

JOHNSON COUNTY COMMUNITY COLLEGE
Course Syllabus and Manual
Liberal Arts Division
SOC 125
Social Problems
Fall 2021

GENERAL INFORMATION

Dr. Mark A. Foster, Professor of Sociology

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Fax: (913) 469-2589 (Contact me before faxing me.) E-

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Website: www.markfoster.org

Blog: <http://blogs.jccc.edu/mfoster/>

Sociology Site: www.sociologysite.com/ (optional)

Clinical Sociology Site: www.clinicalsociology.com/ (optional)

Public Sociology Site: www.publicsociology.com (optional)

Religious Studies: www.religionsnet.com (optional)

Social Networking: www.structurization.com and www.markfoster.tel

Facebook: www.facebook.com/markfoster (optional)

Twitter: www.twitter.com/nominalist (optional)

Texts and Websites – See the blog: <http://blogs.jccc.edu/mfoster/soc125/>

Semester Hours: 3

Course Type: Transfer

Prerequisites: None

Required Texts, Social Problems: A Human Rights Approach 1st edition, Eric Bonds

Race, Class, and Gender, 10th edition, Andersen and Hill

Collins (Anthology)

[*A Primer on Social Problems*](#)

Description: This course focuses on the application of sociological thinking skills to selected social problems. Assessment takes place through tests, a term project and attendance.

Teaching Style: Critical Realism (explained in lecture) and debunking conspiracy theories.

Objectives:

1. Learning sociological thinking skills and applying them to selected social problems.
2. Discussing general aspects of social problems and possible solutions.

3. Shifting the center and reconstructing knowledge.
4. Examining domination (oppression) and emancipation (liberation from oppression).

COURSE REQUIREMENTS:

For a three-semester-hour course, at least six hours of out-of-class preparation per week are recommended. Please read materials before they are discussed in class. The emphasis will be on applying sociological and critical thinking skills to course materials. Good attendance is essential. You are responsible for any assignment given regardless of your attendance on the day the assignment was made. It does not matter whether your absence was excused or unexcused on the day the assignment was given. (Attendance policies are explained later in the syllabus.) You must have the phone numbers of students you can call to get the assignment (and any other information given in class). I cannot be responsible for incorrect information given by another student or for difficulties in contacting another student. The course will combine lecture/discussion with various class exercises. Discussion will focus around the assigned readings, films, etc. You will be challenged to question your own assumptions and those of others.

SCHEDULE:

See: <http://blogs.jccc.edu/mfoster/soc125/>

ATTENDANCE INFORMATION:

The following will be considered excused absences:

1. *Jury Duty* (with written proof submitted to me at least one week *in advance*, according to the college catalog).
2. *Generally Recognized Religious Observances* (with *written* proof submitted to me at least one week *in advance*, according to the college catalog).
3. *Official College Activities* (with *written* proof submitted to me at least one week *in advance*, according to the college catalog).
4. *Medical Problems* (Note: Medical problems of yourself or of a dependent are not considered a basis for excused absences in the college catalog. However, I, personally, will excuse these absences, but *only* if you can provide me with *written* proof, on official letterhead, from the health-care provider involved. The note must mention the specific date, or time period, during which the medical problem occurred. This *must* be given to me on your first day back to class. No exceptions.)
5. *Funerals* (Note: Funerals are not considered a basis for excused absences in the college catalog. However, I, personally, will excuse these absences, but only if you can provide me with an *official funeral announcement* – *not a newspaper clipping*. This *must* be given to me on your first day back to class. No exceptions.)

6. *Weddings* (Note: Weddings are not considered a basis for excused absences in the college catalog. However, I, personally, will excuse these absences, but *only* if you can provide me with an official wedding announcement, not a newspaper clipping. This *must* be given to me on your first day back to class. No exceptions.)
7. *Military TDY/Temporary Duty* (Note: Military TDY is not considered a basis for excused absences in the college catalog. However, I, personally, will excuse these absences, but *only* if you can provide me with written proof from military officials. This must be given to me on your first day back to class. No exceptions.)
8. *Auto Repair* (Note: Car problems are not considered a basis for excused absences in the college catalog. However, I, personally, will excuse these absences, but *only* if you can provide me with a dated and an itemized receipt from the mechanic. This must be given to me on your first day back to class. No exceptions.)

