Texas A&M University Central Texas
SOCI 3308
Deviant Behavior
Fall 2020

Professor: Michelle Dietert, PhD
Office Location: HH 204A
Office Hours: There will be no face-to-face office hours. Email is the best way to contact me. Or if you prefer, you can make an appointment with me through Canvas via WebEx.
E-mail: dietert1@tamuct.edu
Class Location and Time: Online from August 24 – December 11 (16 weeks)
Use this link to access this course: This course is a 100% online course and uses the TAMUCT Canvas Learning Management System: [https://tamuct.instructure.com]

Required Texts


For Referencing (Required)


Course Description

An examination of the factors and conditions leading to behaviors that violate and deviate from fundamental social values. The relationship of personal and social maladjustment is addressed in relation to the various theories of deviant behavior.

Course Objectives

1. Understand the nature of deviant behavior.
2. Identify and understand current perspectives and theories on deviant behavior.
3. Describe and understand the social organization and forms of deviance, including violent behavior, white collar crime, drug and alcohol deviant behavior, sexual deviance and suicide.
4. To develop critical thinking skills by integrating a “sociological perspective” into your oral and written communications.

Class/Instructor Policies

Taking a Sociological Perspective: I encourage questions and discussion concerning course material and sharing personal observations and experiences. However, since you are enrolled in a sociology course, the main goal is to utilize a sociological perspective. This means that you should try to analyze various topics with an objective point of view. Objective point of view
means looking through the lens of sociology. How does sociology utilize objectivity, you might be asking? Sociology is a social science – qualitative and quantitative research techniques are used to collect data about the social world. Sociologists must always strive to maintain an objective outlook when observing the social world. Therefore, in this course, you will be challenged to look within the layers of a social phenomenon or put another way, to look beyond what you see on the surface. In addition, you will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. As a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

The role of the instructor is to present critical ideas, to offer an analytical framework for understanding the course material, to work with students in providing an inspiring learning environment, and to provide and receive constructive feedback. It is not the instructor’s role to tell the student what to think. The student’s responsibility is to read the readings with a critical mind, to question, to complete assignments on time, to participate in the exchange of ideas, and to work toward an inspiring learning environment. It is the responsibility of all of us to create a safe learning environment free of racism, sexism, classism, ageism, ableism, homophobia, transphobia and heterosexism.

Late Work: When you are turning in assignments, your work must be uploaded in Canvas at the specified due date and time. I will not accept that assignment through email. However, if you are having an issue with an assignment, let me know ahead of time and I will do what I can to accommodate you.

Additional Help: If you need additional help on assignments, papers, or any materials covered in class, please do not hesitate to contact me. The best way to get in touch with me is through email.

Incomplete Grades: I DO NOT GIVE OUT INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS.

Posting of Grades: Normally, I grade on most weekends. My goal is to grade your assignments the same week that they are turned in, if possible. If I am running behind, I will send out an email letting students know the status of their assignments. Because I expect all students to improve on each writing assignment as they progress through the semester, I strive to get your grades with comments to you as soon as I can.

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.
COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- **Face Coverings**—Face coverings must be worn inside buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case-by-case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

  - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.
WARRIOR SHIELD
Emergency Warning System for Texas A&M University-Central Texas
WARRIOR SHIELD is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Academic Integrity
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].
If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

If you do plagiarize, I will 1) fail you for the assignment and/or the course, and 2) initiate an Academic Dishonesty action against you.

Academic Accommodations
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]
Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

Drop Policy.

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web. [https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.
Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center
The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].
For Fall 2020, all reference service will be conducted virtually. Please go to our Library website [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

Behavioral Intervention
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing
A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support
For log-in problems, students should contact Help Desk Central 24 hours a day, 7 days a week
Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.
911 Cellular:
Emergency Warning System for Texas A&M University – Central Texas
911 Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911 Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Course Requirements

