

GEOG 1101-02: Introduction to Human Geography

Fall 2020, Fully Online (Asynchronous)

Instructor

Dr. Paul McDaniel, Associate Professor of Geography

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Department of Geography & Anthropology: <https://chss.kennesaw.edu/geoanth/>

Email and Classroom Response Times:

I will check my email and D2L messages at least once a day, not including weekends or holidays. Monday through Friday, I will respond to all emails within 24 hours. Over the weekend, I will respond to all emails on Monday. Please contact me when you have questions or need clarification.

The professor reserves the right to revise this syllabus at his discretion.

Course Description

This course is a survey of global patterns of resources, population, culture, and economic systems. Emphasis is placed upon the factors contributing to these patterns and the distinctions between the technologically advanced and less advanced regions of the world.

Note: GEOG 1101 satisfies one of Kennesaw State University's general education program requirements. It addresses the Area E4: Social Sciences general education learning outcome(s). The learning outcome states: Social Sciences: Students analyze the complexity of how historical, economic, and political relationships develop, persist, or change. For more information about KSU's General Education program requirements and associated learning outcomes, please visit http://catalog.kennesaw.edu/preview_program.php?catoid=29&poid=3434

Note: After completing GEOG 1101, consider the variety of upper-division regional and systematic geography courses, many of which may be taken as upper-division electives in a variety of majors, and are also part of the BA in Geography (has both a fully online option and a traditional face-to-face option), BS in Geospatial Sciences, and Minor in Geography. Learn more about Department of Geography & Anthropology degree, major, minor, and certificate programs at: <https://chss.kennesaw.edu/geoanth/>

Course Objectives/Goals/Learning Outcomes

Successful completion of this course will provide the following learning outcomes. Students will be able to:

1. Identify, describe, and compare the basic patterns related to and the diversity of the environment, culture, population, economic, urban, and political geography found globally and locally through the usage, interpretation, and analysis of data represented on maps.
2. Apply knowledge of basic geographic processes and concepts to the study of the themes of population, culture, environment, development, and economy.
3. Identify, describe, and analyze current events related to the thematic study of topics such as population, culture, economy, environment, and development.
4. Compare and contrast global patterns and broad geographical concepts and how these patterns affect environments and people at the local level, whether in a foreign landscape or their home culture.

5. Identify the importance of geographic knowledge in understanding the everyday functioning of our planet, and its crucial role in informing policy decision-making.
6. Develop abilities to think critically about how various parts of the planet are connected spatially.
7. Practice communicating effectively through written online discussions.

Required Textbook

Human Geography: A Short Introduction, 2nd edition, by John Rennie Short, Oxford University Press, 2018. ISBN: 9780190679835. Available in a variety of formats: new, used, printed, and/or electronic.

Other readings: To add further context to textbook concepts, class discussions, and ongoing current events, a select set of supplemental readings *may* be made available at the discretion of the instructor. These readings may be drawn from newspapers, magazines, academic journals, book chapters, etc., and would be made available to students online via D2L. Please note that every attempt will be made to include the research and work done by researchers and scholars who have contributed to geographic thought who are often underrepresented in academia, including integrating research and readings by scholars of various races and ethnicities, genders, sexual orientations, abilities, and other aspects of intersectionality.

Grading Structure, Assignments, Assessments

All activity due dates are clearly listed in the chart below, in the module schedule further below in this syllabus, in D2L on each individual activity page, and in the D2L course calendar.

Activity	Points (course percentage)	Due Dates (each activity is due on D2L by 11:59 PM on the date specified)
Exam 1. Covers Chapters 1-6 and 9. The exam consists of 50 multiple choice questions worth 2 points each for a total of 100 points.	100 points (20 percent)	September 27
Exam 2. Covers Chapters 7-8 and 10-15. The exam is non-cumulative and consists of 50 multiple choice questions worth 2 points each for a total of 100 points.	100 points (20 percent)	November 8
Exam 3. Covers Chapters 16-18. The exam is non-cumulative and consists of 50 multiple choice questions worth 2 points each for a total of 100 points.	100 points (20 percent)	December 10
Reading Quizzes. There will be five multiple choice reading quizzes throughout the course, each with 10 questions worth 2 points each for a total of 20 points for each quiz and an overall total of 100 points for the total reading quizzes grade for the course. The overall total reading quiz grade is 20 percent of the final course grade.	100 points (20 percent)	Reading Quiz 1: August 30 Reading Quiz 2: September 20 Reading Quiz 3: October 11 Reading Quiz 4: November 1 Reading Quiz 5: November 22
Discussions. There will be four online discussion forums throughout the course. Each is worth 25 points for a total of 100 points. You must respond in detail (see discussion grading rubric guidelines below) to the discussion topic prompt/question and respond in one paragraph each to at least 2 other classmates' responses to create a dialogue around the topics that the entire class is participating in.	100 points (20 percent)	Discussion 1: August 23 Discussion 2: September 20 Discussion 3: October 25 Discussion 4: December 7
TOTAL	500 points	

Final course grades will be assigned based upon the total points from the items above out of 500 total possible points, computed to a percentage according to the grade guideline below.