Other absences unrelated to the above may, on a case-by-case basis, be excused. Written proof will generally be required. In all cases, the determination of the professor will be final, and the professor must be contacted no later than at the first class meeting following the absence(s). If the absence will be excused, written proof will be required at the following class meeting. Attendance will be taken at the beginning of each class (except for testing days). Due to state and federal funding requirements, students not in attendance at least once during the first two weeks of fall and spring classes (or at least once during the first week of summer classes) will be automatically taken off the roll.

If you come into class after your name is called on the roll (but 20 minutes or less after the scheduled beginning of class), you will be considered late. A lateness counts as half an absence. If you come in more than 20 minutes after the scheduled beginning of class, you will be considered absent. However, there will be a 5-minute “grace period” after the scheduled beginning of class. Under *unusual circumstances*, excuses *may* be considered. Written proof at the following class meeting may be required. If you arrive after your name was called on the roll, please see me immediately after *that day’s class*. Later notifications will not be acceptable. If you need to leave early, permission must be granted by the instructor before class. Students who leave class early without permission will automatically lose their attendance points.

Students are responsible for all class lecture materials and assignments, regardless of their attendance and irrespective of whether an absence was excused or unexcused. I strongly suggest that students have the phone number of other students to call in the event of an absence.

CLASS CONDUCT:

Courtesy in the classroom is expected. Chatting among students, making noise, creating distractions, note passing, etc., will not be permitted. Students who create a distraction (for other students or for me) may be asked to move to another seat or to leave the room. Also, any cases of academic dishonesty will be penalized. Academic dishonesty, or cheating, will, at a minimum, result in a failing grade in the course. Students may also be expelled by the college. Cell phones and pagers must be turned off. If you have an emergency, let me know in advance, leave your phone in vibrate mode, answer outside of class, and leave for the day. Laptops (notebook), netbooks, and tablets are allowed only for taking notes and

for reading electronic versions of the texts (if relevant). No computer eyewear is permitted. Islamophobia, homophobia and other forms of bigotry will not be tolerated.

As you will discover, I am not shy about expressing my view. Please talk back to me.

FIRST EXAM and FINAL EXAM:

Description: There will be two essay tests. These essays will allow me to evaluate your sociological thinking skills. On days when a test is given, you will have the full class time to write your essay. The essay must be *at least* 400 words. It will be graded on accuracy, clarity, thoroughness, depth, and on the quality of sociological thinking above all. If I have difficulty in reading your essay, a minimum of 5 percent will be deducted. Printing is recommended. Essays not written in pen will also have a 5 percent deduction. Tests are closed book/notes. You will receive three questions (a week in advance). One of these questions will be written on the board the day of the test. The class will break into discussion groups on the class before each test. You might find the Anthology website useful in test preparation. (See beginning of syllabus.)

Materials Covered on Tests: Test 1 (materials covered before exam): Before midterm
Final (articles to be announced in the Andersen and Hill Collins anthology): During finals week
Essay test questions are changed each semester.

Test Makeups, etc.: For the first test, they are only given in cases of excused absences and will be administered at some time during the semester (possibly close to the end). Makeups will consist of a single essay question. The question will be one of these assigned for that test. Grading requirements will be the same. Tests may be given in advance (under exceptional circumstances) to individual students (not considered by me as makeups). Note: No make-ups will be given during final exam week. If you miss the final, you will need to contact me immediately.

Final Exam Schedule: See the final exam schedule at the end of this syllabus. Grades will not be mailed or e-mailed out or discussed over the phone.

**Location of Makeups:* Makeups will be given in the Testing Center (third floor of the Student Center). You must bring a picture ID with you. You will have the length of a regular in-class test to complete the test. Make-ups will be returned at the scheduled time for the final exam.