1. Postings (11 Postings x 13 points each = 143 total points):
   - You will have 11 postings for this course. For your weekly postings, you will take something interesting that you found from the readings for that week and post this information to your classmates. In your tentative course schedule below, you will find which chapters that we are covering for the week. You will receive a total of 13 points for providing a substantive post, responding to three classmates, presenting good writing skills and adhering to deadlines.
   - Weekly posts will open up on Mondays at 8:00am and close on Fridays at 11:59pm. Your main posting will be due by Wednesday evening at midnight. If your main posting is not submitted on time, you will not earn all points. Additionally, you will have until Friday at midnight to complete all replies to at least three classmates.
   - On the weeks that you have exams (weeks 4, 8, 12, and 16), you will not have to complete postings. I want you all to focus on your readings and preparing for your exam.
   - Your postings will cover material from your readings. Since the postings cover your readings, I would like you all to use your book as a reference. I do not want information cut/pasted from the internet such as Wikipedia. If you do so, you will not earn points for that posting.
   - Whenever you post, I also want you to reference using ASA. Remember that anytime you take information from a source (either directly quoting or paraphrasing), you must reference even if you are doing so in a posting.
   - All posts must be substantive and demonstrate to me that you have done all the reading associated with the discussion. In order to get full credit for your individual post, you must answer each question that I pose to you. In order to get the points in responding to your classmates, you must put thought and effort into your response. A thin answer such as “I totally agree with you” or “That was a really cool post” will not be considered for credit.

2. EXAMS (4 exams = 275 points): You will have four exams in this class. You will have 1.5 hours to complete each exam. Also located in your tentative course schedule below, the following are the specifics about each exam:
• EXAM 1 (70 multiple choice) – Covers Part I and II of your textbook. The exam is available to complete from Friday September 18th at 8:00am until Saturday September 19th at midnight.

• EXAM 2 (65 multiple choice) – Covers Part III and IV of your textbook. The exam is available to complete from Friday October 16th at 8:00am until Saturday October 17th at midnight.

• EXAM 3 (70 multiple choice) – Covers Part V and VI of your textbook. The exam is available to complete from Friday November 13th at 8:00am until Saturday November 14th at midnight.

• EXAM 4 (70 multiple choice) – Covers VII and VIII from your textbook. The exam is available to complete from Monday December 7th at 8:00am until Thursday December 10th at midnight.

3. Essays (4 essays X 25 points each = 100 total points)
   • You are required to write and turn in a total of four essays. Each paper should be no less than 500 words. The due dates and questions are included below. When you write your essays, you will organize your dialog using an introduction, body and conclusion format. In the introduction paragraph, you want to introduce the topic and tell the reader what you will cover in the body of your essay. Those points will make up the body of your essay, using paragraphs where appropriate. Finally, you will provide a conclusion paragraph bring back your main thesis full circle. I’ll be looking for good writing skills. (See grading rubric at the end of this syllabus for specific details on how I will grade your papers.)
   • For these papers, you are required to use 12 point font in Times New Roman. Please double-space your papers. When referencing, you must use ASA referencing style.
   • You must also reference within the text of the essay in order to support your dialog. You do not need to over-reference but you do want to reference something. Anytime that you take information from your book whether you are paraphrasing and/or directly quoting, you must reference. See some samples on referencing located at the end of your syllabus.

The following are the questions with due dates:

1. Describe the function(s) of boundary maintaining for a community. How are boundaries maintained and why is this important for a social group? What if any is the downside to this social process? (Chapter 1) Essay 1 Due by Friday September 4th at midnight

2. Discuss the various roles and stages connected with participant observation and investigative field research, drawing on the Adler article. Do you agree that only research of this type can produce valid and reliable knowledge of social deviance? Why or why not? (Chapter 14) Essay 2 Due by Friday October 2 at midnight

3. Discuss the process of developing a “fat identity” as presented by Degher and Hughes in their study. What do you see as the major advantage of viewing the issue of obesity in this way? Explain. (Chapter 23) Essay 3 Due by Friday October 30 at midnight
4. In what ways do iDollators in Herman-Kinney et al.’s study differ from the stereotypical portrayal of “doll lovers” as creeps and perverts? To what extent do celebrities who have come out as iDollators (e.g., Howard Stern, Charlie Sheen, etc.) help the cause? Explain and provide examples. (Chapter 40) Essay 4 Due by Friday November 20th at midnight

**GRADING RUBRICS FOR COURSE REQUIREMENTS CAN BE FOUND AT THE END OF YOUR SYLLABUS**

**Grading Scale**

A = 466 – 518 (Excellent)  
B = 372 – 465 (Better than Average)  
C = 260 – 371 (Average)  
D = 155 – 259 (Below Average)  
F = 154 and below (Failing)