Percentage Grade	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Grading Rubric for Each Discussion Assignment:

	Exemplary	Midpoint	Unsatisfactory
Content	10 points Post contains unique and novel ideas. Shows you have thought critically about the material and addresses all questions in the prompt.	5 points Post is substantial but does not show much critical thinking about the topic. Mainly summarizes the main point or restates what has already been said by others.	0 points Post has little substance, off topic, does not contribute to the discussion.
Reference and Support	5 points The post has clearly and explicitly referenced material to the readings and personal experiences to reinforce the opinion/statements.	2.5 points Some material or personal experiences are referenced.	0 points There is no clear support for the statements.
Length of Post	5 points Post is 350 words or more.	2.5 points Post is 201 to 349 words.	0 points Post is less than 200 words.
Meaningful Responses to Two Other Students' Posts	5 points Two responses are each 50 words or more and show strong evidence of thought.	2.5 points Responses are 25 to 49 words OR don't show strong evidence of thought OR less than two responses.	0 points No response posts.

Course Outline

Note: Activities listed for each week/module are due by 11:59 PM on the last date of the module. For example, Discussion 1, during Week 1, is due by 11:59 PM on August 23; Reading Quiz 1, during Week 2, is due by 11:59 PM on August 30; and so forth for each activity listed for each week throughout the semester. Due dates are clearly listed in the schedule below, in the D2L course calendar, in each module, and on each graded activity item.

Week	Modules	Required Reading, General Topics	Activities/Due Dates
Part 1: The Context of Human Geography (Overview of Physical Geography and Human Geography)			
Week 1: August 17-23	0: Start Here 1: Introduction	Course introduction, background, and context Chapter 1: The Home Planet <ul style="list-style-type: none"> ▪ The Big Picture ▪ Physical Geography ▪ Plate Tectonics ▪ Life on Earth ▪ A Humanized World Due August 23: Discussion 1	Review syllabus and course requirements Discussion 1

<p>Week 2: August 24-30</p>	<p>2: Discipline of Geography</p>	<p>Chapter 2: The Nature of Geography</p> <ul style="list-style-type: none"> ▪ Mapping Absolute Space ▪ The Shift from Cosmography to Geography ▪ Mapping Relative Space ▪ Environment and Society ▪ Geography and Society ▪ Contemporary Debates ▪ The Concerns of Human Geography <p>Due August 30: Reading Quiz 1</p>	<p>Reading Quiz 1 (Chapters 1-2)</p>
<p>Part 2: People, Resources, and Environment (Population Geography)</p> <p>If this section of content is of further interest, consider:</p> <p>GEOG 3345: Population Geography: This course examines key issues that affect population patterns and change at different geographic scales, including fertility, mortality, demographic change, race and ethnicity, internal and international migration, refugee movement, and internal displacement. Students gain a theoretical framework to understand local, national, regional, and global population dynamics, and an applied framework to assess contemporary issues such as population growth, labor migration, refugee resettlement, immigration policy, and transnational identity.</p> <p>GEOG 3700: Introduction to Environmental Studies: This course is designed to give students an overview of the human dimensions of US environmental issues and is a core course for the environmental studies minor. From a geographical perspective, the course explores how US environmental laws, ethics, viewpoints and economics interact, shape, and manifest themselves across the landscape. Students will be introduced to technologies, such as geographic information systems and satellite images, used by geographers to study environmental issues. The course will examine spatial patterns arising from the ways in which we manage our natural resources and environment. Natural resources such as water, air, soil, energy and fossil fuels will be used as examples in the discussion of spatial patterns arising from resource extraction, transportation and use.</p> <p>GEOG 3710: Local and Global Sustainability: This course is a critical review of the concept of sustainability and sustainable development in theory and practice. Students analyze ideological arguments, sustainability indicators and other tools, and case studies of sustainability projects worldwide. Students examine different interpretations of sustainability across the globe with special attention given to how sustainability is viewed and implemented in both the developed (core) and developing (periphery) regions.</p> <p>GEOG 4490: Special Topics (Spring 2021): Health Geography: The geography of health is a thriving area of study that considers the impact of natural, built, and social environments on human health. This course introduces students to three geographical contributions to health studies. First, it emphasizes the importance of ecological approaches to health, which consider interactions between humans and their environments, including topics such as how climate change might influence disease distributions, and how the built environment can influence patterns of physical activity. A second focus is social theory, exploring how aspects such as race, socioeconomic status, and identity play a critical role in influencing human health. A third section of the course considers how spatial methods (cartography, GIS, and spatial statistics) can help answer health-related questions such as the global and local impacts of a pandemic.</p>			
<p>Week 3: August 31- September 6</p>	<p>3: Population Geography</p>	<p>Chapter 3: Population Dynamics</p> <ul style="list-style-type: none"> ▪ Population Demographics ▪ The Demographic Transition and its Phases, Problems, and Opportunities <p>Chapter 9: The Geography of Population</p> <ul style="list-style-type: none"> ▪ The Distribution of Population ▪ Population Differences: Gender, Age, Race, and Ethnicity 	

