

Texas A&M University Central Texas
SOC 3308
Deviant Behavior
Summer 2023

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 a virtual appointment with me through WebEx or Teams. Always feel free to ask me questions. I am always here to help.

E-mail: dietert1@tamuct.edu

Class Location and Time: Online (June 5 – July 29 - 8 weeks)

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

Required Texts

Textbook:

Adler, Patricia and Peter Adler. 2016. *Constructions of Deviance: Social Power, Context and Interaction*. Cengage Learning. (978-1-305-09354-6)

For Referencing (Required)

American Sociological Association. 2022. *American Sociological Association Style Guide (7th)*. American Sociological Association Publisher. (978-0-912764-58-0)

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.

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University Policies/Services

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

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 Warrior Center for Student Success, Equity 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](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct.

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), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

Pregnant and/or Parenting Students Rights and Accommodations

A&M-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit [Student Affairs](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

A&M-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), [<https://www.tamuct.edu/student-affairs/student-counseling.html>], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

Tutoring and Success Coaching

Tutoring and success coaching services are available to all A&M-Central Texas students, both virtually and in-person.

To schedule tutoring sessions or view tutor availability, please contact Warriorcenter@tamuct.edu or visit Warrior Hall, 111.

If you have questions about these or other academic support services or are interested in becoming a tutor, please contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, email us at WarriorCenter@tamuct.edu. You are welcome to visit the Warrior Center at Warrior Hall, suite 212.

Chat live with a remote 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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments) [https://tamuct.libcal.com/appointments]. 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 workspaces, 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](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: For the summer semesters, all University Writing Center (UWC) tutoring services are entirely online. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday through Thursday with additional hours Monday through Thursday nights 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. 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 [WCOOnline](https://tamuct.mywconline.com/) [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari

browsers. Canvas will run on Windows, Mac, Linux, iOS, android, or any other device with a modern web browser. **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/>] by clicking on the “TAMUCT Online Canvas” tile. You will then log in through our Microsoft portal.

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

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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 requires use of the Chrome web browser with their custom plug in installed.

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): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

The Use of Artificial Intelligence (AI)

The use of artificial intelligence (AI) to create, develop, or inspire any work is considered an act of plagiarism and is prohibited. Although AI technology is constantly advancing and exciting, it has no place in education and learning. This is because relying on AI prevents us from learning from our experiences and each other, exercising our creativity, solving problems, and contributing our ideas in an authentic manner. In essence, college is a place for learning, and this particular course is dedicated to enhancing our writing skills, a task that AI is simply incapable of performing.

Embedded in Canvas is turnitin, which detects plagiarism and AI text. If AI is detected for any assignment, you will initially receive a zero. However, I will allow you to resubmit the assignment to earn all possible points. To avoid any issues, I suggest not using AI because doing so will save us both time. If you have any questions, please let me know.

Course Requirements

1. **Postings (7 Postings x 13 points each = 91 total points):**
 - 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 (Parts) 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.**
 - 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.
 - 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.
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 Thursday June 15th at 8:00am until Sunday June 18th at midnight.**
 - **EXAM 2 (65 multiple choice) – Covers Part III and IV of your textbook. The exam is available to complete from Thursday June 29th at 8:00am until Sunday July 2nd at midnight.**
 - **EXAM 3 (70 multiple choice) – Covers Part V and VI of your textbook. The exam is available to complete from Thursday July 13th at 8:00am until Sunday July 16th at midnight.**
 - **EXAM 4 (70 multiple choice) – Covers VII and VIII from your textbook. The exam is available to complete from Monday July 24th at 8:00am until Friday July 28th 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 will be looking for good writing skills. **(See grading rubric at the end of this syllabus for specific details on how I will grade your essays.)**
 - 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 the chapter/reading from the textbook. Anytime that you take information from your book whether you are paraphrasing and/or directly quoting, you must reference. The following are the essay questions with due dates:

1. Focusing on Chapter 1: On the Sociology of Deviance by Erikson (2005), 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? **Essay 1 Due by Friday June 9th at midnight**
2. Focusing on Chapter 13: Survey of Sexual Behavior of Americans by Laumann et al. (1994), why is designing survey research on the sexual behavior of Americans so challenging? Identify at least two issues researchers must face when completing this type of survey. **Essay 2 Due by Friday June 23th at midnight**
3. Focusing on Chapter 26: Challenging a Marginalized Identity: The Female Parolee by Opsal (N.d.), identify and discuss how women parolees deal with the stigma of being incarcerated. What strategies or techniques do they use to rationalize or justify their past behaviors or actions? Are some of these strategies or techniques more effective than others? Why or why not? **Essay 3 Due by Friday July 7th at midnight**
4. Focusing on Chapter 44: Opportunity Structures for White-Collar Crime by Engdahl (2009), please construct your essay based on the following: Define the concept of “barrier” Engdahl employs and identify and discuss two of three such barriers in the case study of stock broker fraud. **Essay 4 Due by Friday July 21st at midnight**

