The Social Value of Humans in a Globalized World: Spring 2023
Shawn McEntee: Sociology 319

101.003 Meets Tuesday and Thursday from 12:30 to 1:45 pm in Fulton 146
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Student Hours: Monday and Wednesday 10 - 11 am; Tuesday & Thursday 11 am – 12:15 p.m.; and by request

ALL class-time is face-to-face; ONLY IF necessary (e.g., the U's COVID status changes), will Zoom-class sessions be recorded and made available after class meetings. The University's standard absence policy is in effect; students are responsible for content of missed classes and encouraged to identify and work with classmates to gain understanding of missed class-time content. See the Absence/Tardy Point Restoration: Bonus Assignment – due within a week of your return to class.

Although wearing masks in most campus settings at Salisbury University is no longer required, we recognize the power of face masks in limiting the spread of communicable diseases. Please feel free to wear a mask in this course so that we can continue to Protect the Flock. Masks are available, free of charge, at the GSU Information Desk.

MyClasses - Canvas (https://salisbury.instructure.com/), SU's course management system, includes your schedule, identifies required materials, and serves as your workbook, communications hub and testing center for this course. This course follows University policy regarding communication with students outside the classroom by using the **University e-mail system**. **If you are having difficulty with e-mail or the MyClasses Canvas (mobile) system, Contact IT/Student IT Help systems (http://www.salisbury.edu/helpdesk/)** or (410-67)7-5454; help for MyClasses - Canvas (mobile) links are on the login page as well as once you have logged in.

If you would like to contact me outside of MyClasses-Canvas, the classroom or scheduled student hours, e-mail is your best bet because I check it frequently. ***Activate and make use of your SU e-mail; I am disinclined to respond to non-university e-mail***. I will respond via e-mail within 24 hours during the regular semester. ***There is no substitute for a face-to-face chat***, however; please contact me during student hours or to find a time we can meet to address concerns. ***Edit your profile in MyClasses/Canvas (click on Account) to reflect the name and other details you want your classmates and the instructor to use.***

Course Description
This course explores global relations and change from a distinctly sociological perspective; it relies on the principles of social networks and a range of theories of global development and change to explore current global issues and historical changes. While globalization as a concept did not appear until the 1970s, the social processes underlying it are at least as old as colonial expansion out of Europe and the development of the nation-state system. This course focuses on those social processes by addressing questions about impacts of technological change on human value(s). Strategies for critical evaluation of policies and social practices associated with global 'development' includes examination of social inequalities globally and locally as well as exploration of social, economic, political, and cultural globalization. Expect to DO sociology by seriously examining the impact of globalization and associated technological change on your life – including the design of and expectations of this course.

Critical examination of global social systems challenges many of our commonly held beliefs; it may also challenge our values and our sense of self. Self-reflexivity and developing a sociological imagination are inseparable from human capacity for language which is the uniquely human capacity for understanding and communication fundamental to learning. Learning the language global sociologists use and using it demonstrates your developing sociological imagination; practicing self-reflexivity – the ability to think deeply about who you are and your role in the world – is enhanced and refined through social interaction and demonstration of language skills. This course is designed to enhance

technological and information literacies as well as critical thinking and command of language. This course also integrates knowledge developed in a variety of disciplines. For most of you, socialization and 'becoming human' has taken place within a highly globalized and technologically dependent part of a stratified world. For most of you also, technology and other factors have changed – and caused significant changes – even in your (relatively) short lives.

This course supports the Sociology Department Mission, which is to provide "a high-quality undergraduate program underscoring critical thinking, cultural competence, technological savvy, research skills, and social justice. By emphasizing teaching as the top priority, we engage our students in an intellectually stimulating exploration of our social world from broad, sweeping global changes to inter-personal interaction using a range of theories and methods. Throughout our courses, students enhance their sociological imagination developing a crucial understanding of the relationship between individual experiences and larger social forces. Consequently, Sociology students gain the skills necessary to respect the dignity and essential worth of all individuals and to provide leadership toward a more just social world."