		<ul style="list-style-type: none"> ▪ The Movement of Population ▪ Human Migration ▪ Models of Population Movement <p>Watch, “Don’t Panic—The Facts About Population,” from Gapminder, available free (with captions) at: https://www.gapminder.org/videos/dont-panic-the-facts-about-population/.</p>	
Week 4: September 7-13	4: Population and Food	<p>Chapter 4: Population and Food</p> <ul style="list-style-type: none"> ▪ Population and Agriculture ▪ Population and Disease ▪ Malthusian Melancholy ▪ Hunger, Famine, and Food Insecurity ▪ Sustainable Agriculture ▪ Questioning the Food Production System 	
Week 5: September 14-20	5: Population and Resources	<p>Chapter 5: Population and Resources</p> <ul style="list-style-type: none"> ▪ Laws of Resource Use ▪ The Limits of Growth? <p>Due September 20: Discussion 2 and Reading Quiz 2</p>	<p>Discussion 2</p> <p>Reading Quiz 2 (Chapters 3-5 and 9)</p>
Week 6: September 21-27	6: Population and Environment 7: Exam 1	<p>Chapter 6: People and the Environment</p> <ul style="list-style-type: none"> ▪ Environment and Cultural Meaning ▪ Environmental Impacts on Society ▪ Human Impacts and Environmental Change ▪ The Anthropocene: Living in a Modified Earth and Socially Constructed Nature <p>Due September 27: Exam 1 covering Chapters 1-6 and 9 due by 11:59 PM.</p>	<p>Exam 1 (Chapters 1-6 and 9)</p>
<p>Part 3: The Economic Organization of Space (Economic Geography)</p> <p>If this section of content is of further interest, consider: GEOG 3330: Economic Geography: A geographic analysis of global resources and economic growth. The underlying theme of the course is the impact of space (location, distance, area, boundaries) on economic decision-making. Topics to be discussed include population, transportation, rural and urban land use, industrial location, natural resource management, and development/underdevelopment. Differing spatial theories will be employed to explain the global economy in transition.</p>			
Week 7: September 28- October 4	8: Economic Geography	<p>Chapter 7: The Geography of Three Economic Sectors</p> <ul style="list-style-type: none"> ▪ The Primary Sector ▪ The Secondary Sector ▪ The Tertiary Sector 	

