

GEOG 2200-W01: Research Methods in Geography & Environmental Studies

Fall 2020, Fully Online (Asynchronous)

Instructor

Dr. Paul McDaniel, Associate Professor of Geography

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Faculty Web: <http://facultyweb.kennesaw.edu/pmcdan11>

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

Email and Classroom Response Times:

I will check my email and D2L messages daily, 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. Regarding grading and feedback turnaround time, unless otherwise stated, grades and feedback on items due will be returned to students within one week of the due date.

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

Course Description

This course is designed to prepare students for scientific research in the environmental field and related disciplines. It introduces students to a variety of spatial and environmental research concepts, approaches, methods and techniques. This course guides students through aspects of scientific research. Prerequisite: (ANTH 1102, or GEOG 1101, or GEOG 1130) and (GEOG 1112 or GEOG 1113) and GEOG 1102.

Course Objectives/Goals

Students who successfully complete this course should be able to:

1. Describe basic geographic/environmental research concepts and methods.
2. Review geographic/environmental research methods in geography/environmental literatures.
3. Design research projects in their fields of interest.
4. Apply research methods to their own research projects.
5. Develop writing skills to present and disseminate their research and findings.

Required Textbook

An Introduction to Scientific Research Methods in Geography and Environmental Studies, 2013, second edition, by Daniel R. Montello and Paul C. Sutton, from Sage Publications, ISBN: 9781446200759.

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

Grade Component	Points	Percent
Participation	25	5%
Ten Reading Quizzes	100	20%
Five Discussions	100	20%
Ten Assignments (These are each actually the components that go into constructing your research proposal paper)	150	30%
Research Proposal Peer Review	25	5%
Research Proposal Paper	100	20%
COURSE TOTAL	500	100%

Unless otherwise stated, grades and feedback on items due will be returned to students within one week of the due date. 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.

A = 90-100	D = 60-69.9
B = 80-89.9	F = <59.9
C = 70-79.9	

Participation (5 percent of total course grade):

Active participation in class discussions and all other components of the course is important. Consider our class as an assemblage of individuals that is unique and irreplaceable. Irregular participation not only hurts a student's course work, but it weakens the class as a whole. Students are expected to participate in all class activities and discussions, complete all written assignments and research proposal components, and complete assigned readings by the beginning of the week in which the reading is assigned (refer to schedule presented in this syllabus) in order to actively participate in the class each week. Class participation makes up 5% of the total course grade.

Reading Quizzes (20 percent of total course grade):

In order to be prepared for class discussions and to adequately participate in class, students must read the corresponding chapters in the textbook (and any other assigned readings as announced) by the beginning of the week in which the reading is assigned (see syllabus schedule below). Ten reading quizzes will occur randomly throughout the semester. The ten textbook reading quizzes, worth 10 points each, account for 20% of the total course grade.

Discussions (20 percent of total course grade):

There will be five discussions throughout the semester. Each discussion is out of 20 points. For each discussion, please respond to the discussion prompt using the discussion rubric below as a guide; and please also respond to at least three other classmates' posts.

Grading Rubric for Each Discussion Assignment

	Exemplary	Midpoint	Unsatisfactory
Content	4 points Post contains unique and novel ideas. Shows you have thought critically about the material and addresses all questions in the prompt.	2 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.

Spelling and Grammar	4 points 0-4 spelling and/or grammar mistakes.	2 points 5-9 spelling and/or grammar mistakes.	0 points 10+ spelling and/or grammar mistakes.
Reference and Support	4 points The post has clearly and explicitly referenced material to the text and lecture slides to reinforce the opinion/statements.	2 points Some material are referenced.	0 points There is no clear support for the statements.
Length of Post	4 points Post is 350 words or more.	2 points Post is 201 to 349 words.	0 points Post is less than 200 words.
Meaningful Response to 3 Other Students' Posts	4 points Responses are each 50 words or more and shows strong evidence of thought.	2 points Responses are 25 to 49 words OR don't show strong evidence of thought OR fewer than 3 responses.	0 points No response posts.

Assignments and Research Proposal Components (30 percent of total course grade):

Throughout the semester, students will complete several assignments that apply concepts from readings and class discussions and also form the components and building blocks of their research proposal papers that will be due by the end of the course. These specific written assignments (see week-by-week schedule below for due dates) build upon each other and include developing a potential research topic, developing specific research questions, constructing a literature review, and describing the study area, methodology, and data sources. All assignments and research proposal components will be submitted electronically on the D2L course site. The written assignments are 30% of the total course grade.