Course Objectives
In support of the Sociology Department Mission, as well as the General Education SLOs for a COMAR Social Sciences requirement called Social Issues outlined below, the course also supports student achievement of the **Sociology Program Student Learning Outcomes**:
- Understand basic sociological concepts and theories to explain human social behavior.
- Effectively use key concepts in sociology including: socialization, social forces, social organizations / institutions and variants to explain human social behavior.
- Understand structural inequalities associated with diversity, inclusion and strategies for achieving social justice (including race/ ethnicity, class, gender/gender identity, sexual orientation, among others).
- Develop a sociological imagination that enables students to see the circumstances and problems of individuals (including themselves) in context of the broader social forces that shape their lives.
- Sociological Reasoning/Logic: Use (basic) sociological research methods, qualitative/quantitative data analysis, and an array of data to study human social behavior.
- Information Literacy: Access and use information (data, and sociological research) to sociologically describe, explain, and analyze public issues, social problems, and community involvement.

Course SLOs: Specifically for this course, by the end of the semester, students will be able to:
- Understand characteristics of the global social network and theories that explain patterns of global economic, political, and social change.
- Effectively use key concepts in global sociology including those associated with the global social network as well as social forces, social organizations / institutions and variants to explain human social behavior.
- Understand global structural inequalities associated with level of development, global north/south, participation in the global political economy, and strategies for achieving sustainability and global social justice.
- Develop a global sociological imagination and think critically and reflexively about the relationship between their personal life and our current socio-historical context as defined by social processes of globalization.
- Recognize and communicate about the significance of core sociological concepts including global social structures and structured global inequalities influence by global social processes
- Engage the sociological imagination to evaluate sets of ideas and practices that legitimize unequal power distributions on a global scale and create gaps between social realities and social expectations
- Apply a developing global sociological imagination to current (global and globally relevant) events and issues of sustainability

The above course student learning outcomes reflect intersections among the broader Sociology Program Mission and outcomes and SU's General Education Program. As mentioned above, this course also meets a COMAR (state of Maryland) expectation for college level learning in the social sciences; as Salisbury University implements a new General Education program, this course is likely fit into the category of **Social Issues**, which is described as "**Applied social science with an emphasis on understanding and solving problems in the social or behavioral sciences.**"
Accordingly, this course provides students with opportunities to meet the General Education Student Learning Outcomes listed below. Bolded terms/phrases identify concepts and issues identified in the above sociology department mission and program SLOs.

- *Essential Competency* – **Quantitative Reasoning**: Students will be able to **interpret models and solve quantitative problems from different contexts with real-world relevance**; **understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs,** and mathematical equations).
- *Foundational Knowledge* -- **Knowledge of Human Experience**: Students will be able to **describe and compare the development and impact of various** artistic, **cultural, economic, historical**, intellectual, linguistic, **political, social**, or spiritual systems; and **recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns**.
- *Personal, Social, and Cultural Responsibility* -- **Emerging and Enduring Global Issues**: Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably**.**
- *Personal, Social, and Cultural Responsibility* -- **Ethical Reasoning**: Students will be able to **reason about** right and wrong **human conduct**; **assess** their own ethical values and **the social context of problems**; **recognize** ethical **issues in a variety of settings**; **think about how different** ethical **perspectives might be applied**; and **consider the ramifications of alternate actions**.

I also intend this course to meet the General Education SLO below:
- *Personal, Social, and Cultural Responsibility* -- **Environmental Sustainability**: Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.

This course is designed to help you achieve ALL of the above through integration; to be clear, ALL required materials and course work hit MULTIPLE SLOs and will overlap and reinforce the above knowledge and skills over the semester. Your WORK is graded on the basis of demonstrated IMPROVEMENTS in the above. Your focus, your effort, your intentions are CRUCIAL to your achievement of Student Learning Outcomes.

Course Schedule (brief – Explore MyClasses/Canvas for Weekly details):
- Weeks 1 through 3: Identifying Global Social Actors and their Roles
- Weeks 4 through 7: Understanding the Global Social Network and Sustainability
- Weeks 8 through 11: Understanding Globalization and other Global Social Processes
- Weeks 12 through end: Group Projects/Final Exam

University Resources

See [SU Course-related Policies and Resources](#) in course navigation in MyClasses.