**Turnaround Time:* Tests are returned, typically, in a week and a half (give or take).

**For Classes Meeting Only One Time Each Week:* You will have up to an hour to complete the essay tests. Following the test, and a brief break, we will continue covering material.

**Under exceptional circumstances, such as hazardous weather conditions (at the professor's discretion) or if I am unable to be in class on that day (illness, etc.), a test may be postponed until the following class meeting.*

Semester Exam:

Option 1. Service Learning Semester Exam:

All the information you need to sign up are here: <http://www.jccc.edu/academics/servicelearning/service-learning-process.html>

Here is how it will work:

You will work for a minimum of 10 hours between the beginning of the semester and the due date.

You will then write a paper (at least 1,500 words) in the following:

1. A separate cover sheet with
 - a. your name
 - b. my name
 - c. the name of the class
 - d. the course number
 - e. days and times the class meets per week
2. Please staple the paper in the upper left-hand corner (no report covers, paper clips or envelopes please).
3. A timesheet must be completed and signed by your supervisor, and then stapled to the back of your paper.
4. You must print the name and office phone number of your supervisor on the time sheet. Finally, your own phone number should not be on the time sheet. Papers will not be accepted without all of the above.
5. The paper will consist of five parts (each worth 20%). Respond to them in order (and in separate sections of the paper).
 - a. Write a literature review related to the subject of your project. Summarize at least three relevant articles using SAGE Journals (link to <http://journals.sagepub.com.ezproxy.jccc.edu/>). Here is the required style guide (link to: <http://markfoster.org/asa.html>).
 - b. Keep a journal of your experiences. Later, rewrite it into the second part of your paper. (I don't need to see the original handwritten journal.)
 - c. Theory is scientific explanation. Apply each of the following theories to your experiences: conflict, functionalism, critical realism (co-presence) and symbolic interactionism.
 - d. Tell me (clearly, specifically and in detail) which of these theories does the most satisfactory job of explaining your experience. Defend your choice with evidence from your journal.
 - e. Tell me what improvements should, in your view, be made to the agency's service delivery system. Give this part of your paper some thought. No matter how much you may have liked where you worked, there is no such thing as a perfect agency. (For instance, consider if you had the power and resources to redesign the agency, what would you do?)

Option 2: NationStates Semester Exam.

Visit [this page](#) for detailed information.

Remember: If you don't know what to do, ask me. Please don't procrastinate. Get started early in the semester.

These exams will be graded on conformity to all of their previously stated requirements, on clarity, accuracy, thoroughness, originality, good English, and especially, on how well your exam measures up using good sociological thinking. In other words, avoid making logical fallacies, and be sure that your conclusions follow from your premises (empirical statements). The Writing Center (ext. 3439) offers personalized help in writing papers. It is located in LIB 308.

These exams will be accepted late, though on a provisional basis. A 10 point (one letter grade) penalty will be administered each class day (Monday – Friday), beginning with the next class. Exceptions will only be made for excused absences. (See section on attendance information earlier in the syllabus). Exams submitted later than the first class after the excused absence(s) will receive the same point deductions. All exams (late or on time) will only be accepted in class (not in my box, etc.).

Note: If you finish early and want me to look at it, you can come by my office during office hours and I will go over it with you.

When you hand in your service learning exam, it must be stapled. Do not arrive with an unstapled exam.

EXTRA CREDIT:

If you are interested, see me privately. The deadline date is given later in the syllabus under “Important Dates.” Only one extra-credit assignment will be offered to a student. Up to one week of absences will be removed.

GRADING:

Your final grade will be determined from a combination of tests, your semester exam and attendance points (on campus) or participation points (online).

One hundred (100) attendance points will be awarded to students with unexcused absences not exceeding the total number of times this class meets per week. Fifty (50) attendance points will be awarded for unexcused absences not exceeding twice the number of times this class meets per week. The attendance points are not extra credit. Lateness (by more than 5 minutes) is included. (Please see earlier in the syllabus for detailed attendance information.)