****LOOK ON PAGE 12 OF YOUR SYLLABUS. THERE YOU WILL FIND TIPS ON HOW TO CITE AND LIST YOUR CITATIONS USING ASA.**

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

Grading Scale

- A = 419 – 466 (Excellent)
- B = 334 – 418 (Better than Average)
- C = 233 – 333 (Average)
- D = 139 – 232 (Below Average)
- F = 138 and below (Failing)

Tentative Course Schedule

WEEK 1: Monday June 5 – Sunday June 11

Defining Deviance and Three Perspectives

Readings:

- General Introduction
- Part I

Posting 1

Essay 1 Due by Friday June 9 at midnight

WEEK 2: Monday June 12 – Sunday June 18

Theories of Deviance

Readings:

- Part II

Posting 2

EXAM 1 – Covers Part I and II of your textbook. The exam is available to complete from Thursday June 15th at 8:00am until Sunday June 18th at midnight.

WEEK 3: Monday June 19 – Sunday June 25

Studying Deviance

Readings:

- Part III

Posting 3

Essay 2 Due by Friday June 23th at midnight

WEEK 4: Monday June 26 – Sunday July 2

Constructing Deviance

Readings:

- Part IV

Posting 4

EXAM 2 – Covers Part III and IV of your textbook. The exam is available to complete from Thursday June 29th at 8:00am until Sunday July 2rd at midnight.

WEEK 5: Monday July 3 – Sunday July 9
Deviant Identity

Readings:

- Part V

Posting 5

Essay 3 Due by Friday July 7 at midnight

WEEK 6: Monday July 10 – Sunday July 16
The Social Organization of Deviance

Readings:

- Part VI

Posting 6

EXAM 3 – Covers Part V and VI of your textbook. The exam is available to complete from Thursday July 13th at 8:00am until Sunday July 16th at midnight.

WEEK 7: Monday July 17 – Sunday July 23
Structure of the Deviant Act

Readings:

- Part VII

Posting 7

Essay 4 Due by Friday July 21 at midnight

WEEK 8: Monday July 24 – Friday July 28
Deviant Careers

Readings:

- Part VIII

No Posting

EXAM 4 – Covers VII and VIII from your textbook. The exam is available to complete from Monday July 24th at 8:00am until Friday July 28th at midnight.

***Professor reserves the right to amend this syllabus at any time.**

ASA Examples Using Adler and Adler (2016)

Referencing Readings/Chapters 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:

Adler, Patricia, and Peter Adler. 2016. *Constructions of Deviance: Social Power, Context and Interaction*. Australia: Cengage Learning.

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 Reading/Chapters:

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 61 of your ASA guide. Using Erikson (2005) as an example, you would do the following in your reference page:

Erikson, Kai. 2005. "On the Sociology of Deviance." Pp. 17-24 in *Constructions of Deviance: Social Power, Context, and Interaction*, edited by P. Adler and P. Adler. Australia: Cengage Publishing.

Using Herkert and Heckert (N.d.) you would do the following in your reference page.

Heckert, Alex, and Druann Maria Heckert. N.d. "Applying an Integrated Typology of Deviance to Middle-Class Norms." Pp. 25-39 in *Constructions of Deviance: Social Power, Context and Interaction*, edited by P. Adler and P. Adler. Australia: Cengage Publishing.

Citing in text depending on the number of authors

If you look on page 56, the ASA guide states that:

- If the citation has three authors, you cite all three last names in the first citation and then use et al. thereafter.
- If there are four or more authors, you use et al. at all times.

PLEASE CONSULT YOUR ASA (2022) GUIDE FOR YOUR REFERENCING NEEDS. HERE YOU WILL FIND HOW TO LIST ONLINE SOURCES, JOURNAL ARTICLES ETC. LEARN IT WELL FOR ALL ASSIGNMENTS IN THIS CLASS.

Grading Rubric for Essays

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

Discussion Rubric

Worth 13 total points

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
Substantive Response	<p>0-1 point</p> <p>Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered</p>	<p>2 - 4 points</p> <p>Response too short. Not a clear indication of an understanding of the readings</p>	<p>5 points</p> <p>A substantive response, citing the textbook and demonstrating full understanding of the course content</p>
Replies to Classmates	<p>0-1 points</p> <p>No or just one response, with no significant comments to improve the conversation</p>	<p>2 points</p> <p>Only two responses to others' entries</p>	<p>3 points</p> <p>Three substantive posts were responded to, with comments advancing the conversation</p>
Adhering to Deadlines	<p>0 points</p> <p>Substantive response OR replies to others do not meet deadline</p>	<p>1 points</p> <p>Substantive response OR replies to others do not meet deadline</p>	<p>2 points</p> <p>All entries posted by the deadline.</p>
Writing Skills	<p>0-1 points</p> <p><i>Many</i> spelling, grammar, or sentence structure errors</p>	<p>2 points</p> <p><i>Some</i> spelling, grammar, or sentence structure errors</p>	<p>3 points</p> <p><i>No</i> spelling, grammar, or sentence structure errors</p>