<p>Week 8: October 5-11</p>	<p>8: Economic Geography</p>	<p>Chapter 8: The Economic Geography of Uneven Development</p> <ul style="list-style-type: none"> ▪ Global Differences ▪ Regional Differences ▪ The Role of the State ▪ Capital and Labor ▪ The Rise of Mass Consumption <p>Chapter 12: Creating a Global Economy</p> <ul style="list-style-type: none"> ▪ Space-Time Convergence ▪ Three Waves of Globalization ▪ Global Shift ▪ International Nongovernmental Agencies <p>October 7: Last day to withdraw without academic penalty</p> <p>Due October 11: Reading Quiz 3</p>	<p>Reading Quiz 3 (Chapters 7-8)</p>
<p>Part 4: The Cultural Organization of Space (Cultural Geography)</p> <p>If this section of content is of further interest, consider:</p> <p>GEOG 3340: Cultural Geography: A thematic approach is applied to analyze human cultures, to examine world cultural regions, to note the spread of cultural traits, to interpret interactions between culture and environment, and to appreciate multiple traits of cultures and cultural landscapes. The five themes of region, diffusion, ecology, integration, and landscape are used to explore historical and contemporary issues of population, agriculture, politics, language, religion, ethnicity, popular culture, and urban spaces. The philosophy of the course is based on the premise that the built environment is a spatial expression of the beliefs, attitudes, and practices of a people.</p>			
<p>Week 9: October 12-18</p>	<p>9: Cultural Geography</p>	<p>Chapter 11: The Geography of Language</p> <ul style="list-style-type: none"> ▪ Language of the Local ▪ The Distribution of Languages ▪ Language and Power ▪ The Language of Place ▪ The Place of Language ▪ The Political Geography of Language ▪ Globalization of Language <p>Chapter 10: The Geography of Religion</p> <ul style="list-style-type: none"> ▪ The Geography of Major Religions ▪ The Geographies of Religious Belief ▪ The Religious Organization of Space ▪ Religion and Society 	
<p>Week 10: October 19-25</p>	<p>9: Cultural Geography</p>	<p>Chapter 13: The Global Geography of Culture</p> <ul style="list-style-type: none"> ▪ Cultural Regions ▪ Spatial Diffusion ▪ Culture as Flow ▪ The Global Production of Culture ▪ The Commodification of Culture 	<p>Discussion 3</p>

		<ul style="list-style-type: none"> ▪ The Myth of Homogeneity <p>Due October 25: Discussion 3</p>	
<p>Part 5: The Political Organization of Space (Political Geography)</p> <p>If this section of content is of further interest, consider: GEOG 3320: Political Geography: This course is intended to explore the following concepts and issues from a geographical perspective: territoriality, theories of the state, spatial expressions of ideology, boundary issues, imperialism, geopolitics, nationalism, electoral geography, national identity, religion and governing power in a spatial context, and cultural and/or economic hegemony.</p>			
<p>Week 11: October 26- November 1</p>	<p>10: Political Geography</p>	<p>Chapter 14: World Orders</p> <ul style="list-style-type: none"> ▪ Early Empires ▪ Modern Empires ▪ Global Integration ▪ Imperial Overstretch ▪ Imperial Disintegration ▪ The Clash of Civilizations? <p>Due November 1: Reading Quiz 4</p>	<p>Reading Quiz 4 (Chapters 10-14)</p>
<p>Week 12: November 2-8</p>	<p>10: Political Geography</p> <p>11: Exam 2</p>	<p>Chapter 15: The Nation-State</p> <ul style="list-style-type: none"> ▪ The Range of States ▪ The Rise and Fall of States ▪ The Spatial Nature of the State ▪ Nation, State, and Minorities ▪ The Territory of the State ▪ Boundaries and Frontiers ▪ Geography of Elections <p>Due November 8: Exam 2 covering Chapters 7-8 and 10-15 due by 11:59 PM.</p>	<p>Exam 2 (Chapters 7-8 and 10-15)</p>
<p>Part 6: The Urban Organization of Space (Urban Geography)</p> <p>If this section of content is of further interest, consider: GEOG 3300: Urban Geography: An analysis of the location and distribution of urban centers, urban land uses and the geographical aspects of general urban issues.</p>			
<p>Week 13: November 9-15</p>	<p>12: Urban Geography</p>	<p>Chapter 16: The Urban Transformation</p> <ul style="list-style-type: none"> ▪ The First Urban Revolution ▪ The Second Urban Revolution ▪ The Third Urban Revolution <p>November 15-21: Geography Awareness Week. See Department of Geography & Anthropology website for event announcements: https://chss.kennesaw.edu/geoanth/</p>	
<p>Week 14: November 16-22</p>	<p>13: Urban Networks</p>	<p>Chapter 17: Networks of Cities</p> <ul style="list-style-type: none"> ▪ Regional Networks 	<p>Reading Quiz 5 (Chapters 15-17)</p>

		<ul style="list-style-type: none"> ▪ National Networks ▪ Global Urban Networks <p>Due November 22: Reading Quiz 5</p>	
Week 15: November 23-29		<p>FALL BREAK – NO CLASSES</p> <p>November 26: Thanksgiving.</p>	
Week 16: November 30- December 7	14: Urban Structure	<p>Chapter 18: The Internal Structure of the City</p> <ul style="list-style-type: none"> ▪ The City as Investment ▪ The City as Residence ▪ The City as Social Context ▪ The City as Political Arena ▪ Changes in the Contemporary City <p>December 7: Last day of classes for Fall 2020 Semester.</p> <p>Due December 7: Discussion 4</p>	Discussion 4
Final Exam December 8-10	15: Exam 3	<p>Exam 3 (Final Exam) covering Chapters 16-18</p> <p>Due December 10: Exam 3 (Final Exam) due by 11:59 PM.</p>	Exam 3 (Final Exam on Chapters 16-18)

