity:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other student. Academic integrity is also destructive of university community, which is grounded in the system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

I expect all students to complete their work honestly and independently. Harsh penalties are associated with academic dishonesty. Any failure to comply with the honor code may be the basis for a grade of F in the course. For more information see the Code of Academic Integrity in the University Regulations available at

[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

The FAU Code of Academic Integrity describes the expectations for students' ethical academic conduct and the procedures for charging a student with a violation of the Code. It also outlines the procedures for students to appeal such charges.

Examples of academic dishonesty include, but are not limited to, the following:

### **(A) Cheating**

- i. The unauthorized use of notes, books, electronic devices or other study aids while taking an examination or working on an assignment.
- ii. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
- iii. Having someone take an exam or complete an assignment in one's place.

iv. Securing an exam, receiving an unauthorized copy of an exam or sharing a copy of an exam.

(B) Plagiarism

i. The presentation of words from any other source or another person as one's own without proper quotation and citation.

ii. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.

iii. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.

(C) Other Forms of Dishonesty

i. Falsifying or inventing information, data or citations.

ii. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.

iii. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.

iv. Any other form of academic cheating, plagiarism or dishonesty.

## Syllabus Changes:

I reserve the right to make changes in the syllabus as deemed necessary. I will announce these changes during class meetings and post announcements in Canvas.

## Course Outline:

### DB = Discussion Board Posts

Week	Dates	Topic
1	Aug. 22-28	Introduction or what will happen in this course? ☺ Ch.1 Studying Social Problems
2	Aug.29 – Sep.4	Ch.1 Studying Social Problems <b>DB 1 due Sep.4; Student Introduction due Sep.5</b>
3	Sep.5 – 11	Ch.2 Economic Inequality <b>Syllabus Quiz due Sep.11</b>
4	Sep.12 – 18	Ch.2 Economic Inequality <b>DB 2 due Sep.18</b>
5	Sep. 19 – 25	Ch.3 Racial and Ethnic Inequality
6	Sep.26 – Oct.2	Ch.3 Racial and Ethnic Inequality <b>DB 3 due Oct.2</b>

**Exam 1, Monday, Oct.5 (ch.1-3)**

7 Oct.3 – 9 Ch.4 Gender Inequality

8 Oct.11 – 16 Ch.5 Sexuality  
**DB 4 due Oct.16**

9 Oct.18 – 23 Ch.6 Aging Inequality

**Paper 1 Due Oct.23**

10 Oct.24 – 30 Ch.7 Crime, Violence, and Criminal Justice

11 Oct.31 – Nov.6 Ch.7 Crime, Violence, and Criminal Justice

12 Nov.7 – 13 Ch.11 Economy and Politics

**Exam 2, Wednesday, Nov.9 (ch.4-7)**  
**Veterans 'Day, Friday, Nov.11 = No class**

13 Nov.14 – 20 Ch.12 Work and the Workplace

**Paper 2 due Nov.20**

**14. Nov.24-27 Thanksgiving Break = No class**

15. Nov.28 – Dec.3 Ch.16 Population and Global Inequality

15 **Final Exam Dec.14 (Wednesday), 7:45am to 10:15am (Ch.11, 12, 15, 16)**

**Exams** will be conducted online via the **Quizzes** link on Canvas. Students must complete a **Practice Test** prior to taking both exams to test their computers/laptops' compatibility and connectivity.

**Once you register for Revel, you will see the Due Dates for the Revel Chapter and Section Quizzes.** (Click on the **Pearson Revel** link in Canvas to register)

**Important**: you must complete both the section and the chapter quizzes for each chapter **before the due date** to receive full credit. Extension of the due date will be provided only for students with valid and documented reasons (unexpected events such as death in the family or hospitalization). No extension will be granted for students participating in

scheduled events (FAU sponsored athletic competition, military service) since students can plan accordingly and complete the assigned quizzes ahead of time.

## Religious Accommodations

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs.

## Missing Test Scores

**Students are responsible for checking whether all tests scores have been posted in Canvas.** Students who have taken all tests but whose test score have not been posted Canvas must inform the instructor about such occurrences immediately so an appropriate action can be taken (locating the missing grade, scheduling a makeup test, etc.). Failure to report a missing grade may result in a lower grade or even a grade of F for the semester.

## Grade of Incomplete

Students who have not finished all the requirements of the course prior to the end of the semester due to unexpected event (hospitalization, death in the family, etc.) may request a grade of “incomplete” or “I”. Students must contact the instructor with such a request in a timely fashion and prior to the date that the grades are due. Requests submitted at the last minute may not receive consideration. Any requests for a grade of “I” must be accompanied by proper documentation (for example documentation of hospitalization) that is required by the university.

**IMPORTANT: The instructor will be conducting every single class meeting.**