- Assignment 1 (5 points): IRB CITI Training, “Students Conducting No More Than Minimal Risk Research” (see instructions on the assignments drop box on D2L, and use that folder to submit your completion certificate)
- Assignment 2 (10 points): List of three potential research topics for your research proposal.
- Assignment 3 (15 points): Literature search and evaluation.
- Assignment 4 (15 points): Description of research questions for your research proposal.
- Assignment 5 (15 points): Survey questionnaire design.
- Assignment 6 (15 points): Data sources.
- Assignment 7 (20 points): Research proposal background, literature review, and research objectives.
- Assignment 8 (15 points): Statistics data sources.
- Assignment 9 (20 points): Research proposal study area, data sources, and methodology.
- Assignment 10 (20 points): Draft of your research proposal paper.

Research Proposal Paper (20 percent of total course grade):

Students will spend time throughout the course developing a research proposal in a particular field of geography or environmental studies based on their research interests. The various components of the research proposal paper (see “assignments” above) will be due at different points throughout the semester (see syllabus week-by-week schedule below for due dates). The final research proposal paper will also go through a peer review with other students in the class. However, the full/final research proposal paper will be graded only once—at the end of the semester. More detailed requirements for the paper are described below. The final research proposal paper is out of 100 points (see grading rubric below) and makes up 20% of the total course grade. It is due via D2L dropbox on the last day of class.

Structure of Research Proposal Paper:

In general, the research proposal paper should have the following or similar components (not necessary to follow this structure, but should be logical). The paper should be organized into sections with section headings (and subheadings if needed).

1. Introduction: an overview of your research question(s).
2. Background: Background information about your topic to help readers understand your research concepts, question(s), and context.
3. Literature Review: You should read at least 10 literatures (i.e., peer-reviewed academic journal articles, scholarly book chapters, or other scholarly work) relevant to your research questions and methods. They may be peer-reviewed journal papers, book chapters, or books you can get from the library and electronic databases searchable through the Library or Google Scholar. The literature review is a summary of the previous studies relevant to your area of research and research question(s). You should discuss the differences between your proposed study and the previous studies, the limitations in the previous studies, any improvements your study may make, and why your study is needed to contribute or fill a gap in the particular area of knowledge.
4. Research Objectives: Provide detailed research purposes and questions or any hypotheses you want to test.
5. Study Area: Most geographic topics are for a specific place, area, or region. Describe the information relevant to the research questions in the study area (physical, social, historical, environmental, cultural, etc.).
6. Data Sources and Methodology: Clearly describe how you will collect the data and the methods you plan to use to explore and interpret the data and address the research questions. A flow chart may help you organize the methodology and make it easier to understand.
7. Results: Describe potential and/or expected results and how they will help to answer the research questions and hypotheses.
8. Conclusion: Tie everything back together with the broader literature and describe any scientific, social, and practical contributions your research may make. Also make suggestions for future research related to this topic.
9. References: List the literatures in a standard and consistent bibliographic format, such as APA, MLA, or Chicago Style. The key is to choose one style and remain consistent with in-text citations and reference list/bibliography format. If you don't have any idea of a particular reference citation format, look at one of the peer-reviewed journal articles you reference in your research project paper and follow its particular citation and reference format. Consistency is key!

Grading Rubric for Research Proposal Paper:

	Exemplary	Midpoint	Unsatisfactory
Structure of the Research Paper	30 points Paper includes all required sections (Introduction, Background, Literature Review, Research Objectives/Questions, Study Area, Data Sources/Methodology, Results, Conclusion, References).	15 points Paper contains some of the required sections.	0 points Paper did not follow any of the directions for organization and content.
In-Text Citations	15 points All sources listed in the reference list are cited in the text of the paper	7.5 points Some citations are in the text, but not all sources in the bibliography are cited	0 points No citations from the reference list. PAPER WILL BE GRADED "D" OR LOWER.
Reference List	15 points 10+ sources, alphabetized, follows standard citation format, majority scholarly sources	7.5 points 5-9 sources, needs formatting attention, may or may not have scholarly sources	0 points 1-4 sources, bibliography not alphabetized, poorly formatted