- **Library Services** The sociology department Library Liaison is Angeline Prichard (arprichard@salisbury.edu) or 410-677-0118. The library also has an online chat; the '[Chat with us!](#)' pops up on the Library page of SU's Website.
- **Food & Housing Insecurity** Any student who lacks a safe and/or stable place to live is urged to contact the Student Affairs Office (phone: 410-543-6080, email: StudentAffairs@salisbury.edu) for support. Information on emergency fund grants can be found here: [https://www.salisbury.edu/administration/student-affairs/emergency-fund.aspx.](https://www.salisbury.edu/administration/student-affairs/emergency-fund.aspx)

In addition, for any student who has difficulty accessing sufficient nutritious food to eat every day, there is a **free** student food pantry on campus, across from the SU Bookstore on the ground floor of the Commons Building. Please email the student organization, Food for the Flock (sufoodpantry@gmail.com), for information, or check their social media: Twitter (@FlockFood), Facebook (@foodfortheflock), and Instagram (@foodfortheflock).

Please speak with me (or with any faculty or staff member you feel comfortable) about your food or housing insecurity, if you are comfortable doing so. This will enable them to provide any additional resources that they may possess.

Course Features

Mental attendance/attention is expected throughout each class session along with physical presence in the classroom. Students are expected to notify the instructor via e-mail **prior** to missed classes or as soon as possible in the event of an emergency; all students who have missed class should speak with the instructor as soon as possible regarding any issues interfering with attendance or completing course work.

MyClasses – Canvas MyClasses Canvas includes your schedule, identifies required materials, and serves as your workbook, communications hub and testing center for this course. It is your responsibility to check MyClasses regularly (daily) to stay on track. Invest in learning how the Canvas system works so you can use it to your advantage. In addition to watching the tutorial, see **Navigating Canvas and Course Design** section in this syllabus for more information about how to use MyClasses/Canvas effectively.

- **Communication – Communication Protocols:** Respectful communication, in the classroom as well as via **E-mail** or other **(N)Etiquette,** is vital to collaborative learning. **Make use of class-time OR the 'FAQ' (Frequently Asked Questions) discussion *RATHER THAN e-mail for questions about course work*.**
- **Academic Integrity** The requirements of the Salisbury University Code of Conduct apply to this course; see http://www.salisbury.edu/studentconduct/code.html and http://www.salisbury.edu/studentconduct/. Violations of the code will be reported. In addition, the Sociology Department Policy applies as follows:

The department of Sociology refers its students to the S.U. Student Handbook and Directory section "Policy on Student Academic Integrity" concerning plagiarism and other acts of academic dishonesty. The unacknowledged use of the ideas of others is a serious offense that can result in failure.
Each of the following constitutes plagiarism:
A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite [with BOTH in-text cites AND appropriate references] the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your work and by providing a list of Works Cited or Works Consulted. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.*
*note that course policy requires appropriate in-text citing and referencing in all course work.

- **Writing Across the Curriculum** This course supports the University's mandate regarding writing across the curriculum. In accordance with the goals of WAC, and Sociology Department Policy, *all writing for this course is graded for both content and technical issues*. Use of in-text cites (parenthetical notes in text identifying author and page number) and references (bibliographic source listings providing all information needed to retrieve the source) according to an accepted standard (e.g., MLA, APA) for non-sociology majors and the standard specified by the ASA (Chicago/Turabian) for sociology majors, is expected (see http://libraryguides.salisbury.edu/citation for more information). Also see Writing Resources on the Learning Aids page of my website for more information.

Grades and Grading

Your grade is an accumulated percentage of points across several areas. The grid below illustrates how and when you'll earn your grade. Bonus points in any section will be labeled, Bonus assignments will indicate they are worth zero points; attached rubrics indicate points available for any Bonus assignment.

- Less than 60% earns an F
- At least 60% and up to 70% is needed to pass and earn a D;
- At least 70% and up to 80% earns a C;
- At least 80% and up to 90% earns a B;
- At least 90% earns an A.

Canvas/MyClasses keeps you updated about your grade; most course work is graded with a rubric reflecting achievement of course learning objectives, typically in the week after its due date. Rubrics reflect performance on the graded assignment; comments provide guidance for improving work moving forward. I will also provide suggestions and guidance for completing the Week's work IN an open discussion prior to its due date.

All graded course work is IN MyClasses/Canvas; ALL instructions for graded course work are IN assignments/quizzes/discussions. Make sure you find and read instructions, and that you understand them.