**Tentative Course Schedule**

**WEEK 1: Course Introduction**  
Monday August 24 - Sunday August 30

Readings  
- General Introduction  
Posting 1

**WEEK 2: Defining Deviance**  
Monday August 31 – Sunday September 6

Readings  
- Part I  
  - Chapters 1 and 2  
Posting 2

Essay 1 Due by Friday September 4th at midnight

**WEEK 3: Three Perspectives and Theories of Deviance**  
Monday September 7 – Sunday September 13

Readings  
- Part I  
  - Chapters 3, 4, 5  
- Part II  
  - Chapters 6, 7  
Posting 3
WEEK 4: Theories of Deviance cont., Exam 1
Monday September 14 – Sunday September 20

Readings
- Part II
  - Chapters 8, 9, 10, 11

NO POSTING

EXAM 1 – Covers Part I and II of your textbook. The exam is available to complete from Friday September 18th at 8:00am until Saturday September 19th at midnight.

WEEK 5: Studying Deviance
Monday September 21 – Sunday September 27

Readings
- Part III
  - Chapters 12, 13, 14

Posting 4

WEEK 6: Constructing Deviance
Monday September 28 – Sunday October 4

Readings
- Part IV
  - Chapters 15, 16, 17

Posting 5

Essay 2 Due by Friday October 2 at midnight

WEEK 7: Constructing Deviance cont.
Monday October 5 – Sunday October 11

Readings
- Part IV
  - Chapters 18, 19, 20

Posting 6

WEEK 8: Constructing Deviance cont., Exam 2
Monday October 12 – Sunday October 18

Readings
- Part IV
  - Chapters 21, 22

NO POSTING

EXAM 2 – Covers Part III and IV of your textbook. The exam is available to complete from Friday October 16th at 8:00am until Saturday October 17th at midnight.
WEEK 9: Deviant Identity  
Monday October 19 – Sunday October 25

Readings
- Part V
  - Chapters 23, 24, 25, 26, 27, 28

Posting 7

WEEK 10: Deviant Identity cont.  
Monday October 26 - Sunday November 1

Readings
- Part V
  - Chapters 29, 30, 31, 32, 33

Posting 8

Essay 3 Due by Friday October 30 at midnight

WEEK 11: The Social Construction of Deviance  
Monday November 2 – Sunday November 8

Readings
- Part VI
  - 34, 35, 36

Posting 9

WEEK 12: The Social Construction of Deviance cont., Exam 3  
Monday November 9 - Sunday November 15

Readings
- Part VI continued
  - 37, 38, 39

NO POSTING

EXAM 3 – Covers Part V and VI of your textbook. The exam is available to complete from Friday November 13th at 8:00am until Saturday November 14th at midnight.

WEEK 13: Structure of the Deviant Act  
Monday November 16 – Sunday November 22

Readings
- Part VII
  - 40, 41, 42, 43, 44

Posting 10

Essay 4 Due by Friday November 20th at midnight
WEEK 14: Holiday Week  
Monday November 23 – Sunday November 29

WEEK 15: Deviant Careers  
Monday November 30 – Sunday December 6

Readings
- Part VIII
  - 45, 46, 47, 48, 49

Posting 11

WEEK 16  
Monday December 7 – Friday December 11

EXAM 4 – Covers VII and VIII from your textbook. The exam is available to complete from Monday December 7th at 8:00am until Thursday December 10th at midnight.

*Professor reserves the right to amend this syllabus at any time.*
ASA Examples Using Adler and Adler (2016)

Referencing Parts From the Text Written by the Editors:

The Adler and Adler (2016) text is a reader. This means that in this book, there are readings from other authors. Adler and Adler (2016) are the editors who in the beginning of each Part of the book provide an introduction. For instance, from page 11 to page 15, Adler and Adler (2016) provide their introduction. If you take information from the introduction, you reference Adler and Adler (2016). Then in your reference page, you reference the entire book like so:


How to list a book in your reference page can be found on page 57 of your ASA guide.

In text, you do the following if directly quoting:

According to Adler and Adler (2016), “When we speak of deviance, we refer to violations of social norms” (p. 11).

OR

According to Adler and Adler (2016:11), “When we speak of deviance, we refer to violations of social norms.”

OR

“When we speak of deviance, we refer to violations of social norms” (Adler and Adler 2016:11).

If you are paraphrasing, you would do the following:

When social norms are violated, most often this is referred to as deviance (Adler and Adler 2016).

OR

According to Adler and Adler (2016), when social norms are violated, most often this is referred to as deviance.