<i>Letter Grade</i>	<i>Average</i>
A (excellent)	90-100
B (good)	80-89
C (fair)	70-79
D (poor)	60-69
F (unsatisfactory)	Below 60

It is my policy, in compliance with the 1976 Federal Privacy Act, not to give out any grades over the phone and not to reveal grades to anyone except to the student and to college officials.

The following are among the criteria I use for assigning grades to written work (essays and papers). For more specific information, see “The Sociological Thinking Map” and the previous discussions of grading criteria in the syllabus.

The Grade of F

This grade represents failure to grasp what sociological thinking is, along with the consequent failure to develop specific sociological thinking skills or abilities or the knowledge and understanding that results from their appropriate use. The student does not use sociological terms and distinctions appropriately. The work does not demonstrate that the student is genuinely engaged in the task of taking charge of his or her sociological thinking. The student does not seem to be able to analyze sociological issues clearly, does not show the ability to formulate sociological information clearly, does not accurately distinguish relevant from irrelevant sociological considerations, does not show the ability to recognize key questionable assumptions, clarify key sociological concepts, identify relevant competing sociological points of view, reason carefully from clearly stated premises, or trace sociological implications and consequences. The student, in short, does not display sociologically discernible reasoning or problemsolving skills.

The Grade of D

This grade represents some, but a low level, understanding of what sociological thinking is, along with the development of some, but very little, skills or abilities, and very little of the knowledge and understanding that result from their appropriate use. The work, on the whole, shows only occasionally sociological thinking skills, but frequently displays weak thinking. Though one or two assignments seem reasonably well done, most are poorly done (or all are done at a less than mediocre level). There are frequent lapses into weak reasoning. The student perhaps does not use terms and distinctions or may use them ineffectively or inappropriately. The student’s work rarely demonstrates a mind sensitive to the need to take charge of its own ideas, assumptions, inferences, and intellectual processes. In general, the student’s sociological thinking lacks discipline and clarity. The student does not satisfactorily analyze issues clearly and precisely, does not usually formulate information clearly, rarely distinguishes relevant from irrelevant considerations, rarely recognizes key questionable assumptions, does not generally clarify concepts effectively, fails consistently to use language in keeping with educated usage, only rarely identifies relevant competing points of view, and almost never shows a tendency to reason carefully from clearly stated premises or recognize important implications and consequences. The D student, in short, rarely displays good sociological reasoning and problem-solving skills and frequently displays weak sociological reasoning and problem-solving skills.

The Grade of C

This grade represents a modest understanding of what sociological thinking is, along with the development of some sociological skills or abilities and some of the knowledge and understanding that result from their appropriate use. On the whole, however, the work is inconsistent and spotty (mediocre). The work shows some emerging sociological thinking skills, but some pronounced weaknesses as well. Though some work seems well done, some others seem poorly done (or all are done at a mediocre level). There are more than occasional lapses into weak sociological reasoning. The

student sometimes uses sociological terms and distinctions effectively but sometimes quite ineffectively. The student's work on occasion demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes, but sometimes seems to lack needed discipline and clarity. The student occasionally analyzes issues clearly and precisely, sometimes formulates sociological information clearly, sometimes distinguishes relevant from irrelevant considerations, sometimes recognizes key questionable assumptions, sometimes clarifies key sociological concepts effectively, sometimes uses languages in keeping with educated usage, sometimes identifies relevant competing sociological points of view, and sometimes shows a general tendency to reason carefully from clearly stated premises, as well as occasional recognition of important implications and consequences.

More frequently, however, these important abilities are lacking. In short, the C student only occasionally displays good sociological reasoning and problem-solving skills.