Maps & Images	10 points Paper has 1+ map and 1+ image, both referred to in the text.	5 points Paper has only one map or image, may or not be referred to in text.	0 points No maps, no images.
Proof-reading	10 points 0-9 spelling and/or grammar mistakes.	5 points 10-19 spelling and/or grammar mistakes	0 points 20+ spelling and/or grammar mistakes.
Length of paper	10 points Paper has 10 or more pages of text (excluding figures, tables, images, references), double-spaced, Times New Roman 12 point font, 1-inch margins.	5 points Paper has 8-9 pages of text, doesn't follow font/margin formatting.	0 points Paper has less than 8 pages of text, doesn't follow font/margin formatting.
Subheadings (these add focus)	10 points Subheadings are sufficient for the various required sections of the research paper.	5 points Few subheadings, confusing to the reader, and/or don't follow the required sections for the paper.	0 points No subheadings

Research Proposal Paper Peer Review (5 percent of total course grade):

After you turn in a draft of the research proposal paper, the instructor will distribute your paper draft to other students in the class. Each student, from the perspective of an editor reviewing a draft manuscript for scholarly journal article publication, must read and review one other student's research project paper draft and send comments back to the author and to the instructor. The author may send the responses back to the reviewer and the instructor and make necessary revisions or respond to the feedback in the discussion. The peer review will be graded based on how you review another student's research project paper draft and how you respond to another student's and instructor's comments on your own paper draft. This part makes up 5% of the final course grade.

Additional Research and Writing Resources:

- Research Guides from KSU Sturgis Library: <http://libguides.kennesaw.edu/cat.php?cid=79060>
- Geography Research Guide from KSU Sturgis Library: <http://libguides.kennesaw.edu/geography>
- Galileo Scholar, University System of Georgia. Discover articles, books, media, and more from across the University System of Georgia: <http://www.galileo.usg.edu/scholar/kennesaw/search/>
 - Galileo Scholar, Geography subject guide: <http://www.galileo.usg.edu/scholar/kennesaw/subjects/geography/articles-databases/>
 - Galileo Scholar, Environmental Science Collection (ProQuest): <http://www.galileo.usg.edu/scholar/databases/zuec/>
- Google Scholar: <https://scholar.google.com/>
 - When searching Google Scholar on a KSU campus computer, you should be able to easily access full-text scholarly journal articles for the many journals to which KSU has a subscription. In many such cases, you should be able to click a link directly to the PDF file that appears on the right side of the search results page if the PDF article is available. When using Google Scholar off of KSU's network, you may not always be able to access full text of journal articles.
- Council on Undergraduate Research: http://www.cur.org/about_cur/
 - National Conference on Undergraduate Research: http://www.cur.org/ncur_2016/
- Writing Help Resources and Handouts from the KSU Writing Center: <http://writingcenter.kennesaw.edu/resources/handouts.php>

Suggested Readings:

- Bailey, Carol A. 1996. *A Guide to Field Research*. Thousand Oaks, Calif.: Pine Forge Press.
- Clifford, Nicholas and Valentine, Gill. 2003. *Key Methods in Geography*. Sage Publications.
- Cooper, Harris M. 1998. *Synthesizing Research: a guide for literature reviews*. Sage Publications.
- Cutter, Susan L., Reginald Golledge, and William L. Graf. 2002. "The Big Questions in Geography." *Professional Geographer* 54, 3: 305-317.
- Drew, C.J., M.L. Hardman, and A.W. Hart. 1996. *Designing and Conducting Research*. Needham Heights: Allyn and Bacon.
- Flowerdew, Robin and David Martin. 2005. *Methods in Human Geography: A Guide for Students Doing a Research Project*. Prentice Hall.
- Hay, Iain. 2005. *Qualitative Research Methods in Human Geography*. Oxford University Press.
- Hult, Christine. 1996. *Researching and Writing in the Social Sciences*. Boston: Allyn and Bacon.
- Locke, Lawrence F., Spirduso W., and Silverman, Stephen J.. 2007. *Proposals that Work*. Sage Publications.
- Moore, Nick. 2000. *How to do Research: The Complete Guide to Designing and Managing Research Projects*, 3rd ed. London: Library Association Publishing.
- National Academies. 2009. *On Being a Scientist: A Guide to Responsible Conduct in Research*. Washington, DC: National Academies Press.
- Northey, Margot and Knight, David. 2007. *Making Sense: A Student's Guide to Research and Writing in Geography and Environmental Sciences*. Oxford University Press.
- Rogerson, Peter A. 2006. *Statistical Methods for Geography: A Student's Guide*. 2nd edition. Sage Publications.
- Robson, Colin. 2002. *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*, 2nd ed. Oxford, UK: Blackwell.
- Rodrigues, Dawn, and Raymond J. Rodrigues. 2003. *The Research Paper: A Guide to Library and Internet Research*, 3rd ed. Upper Saddle River, NJ: Prentice Hall.
- Ruane, Janet. 2005. *Essentials of Research Methods: A Guide to Social Science Research*. Oxford: Blackwell.
- Schloss, Patrick J., and Maureen Smith. 1999. *Conducting Research*. Merrill: Upper Saddle River.
- Skloot, Rebecca. 2011. *The Immortal Life of Henrietta Lacks*. New York: Broadway Paperbacks.
- Williams, Joseph. 2002. *Style: Ten Lessons in Clarity and Grace*. New York: Harper.