Note: If you're interested in studying all topics from this course in further detail focused on a specific world region in a future semester, consider upper division regional geography courses:

GEOG 3312: Geography of Europe: A geographical survey of Europe and its environs, with emphasis on the tremendous diversity found in both the physical and human geography of the region. Economic, political and cultural geography are examined within the framework of the forces that are rapidly restructuring the landscapes of Eastern and Western Europe.

GEOG 3350: Geography of Sub-Saharan Africa: A spatial survey that focuses on the physical, historical, cultural, and economic forces at work on the African continent, south of the Sahara. Special emphasis is placed on the roles of the natural environment, population geography, historical geography, agriculture, economic development, and other factors that shape the landscapes of Sub-Saharan Africa.

GEOG 3360: Geography of Asia: This course is designed as a survey of the physical and cultural geography of the Asian region. Students will be provided with an overview of Asian landform features and climate coupled with a discussion of human interaction with a variety of Asian landscapes in terms of historical, political, economic, religious, and ethnic factors using geographic and cartographic analytical techniques.

GEOG 3370: Geography of Latin America and the Caribbean: This course studies the major physical, cultural and geopolitical sub-regions in Latin America and the Caribbean. In-depth geographic awareness and knowledge of the Latin American and Caribbean region is gained from the study of physical landscapes, natural hazards, economics, historical geography, environmental and resource issues, cultures and societies, urbanization, development, current events, and prospects for the future.

GEOG 3380: Geography of North America: A geographical survey of North America emphasizing the significant diversity found in both the physical and human geography of the region. Past, current and changing locational arrangements of people and resources are examined as they relate to economic, political, urban and cultural geographic perspectives within the framework of the forces that have created the variety of landscapes of the North American continent.

GEOG 3390: Geography of the Middle East and North Africa: This course is a spatial survey that focuses on the physical, historical, cultural, and economic forces at work in the Middle East & North Africa. Special emphasis is placed on the roles of the natural environment, demography, historical geography, agriculture, economic development, and other factors that shape the landscapes of this particular region.

Course Expectations

Communication Rules

In any classroom setting there are communication rules in place that encourage students to respect others and their opinions. In an online environment the do's and don'ts of online communication are referred to as **Netiquette**. As a student in this course you should:

- Be sensitive and reflective to what others are saying.
- **Avoid typing in ALL CAPITALS** because it is difficult to read and is considered the electronic version of SHOUTING.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional, humor is difficult to convey in an online environment.
- Always **assume good intent** and **respond accordingly**. If you are unsure of or annoyed by a message, wait 24 hours before responding.

Late Assignments

All assignments will be due by 11:59 PM on the date indicated on the class schedule document. Late assignments will be accepted with a 10 percent reduction in the item's grade for each day that the item is late (i.e., if the item is 2 days late then the grade will be reduced by 20 percent).

Student Responsibility

Distance learning requires more individual discipline than traditional classes, and requires that you have at least some control over your time and schedule. It is not easier or less time than face-to-face courses. During each week, students are expected to:

- Check D2L course website regularly;
- Follow the weekly study guide;
- Study the assigned material, such as; virtual lectures, textbook chapters, PPT slides, etc.;
- Complete and submit assigned quizzes or homework on time.

Tips for Effective Online Learning

For an online class, students can really enjoy the benefits of learning at your own pace and in whatever environment that you choose. Below are some tips for effective online learning:

- **Check the D2L course website regularly.** Always be aware of the current status of the course. It might be helpful to subscribe to the RSS feeds within the News Tool, sign up for text message alerts, or subscribe to your posts within the Discussion Tool. By taking advantage of the tools within the environment and the posted learning material, you can maintain an enhanced learning experience.
- **Work closely with your instructor.** If you have any questions, please contact me immediately. The best way to contact me is via email, and you will be guaranteed to have a reply within 12 hours.
- **Begin your work early.** If you can start a task early, don't start late. Assuming you spend the same amount of time completing the task, starting later will be much more stressful than starting early. Never wait until the last minute to begin an assignment! You'll have no turnaround time if you need help or something happens.