Referencing Your Readings:

If you reference one of the readings, you include the name of the author(s) in the text of your paper and list the reading as a chapter from a book.

So say that you reference the first reading found on page 17 by Kai Erickson (2005). In text, you would say:
According to Erikson (2005), “In each of the three situations he is required to use a different set of criteria to decide whether or not the behavior in question exceeds tolerable limits” (p. 18).

OR

“In each of the three situations he is required to use a different set of criteria to decide whether or not the behavior in question exceeds tolerable limits” (Erikson 2005:18).

OR

According to Erikson (2005:18), “In each of the three situations he is required to use a different set of criteria to decide whether or not the behavior in question exceeds tolerable limits.”

If paraphrasing, you can place (Erikson 2005) at the end of the sentence or say According to Erickson (2005)...

Since you are not directly quoting when you paraphrase, technically you do not need to provide a page number.

Information on all readings can be found at the bottom of the page of each reading. This is where you find the year of publication etc.

If you come across a reading that does not provide the year in which the reading was written, you do the following:

“Positive deviance is a contested term in the sociology of deviance” (Heckert and Heckert N.d.:27).

Or when you paraphrase:

According to Heckert and Heckert (N.d.), positive deviance is sometimes considered to be a contested term.

N.d. stands for “no date.”

In our reference page, the reading should be listed as a chapter from a book found on page 59 of your ASA guide. Using Erikson (2005) as an example, you would do the following in your reference page:


Using Herkert and Heckert (N.d.) you would do the following in your reference page.
# Grading Rubric for Essay Papers

<table>
<thead>
<tr>
<th>Sections</th>
<th>Poor</th>
<th>Minimally Acceptable</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling, Grammar, &amp; Sentence Structure</td>
<td><em>Many</em> spelling, grammar, or sentence structure errors (0 – 2 pts)</td>
<td><em>Some</em> spelling, grammar, or sentence structure errors (3 pts)</td>
<td><em>Few</em> spelling, grammar, or sentence structure errors (4 pts)</td>
<td><em>No</em> spelling, grammar, or sentence structure errors (5 pts)</td>
</tr>
<tr>
<td>Proper Referencing Format (ASA required)</td>
<td>Referencing not used in essay where appropriate (0 - 2 pts)</td>
<td>Minimal use of referencing in essay where appropriate (3 pts)</td>
<td>Good/average use of referencing in essay where appropriate (4pts)</td>
<td>No referencing errors in essay (5 pts)</td>
</tr>
<tr>
<td>Structure and Organization of Essay</td>
<td>Does not clearly develop and organize introduction, body, and conclusion (0-2 pts)</td>
<td>Minimal development and organization of introduction, body, and conclusion (3 pts)</td>
<td>Average development and organization of introduction, body, and conclusion (4 pts)</td>
<td>Accurate development and organization of introduction, body, and conclusion (5 pts)</td>
</tr>
<tr>
<td>Content of Essay</td>
<td>Information and evidence are not accurate, appropriate, and integrated effectively. (0-3 pts)</td>
<td>Information and evidence is minimally accurate, appropriate, and integrated effectively. (4-6 pts)</td>
<td>Information and evidence averagely accurate, appropriate, and integrated effectively. (7-9 pts)</td>
<td>Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (10pts)</td>
</tr>
</tbody>
</table>
## Discussion Rubric

Worth 13 total points

Levels of Achievement

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet Criteria</th>
<th>Needs Improvement</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substantive Response</strong></td>
<td>Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered</td>
<td>2 - 4 points</td>
<td>5 points&lt;br&gt;A substantive response, citing the textbook and demonstrating full understanding of the course content</td>
</tr>
<tr>
<td><strong>Replies to Classmates</strong></td>
<td>No or just one response, with no significant comments to improve the conversation</td>
<td>2 points</td>
<td>3 points&lt;br&gt;Three substantive posts were responded to, with comments advancing the conversation</td>
</tr>
<tr>
<td><strong>Adhering to Deadlines</strong></td>
<td>Substantive response OR replies to others do not meet deadline</td>
<td>1 points</td>
<td>2 points&lt;br&gt;All entries posted by the deadline.</td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>Many spelling, grammar, or sentence structure errors</td>
<td>2 points</td>
<td>3 points&lt;br&gt;No spelling, grammar, or sentence structure errors</td>
</tr>
</tbody>
</table>