Course Outline

Please read the designated reading for a particular module/week by the beginning of that module/week as indicated in the schedule below to be able to fully participate in all of the activities within each module. 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; Quiz 2, during Module 2, is due by 11:59 PM on August 30; and so forth for each activity listed for each week throughout the semester. Unless otherwise stated, grades and feedback on items due generally will be returned to students within one week of the due date. Due dates are clearly listed in the schedule below, in the D2L course calendar, in each module, and on each graded activity item.

Week	Required Reading, General Topics for the Week, and Assignment(s) Due	Items Due
Module 0: Start Here Module 1: Introduction August 17-23	Chapter 1: Introduction: A Scientific Approach to Geography and Environmental Studies <ul style="list-style-type: none"> ▪ Overview and introduction to the class, use of D2L for assignment submission and interaction with class. Due August 23: <ul style="list-style-type: none"> ▪ Discussion 1: Introduce Yourself ▪ Quiz 1 ▪ Assignment 1: CITI Certification 	Discussion 1: Introduce Yourself Quiz 1 Assignment 1: CITI Training
Module 2: Fundamental	Chapter 2: Fundamental Research Concepts	Quiz 2

<p>Research Concepts</p> <p>August 24-30</p>	<ul style="list-style-type: none"> ▪ How to generate research ideas and questions <p>Article Reading: “The Big Questions in Geography” by Cutter, Golledge, and Graf, <i>Professional Geographer</i>, 2002.</p> <p>Due August 30:</p> <ul style="list-style-type: none"> ▪ Quiz 2 ▪ Discussion 2: Scientific Research and Fundamental Research Concepts ▪ Assignment 2: List of three potential research topics for your research project paper 	<p>Discussion 2</p> <p>Assignment 2: List of three potential research topics</p>
<p>Module 3: Scientific Communication</p> <p>August 31-September 6</p>	<p>Chapter 3: Scientific Communication</p> <p>How to get literatures from the library and electronic journal databases</p> <p>How to give background information and perform literature review</p> <p>Due September 6: Quiz 3</p>	<p>Quiz 3</p>
<p>Module 4: Data Collection</p> <p>September 7-13</p>	<p>Chapter 4: Data Collection in Geography and Environmental Studies: Overview, How to describe your research questions</p> <p>Due September 13:</p> <ul style="list-style-type: none"> ▪ Quiz 4 ▪ Assignment 3: Literature Search and Evaluation 	<p>Quiz 4</p> <p>Assignment 3: Literature Search and Evaluation</p>
<p>Module 5: Physical Measurements</p> <p>September 14-20</p>	<p>Chapter 5: Physical Measurements</p> <p>Due September 20:</p> <ul style="list-style-type: none"> ▪ Quiz 5 ▪ Assignment 4: Description of research questions for your research project paper 	<p>Quiz 5</p> <p>Assignment 4: Description of research questions</p>
<p>Module 6: Behavioral Observations and Archives</p> <p>September 21-27</p>	<p>Chapter 6: Behavioral Observations and Archives</p> <p>Due September 27: Quiz 6</p>	<p>Quiz 6</p>
<p>Module 7: Explicit Reports, Surveys, Interviews, Tests</p> <p>September 28-October 4</p>	<p>Chapter 7: Explicit Reports: Surveys, Interviews, and Tests</p> <p>Due October 4:</p> <ul style="list-style-type: none"> ▪ Quiz 7 ▪ Assignment 5: Survey Questionnaire Design ▪ Assignment 6: Data Sources 	<p>Quiz 7</p> <p>Assignment 5: Survey Questionnaire Design</p> <p>Assignment 6: Data Sources</p>
<p>Module 8: Experimental and Nonexperimental Research Designs</p>	<p>Chapter 8: Experimental and Nonexperimental Research Designs</p> <p>October 7 is last day to withdraw without academic penalty</p> <p>Due October 11:</p> <ul style="list-style-type: none"> ▪ Discussion 3: Data Collection 	<p>Discussion 3</p> <p>Assignment 7: Research project background, literature</p>