What is Plagiarism?

Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own. If you are unaware or uncertain on how to properly cite a particular source, please do not neglect to add the citation—that is

considered plagiarism. If you have questions on how to cite your work, please contact me immediately! For more information, please refer to the “Plagiarism Policy” under the *Policies* section of this syllabus.

Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Help Resources

Please review the following university academic support services, student services, and resources, which can help you succeed in this course.

Contacts to get Help

Student Help Desk studenthelpdesk@kennesaw.edu or call 470.578.3555
CHSS Office of Digital Education, Tutorials: <https://chss.kennesaw.edu/ode/tutorials.php>

KSU Library Services

The KSU Library System assists all students, faculty and staff with their research, including using library databases to find articles, accessing books and other materials in our catalog, and for specialized research needs. Librarians are available for in-person walk-up assistance at library help desks, one-on-one research appointments, and 24x7 via library chat. For more information on library locations, hours, how to access library services, and remote access to library resources, please visit <http://library.kennesaw.edu/>.

KSU Writing Center

The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit <http://writingcenter.kennesaw.edu/> or stop by English Building, Room 242 (Kennesaw campus) or Building A, Room 184 (Marietta campus).

KSU Education Abroad, Division of Global Affairs

Kennesaw State University offers more than two-dozen faculty-led study abroad programs in 30+ countries, as well as many foreign exchange and international internship opportunities. Regardless of what field of study or country you are passionate about, there is an education abroad program for you! The information and resources on this site will help guide you through the entire education abroad experience: <http://dga.kennesaw.edu/educationabroad/>

University Policies

Academic Honesty

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/ falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

Plagiarism Policy

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. For more information, please see: **Why is cheating/plagiarism wrong and what will happen if I'm accused of academic misconduct?:** <http://scai.kennesaw.edu/students/general-info/cheating.php>

Disability Statement

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Kennesaw State University does not deny admission or subject to discrimination in admission any qualified disabled student. A number of services are available to help students with disabilities with their academic work. In order to make arrangements for special services, students must visit the Office for Student Disability Services and make an appointment to arrange an individual assistance plan. In most cases, certification of disability is required. Special services are based on: medical and/or psychological certification of disability; eligibility for services by outside agencies, and; ability to complete tasks required in courses. **ADA Position Statement.** Kennesaw State University, a member of the University System of Georgia, does not discriminate on the basis of race, color, religion, age, sex, national origin or disability in employment or provision of services. Kennesaw State University does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications. The following individuals have been designated by the President of the University to provide assistance and ensure compliance with the ADA. Should you require assistance or have further questions about the ADA, please contact: ADA Compliance Officer for Students 470-578-6443. ADA Compliance Officer for Facilities 470-578-6224. ADA Compliance Officer for Employees 470-578-6030. For more information, go to: http://www.kennesaw.edu/stu_dev/dsss.

Non-Discrimination Statement

Kennesaw State University (KSU) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, Board of Regents policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, gender expression, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the KSU Community on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for members of the KSU community. <http://diversity.kennesaw.edu/>

COVID-19 Syllabus Statements

Instructors have been asked to include the following statements on their Fall 2020 course syllabi. Please note that since this class is now fully online (asynchronous) that some of these statements may not necessarily apply to our specific class as they are directed toward face-to-face courses.

Face Masks in the Classroom

As mandated by the University System of Georgia, the university requires the use of face masks in the classroom and in KSU buildings to protect you, your classmates, and instructors. Per the University System of Georgia, anyone not using a face covering when required will be asked to wear one or must leave the area. Repeated refusal to comply with the requirement may result in discipline through the applicable conduct code. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Please contact Student Disability Services at sds@kennesaw.edu for student accommodation requests.

Shifting Modalities

Please note that the university reserves the right to shift teaching modalities at any time during the semester, if health and safety guidelines require it to do so. Some teaching modalities that may be used are F2F, Hyflex, Hybrid, or online, both synchronous and asynchronous instruction.

Staying Home When Sick

If you are ill, please stay home and contact your health professional. In that case, please email the instructor to say you are missing class due to illness. Signs of illness include, but are not limited to, the following:

- Cough
- Fever of 100.4 or higher
- Runny nose or new sinus congestion
- Shortness of breath or difficulty breathing
- Chills
- Sore Throat
- New loss of taste and/or smell

Seating Plans

Students will sit in the same seat for every F2F class so that the instructor can use a seating plan for contact tracing if a student contracts Covid-19.

Web Cameras

Instructors may require web cameras in their respective courses.