The Grade of B

This grade represents discernible achievement in grasping what sociological thinking is, along with the clear development of a range of sociological skills or abilities and the accompanying knowledge and understanding that result from their appropriate use. The work is on the whole, clear, precise, and wellreasoned, though with occasional lapses into weak sociological reasoning. The work shows some emerging sociological thinking skills, but some pronounced weaknesses as well. There are occasional lapses into weak sociological reasoning. The student typically uses terms and distinctions effectively. The student's work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes, but occasionally seems to lack needed discipline and clarity. The student often analyzes sociological issues clearly and precisely, often formulates information clearly, typically distinguishes relevant from irrelevant considerations, often recognizes key questionable assumptions and clarifies key concepts effectively, usually uses language in keeping with educated usage, identifies relevant competing points of view, shows a general tendency to reason carefully from clearly stated premises, and recognizes important implications and consequences. Occasionally, however, these important abilities are lacking. The B student, in short, displays good sociological reasoning and problem-solving skills.

The Grade of A

This grade represents significant achievement in grasping what sociological thinking is, along with the clear development of a range of sociological thinking skills or abilities. The work is almost invariably clear, precise, and well-reasoned. The student uses sociological terms and distinctions frequently and effectively. The student's work again and again demonstrates a mind at work in taking charge of its own ideas, assumptions, inferences, and intellectual processes. The student routinely analyzes sociological issues clearly and precisely, formulates sociological information clearly, distinguishes relevant from irrelevant sociological considerations, recognizes key questionable sociological assumptions, clarifies key sociological concepts effectively, uses language in keeping with educated usage, identifies relevant competing sociological points of view, reasons carefully from clearly stated premises, and shows sensitivity to important sociological implications and consequences. The A student in sociology, in short, displays significant sociological reasoning and problem-solving skills. The A student's work is consistently at a high level of intellectual excellence.

ACCESS SERVICES:

JCCC provides a range of services to allow persons with disabilities to participate in educational programs and activities. If you desire support services, contact the office of Access Services for Students with Disabilities (913) 469-8500, ext. 3521 or TDD (913) 469-3885. The Access Services office is located in the Success Center on the second floor of the Student Center.

ACADEMIC DISHONESTY STATEMENT:

No student shall engage in behavior that, in the judgment of the professor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials. This includes students who aid and abet, as well as those who attempt such behavior.

TOBACCO-FREE POLICY

Johnson County Community College is a tobacco-free campus. Smoking or the use of any tobacco products is permitted only inside an individual's car and in two smoking huts behind the ITC building. Violations of this policy will result in fines issued by the JCCC police department.

Campus Safety Information – Syllabus Language Insert

Classroom and campus safety are of paramount importance at Johnson County Community College, and are the shared responsibility of the entire campus population. Please review the following:

- **Report Emergencies:** to Campus Police (available 24 hours a day)
 - In person at the Carlsen Center (CC115)
 - Call 913-469-2500 (direct line) – *Tip: program in your cell phone* ○ Phone app - download JCCC Guardian (the free campus safety app: www.jccc.edu/guardian)
 - instant panic button and texting capability to Campus Police ○ Anonymous reports to KOPS-Watch www.jccc.edu/kops or 888-258-3230
- **Be Alert:**
 - You are an extra set of eyes and ears to help maintain campus safety ○ Trust your instincts
 - Report suspicious or unusual behavior/circumstances to Campus Police (see above)
- **Be Prepared:**
 - Identify the red/white stripe Building Emergency Response posters throughout campus and online that show egress routes, shelter, and equipment
 - View A.L.I.C.E. training (armed intruder response training - Alert, Lockdown, Inform, Counter and/or Evacuate) – Student training video: <https://www.youtube.com/watch?v=kMcT4-nWSq0>
 - Familiarize yourself with the [College Emergency Response Plan](#)
- **During an Emergency:** Notifications/Alerts (emergencies and inclement weather) are sent to all employees and students using email and text messaging ○ students are automatically enrolled, see [JCCC Alert - Emergency Notification](#)

- **Weapons Policy:** Effective July 1, 2017, concealed carry handguns are permitted in JCCC buildings subject to the restrictions set forth in the Weapons Policy. Handgun safety training is encouraged of all who choose to conceal carry. Suspected violations should be reported to JCCC Police Department 913-469-2500 or if an emergency, you can also call 911.