October 5-11	<ul style="list-style-type: none"> ▪ Assignment 7: Research project background, literature review, and research objectives 	review, and research objectives
Module 9: Sampling October 12-18	<p>Chapter 9: Sampling Important data sources in geography and environmental studies</p> <p>Due October 18: Quiz 8</p>	Quiz 8
Module 10: Statistical Data Analysis October 19-25	<p>Chapter 10: Statistical Data Analysis</p> <p>Due October 25: Assignment 8: Statistics Data Sources</p>	Assignment 8: Statistics Data Sources
Module 11: Data Display October 26-November 1	<p>Chapter 11: Data Display: Tables, Graphs, Maps, Visualizations</p> <p>Due November 1:</p> <ul style="list-style-type: none"> ▪ Discussion 4: Statistical Data Analysis and Data Display ▪ Assignment 9: Research Project study area, data sources, and methodology 	<p>Discussion 4</p> <p>Assignment 9: Research Project study area, data sources, and methodology</p>
Module 12: Reliability and Validity November 2-8	<p>Chapter 12: Reliability and Validity</p> <p>Due November 8: Quiz 9</p>	Quiz 9
Module 13: Information Technologies in Research November 9-15	<p>Chapter 13: Information Technologies in Research Geographic Information Systems (GIS)</p> <p>Due November 15:</p> <ul style="list-style-type: none"> ▪ Quiz 10 ▪ Assignment 10: Draft of your research proposal paper 	<p>Quiz 10</p> <p>Assignment 10: Draft of your research proposal paper</p>
Module 14: Ethics in Scientific Research November 16-22	<p>Chapter 14: Ethics in Scientific Research</p> <p>Due November 22:</p> <ul style="list-style-type: none"> ▪ Discussion 5: Ethics in Scientific Research ▪ Peer Review of Classmates' Research Proposal Paper drafts 	<p>Discussion 5</p> <p>Peer Review of Classmates' Research Proposal Paper drafts</p>
Fall Break (Thanksgiving Break) November 23-29	<p>Fall Break: No Classes. Happy Thanksgiving!</p> <p>November 26: Thanksgiving</p>	
Module 15: Research Proposal Peer Review and Final Paper	<p>Spend this week reviewing feedback on your drafts from the instructor and from the peer review process, and use the feedback to finalize the final version of your paper, which is due by December 7.</p> <p>December 7: Last day of classes for Fall 2020 Semester.</p> <p>Due December 7: Final Research Proposal paper</p>	December 7: Final Research Proposal Paper

November 30- December 7		
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Course Expectations

Expectations/Class Participation

You should be diligent about participating in this online course, including reading the required textbook as discussions, quizzes, and assignments are based on content directly from the textbook. Also, plagiarism and academic dishonesty will not be tolerated. Please see the statements on Academic Honesty and Plagiarism Policy in the University Policies later in this syllabus.

Late Assignments

Late quizzes/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).

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 English as a Second Language (ESL) Center

At the ESL Center, KSU IEP, undergraduate, and graduate international students can receive tutoring in writing, reading, pronunciation, and presentation skills, as well as advising for their general education (core) requirements and mentoring. More information and contacts are here: <http://uc.kennesaw.edu/academicinitiatives/esl.php>

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. For University wide updates, please check the KSU website, particularly, <https://coronavirus.kennesaw.edu/>.

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.