IMPORTANT DATES:

IMPORTANT DATES:

- Semester Exam: November 15th.
- Last day to drop this class without a “W” on transcript: September 20th.
- Last day to drop this class with a “W” on transcript: November 15th.

*Nothing (such as late semester exams) will be accepted after the last regular class meeting (before final exam week).

My Schedule

FALL 2021

FINAL EXAMINATION SCHEDULE – Table Form

Final Exam Week is Tuesday, December 7th to Monday, December 13th**

Friday only day classes meet December 10th, regular time

Monday only day classes will have their exam December 13th, regular time

“All finals must be completed during finals week”

Day Class Final Exam Schedule: MW, MWF, 4-day-a-week or 5-day-a-week classes

If your class begins between:	Your Final Exam will be:		
7:00 - 7:30 a.m.	Wednesday	December 8	7:00 – 8:50 a.m.
8:00 - 8:30 a.m.	Friday	December 10	8:00 – 9:50 a.m.
9:00 - 9:30 a.m.	Wednesday	December 8	9:00 – 10:50 a.m.
10:00 -10:30 a.m.	Friday	December 10	10:00 – 11:50 a.m.
11:00 -11:30 a.m.	Wednesday	December 8	11 a.m. – 12:50 p.m.
12:00 -12:30 p.m.	Friday	December 10	12:00 – 1:50 p.m.
1:00 – 1:30 p.m.	Wednesday	December 8	1:00 – 2:50 p.m.
2:00 – 2:30 p.m.	Friday	December 10	2:00 – 3:50 p.m.
3:00 – 3:30 p.m.	Wednesday	December 8	3:00 – 4:50 p.m.
4:00 – 4:30 p.m.	Friday	December 10	4:00 – 5:50 p.m.
5:00 – 5:30 p.m.	Wednesday	December 8	4:00 – 5:50 p.m.

Day Class Final Exam Schedule: TR classes

If your class begins between:	Your Final Exam will be:		
6:30 - 7:30 a.m.	Thursday	December 9	7:00 – 8:50 a.m.
8:00 - 8:30 a.m.	Tuesday	December 7	8:00 – 9:50 a.m.
9:00 - 10:00 a.m.	Thursday	December 9	9:30 – 11:20 a.m.
11:00 - 11:30 a.m.	Tuesday	December 7	11 a.m.– 12:50 p.m.
12:00 - 12:30 p.m.	Thursday	December 9	12:00 – 1:50 p.m.
1:00 - 1:30 p.m.	Tuesday	December 7	1:00 – 2:50 p.m.
2:00 – 2:30 p.m.	Thursday	December 9	2:00 – 3:50 p.m.
3:00 – 3:30 p.m.	Tuesday	December 7	3:00 – 4:50 p.m.
4:00 – 4:30 p.m.	Thursday	December 9	4:00 – 5:50 p.m.
5:00 – 5:30 p.m.	Tuesday	December 7	5:00 – 6:50 p.m.

Evening (6:00 p.m. and later) and Weekend Classes Final Exam Schedule

If Your Class Meets	And Begins:	Your Final Exam Will Begin At:		
Monday only	6:00 – 8:00 p.m.	Monday	December 6	7:00 p.m.
Tuesday only	6:00 – 7:00 p.m.	Tuesday	December 7	7:00 – 8:50 p.m.
Wednesday only	6:00 – 7:00 p.m.	Wednesday	December 8	7:00 – 8:50 p.m.
Thursday only	6:00 – 7:00 p.m.	Thursday	December 9	7:00 – 8:50 p.m.
Friday only	6:00 – 7:00 p.m.	Friday	December 10	6:00 – 7:50 p.m.
MW	6:00 – 6:30 p.m.	Monday	December 6	7:00 – 8:50 p.m.
MW	7:00 – 7:30 p.m.	Wednesday	December 8	7:00 – 8:50 p.m.
MW	8:00 – 8:30 p.m.	Monday	December 6	9:00 – 10:50 p.m.
TR	6:00 – 6:30 p.m.	Tuesday	December 7	7:00 – 8:50 p.m.
TR	7:00 – 7:30 p.m.	Thursday	December 9	7:00 – 8:50 p.m.
TR	8:00 – 8:30 p.m.	Tuesday	December 7	9:00 – 10:50 p.m.
Saturday	Before 10 a.m.	Saturday	December 11	8:00 – 9:50 a.m.
Saturday	10:00 – noon	Saturday	December 11	10:00-11:50 a.m.
Saturday	Afternoon	Saturday	December 11	1:00 – 2:50 p.m.
Sunday	Afternoon	Sunday	December 12	1:00 – 2:50 p.m.

See page 4 for approved exceptions

FALL 2021

FINAL EXAMINATION SCHEDULE – Calendar Form

NOTE: The calendar below uses “T” to denote a class that meets Tuesday/Thursday.

The calendar uses a “W” to denote a class that meets MW, WF, MF, MWF, 4-days-a-week or 5-days-a-week.

Monday December 6	Tuesday December 7	Wednesday December 8	Thursday December 9	Friday December 10	Saturday December 11	Sunday December 12	Monday December 13
<u>Stop Day</u> No Final Exams during day classes	<u>8:00 a.m.</u> Final exam for a class that meets T and begins 8:00-8:30 a.m.	<u>7:00 a.m.</u> Final Exam for a class that meets W and begins 6:30 – 7:30 a.m.	<u>7:00 a.m.</u> Final Exam for a class that meets T and begins 6:30 – 7:30 a.m.	<u>8:00 a.m.</u> Final Exam for a class that meets W and begins 8:00-8:30 a.m.	<u>8:00 a.m.</u> Final Exam for a class that meets Saturday and begins before 10 a.m.		<u>7:00 a.m.</u> Final Exam for a class that meets Monday only and begins 7:00 – 7:30 a.m.
<u>Stop Day</u> No Final Exams during day classes	<u>11:00 a.m.</u> Final Exam for a class that meets T and begins 11:00-11:30 a.m.	<u>9:00 a.m.</u> Final Exam for a class that meets W and begins 9:00-9:30 a.m.	<u>9:30 a.m.</u> Final Exam for a class that meets T and begins 9:00 – 10:00 a.m.	<u>10:00 a.m.</u> Final Exam for a class that meets W and begins 10:00-10:30 a.m.	<u>10:00 a.m.</u> Final Exam for a class that meets Saturday and begins between 10:00 a.m. and noon		<u>9:00 a.m.</u> Final Exam for a class that meets Monday only and begins 8:00 – 10:30 a.m.
<u>Stop Day</u> No Final Exams during day classes	<u>1:00 p.m.</u> Final Exam for a class that meets T and begins 1:00-1:30 p.m.	<u>11:00 a.m.</u> Final Exam for a class that meets W and begins 11:00-11:30 a.m.	<u>12:00 p.m.</u> Final Exam for a class that meets T and begins 12:00 – 12:30 p.m.	<u>12:00 p.m.</u> Final Exam for a class that meets W and begins 12:00-12:30 p.m.	<u>1:00 p.m.</u> Final Exam for a class that meets Saturday and begins in the afternoon	<u>1:00 p.m.</u> Final Exam for a class that meets Sunday and begins in the afternoon	<u>12:00 p.m.</u> Final Exam for a class that meets Monday only and begins 11:00 a.m. – 1:30 p.m.
<u>Stop Day</u> No Final Exams during day classes	<u>3:00 p.m.</u> Final Exam for a class that meets T and begins 3:00-3:30	<u>1:00 p.m.</u> Final Exam for a class that meets W and begins 1:00-1:30 p.m.	<u>2:00 p.m.</u> Final Exam for class that meets T and begins 2:00 - 2:30 p.m.	<u>2:00 p.m.</u> Final Exam for a class that meets W and begins 2:00-2:30 p.m.			<u>3:00 p.m.</u> Final Exam for a class that meets W and begins 2:00 - 5:30 p.m.
<u>Stop Day</u> No Final Exams during day classes	<u>5:00 p.m.</u> Final Exam for a class that meets T and begins 5:00-5:30 p.m.	<u>3:00 p.m.</u> Final Exam for a class that meets W and begins 3:00-3:30 p.m.	<u>4:00 p.m.</u> Final Exam for class that meets T and begins 4:00-4:30 p.m.	<u>4:00 p.m.</u> Final Exam for a class that meets W and begins 4:00-4:30 p.m.			
<u>Stop Day</u> No Final Exams during day classes		<u>5:00 p.m.</u> Final Exam for a class that meets W and begins 5:00-5:30 p.m.					
<u>7:00 p.m.</u> Final Exam for class that meets M evening only and begins 6:00 -8:00 p.m.	<u>7:00 p.m.</u> Final Exam for a class that meets T only and begins 6:00-7:00 p.m. or TR and begins 6:00-6:30p.m.	<u>7:00 p.m.</u> Final Exam for class that meets W only and begins 6:00-7:00 or meets MW and begins 7:00-7:30p.m.	<u>7:00 p.m.</u> Final Exam for class that meets R only and begins 6:00 - 7:00 p.m. or TR and begins 7:00-7:30 p.m.	<u>7:00 p.m.</u> Final Exam for a class that meets Friday only and begins 6:00-8:00 p.m.		<u>9:00 a.m.</u> Final Exam for a class that meets W and begins 9:00-9:30 a.m.	
	<u>9:00 p.m.</u> Final Exam for a class that meets TR and begins 8:00 – 8:30 p.m.	<u>9:00 p.m.</u> Final Exam for a class that meets MW and begins 8:00 – 8:30 p.m.					

Exceptions to Final Exam Schedule:

* **Laboratory/Practical Exams** **MAY** administer their final exams on the last class meeting during the week of Monday, November 29 – Friday, December 3. Please check with your instructor if you think this applies to you.

If students have more than two final exams on any single day/evening, the student must notify each faculty member who will work together to establish a date and time during the final exam week for the student to take his/her exam.

EXAMS FOR CLASSES IN NON-STANDARD MEETING PATTERNS OR ANY OTHER EXCEPTIONS TO THIS EXAM SCHEDULE MUST BE APPROVED BY THE APPROPRIATE DEAN.

Day Class Final Exam Schedule: Monday only day classes:

If your class begins between:	Your Final Exam will be:		
7:00 - 7:30 a.m.	Monday	December 13	7:00 – 8:50 a.m.
8:00 - 10:30 a.m.	Monday	December 13	9:00 – 10:50 a.m.
11:00 a.m. - 1:30pm	Monday	December 13	12:00 – 1:50 p.m.
2:00 -5:30 p.m.	Monday	December 13	3:00 – 4:50 p.m.

Dr. Mark A. Foster's Weekly Schedule

Fall 2021

*Doctor Foster
Went to Gloucester
In a shower of rain.
He stepped in a puddle
Right up to his middle
And never went there again!*
~ Poet unknown
England, thirteenth century

This nursery rhyme was supposedly written about King Edward I (1239–1307 A.D.), "Doctor Foster," after he fell from his horse into a muddy puddle. Angered and embarrassed, he refused to ever visit Gloucester again. Once upon a time, the story became a warning to children that the puddles found on roads might be deeper than they seemed.

Monday

SOC 125-005
82053 Class
12:00 pm-12:50 pm
GEB 375

SOC 125-006
82054 Class
1:00 pm-1:50 pm
GEB 213

Wednesday

SOC 125-005
82053 Class
12:00 pm-12:50
GEB 375

SOC 125-006
82054 Class
1:00 pm-1:50 pm
GEB 213

Friday

SOC 125-005
82053 Class
12:00 pm-12:50 pm
GEB 375

SOC 125-006
82054 Class
1:00 pm-1:50 pm
GEB 213

- Office Location: GEB 151-D
- Office Phone: (913) 469-8500, extension 3376
- Office Hours: MWF 1:50-2:50