RUBRICS are used to grade course work; each row of a rubric reflects aspects of course Student Learning Outcomes. Review of rubrics should tell you where you need to focus your intellectual energies to submit high quality work. For ALL course work, Meeting Expectations includes ALL of the following:

- submissions are COMPLETE (include all components described in instructions)
- submissions are ON-TIME (all components are submitted by DUE date/time)
- submissions USE appropriate sociological language (submissions that make use of the Week's glossary terms on the home page and in the Week's required materials, as well as quizzes IN the Week's submission reflect learning of relevant sociological language/concepts)
- submissions USE the Week's Required Materials (USE is indicated with in-text cites. Submissions that cite the Week's Required Materials extensively AND apply that information are eligible for the highest grades.)
- If the submission ALSO reflects sociological insights, demonstrates the value of collaborative learning, or reflects integrated understanding, it is exceeding expectations.

Basic Schedule for the Semester:	12.5%: Quizzes	12.5%: Attendance	15%: Perusall	25%: Weekly Work/ Assignments	35%: Tests (pts)
Week 1	1	2	5	15 (3, 5 & 7)	
Week 2	8	2	5	15	
Week 3	7	2	5	15	
Week 4	6	2	5	15	
Week 5	11	2	5		45
Week 6	7	2	5	15	
Week 7	8	2	5	15	
Week 8	11	2	5	15	
Week 9		2	5	15	
Week 10		2	5	15	
Week 11		2	5		45
Week 12		2	5	15	
Week 13		2	5	15	
Week 14		2	5	15	
Week 15		2	5	15	
Final Exam Wk		2		+20 Team eval pts	60
TOTALS	60	**Cumulative % (32) reflecting attendance includes tardiness and missed classes.**		**210 plus bonus points**	**150**

Attendance each class period counts toward 12.5% of your total grade. Physical presence in the classroom as well as mental 'attendance' is essential to earn all credit. Roll Call in Canvas tracks attendance; students who join us after I've called roll are late which is 60% of that day's value.

Quizzes, due Sundays by midnight, 1 to 3 points each, collectively count toward 12.5% of your total grade. The lowest 5 grades are dropped in that calculation.

All in Canvas, each quiz can and SHOULD be taken repeatedly. Quizzes are graded automatically by Canvas and you can access grades and correct answers immediately upon submission of a quiz; the highest grade is kept regardless of due date. ALL quizzes open by the 2nd week of the semester and CLOSE by midnight on (and are inaccessible after) April 23rd. Quizzes are DUE Sunday's at 11:59 pm BEFORE we cover relevant materials in class.

Quizzes represent **OBJECTIVE learning as well as prepare you for critical thinking and strategic use of Required Materials.**

- Instructions IN each quiz include information about how to use the **Course Glossary** to find relevant terms. You SHOULD be learning from the quizzes themselves; the glossary and course materials will help but do NOT provide all the information needed to score well on first attempts.
- Take quizzes multiple times PRIOR to the DUE date to get a feel for relevant concepts and social issues; use the time between the due and closing dates to earn the grade you want.
- If the correct answer does NOT make sense to you after studying the issue, bring the full question (and answer) to class OR post in the FAQ in Canvas.
- Each quiz question is worth 0.1 points AND may show up in more than 1 quiz:
  - o 1 point quizzes use question pools of up to 39 questions; each attempt is 10 questions and you have 7 minutes to submit.
  - o 2 point quizzes use question pools with 40 – 65 questions; each attempt is 20 questions and you have 15 minutes to submit.
  - o 3 point quizzes use question pools with 66 – 90 questions; each attempt is 30 questions and you have 25 minutes to submit.
- Each Quiz ATTEMPT selects a different set of questions from the pool; hence the need to take the quizzes multiple times to 'see' all the questions in the pool.

Perusall and preparation for class is also worth 15% of your total grade. Perusall is an online app designed to develop effective reading comprehension skills; we are using it to deepen understanding of selected sociological research articles over the semester. Perusall automatically evaluates your participation and sends the information to Canvas/MyClasses as a grade; the work must be completed prior to the first day of class starting week 2. Effective use of Perusall both demonstrates your understanding of the source as well as provides opportunities for collaboration AND to identify questions and issues for discussion during classtime.

Weekly Work / Assignments consists of a variety of activities, often online discussions which require at LEAST TWO posts for completion. Weekly Work Assignments, worth 15 points each, encourage demonstration of understanding and application of concepts and information from the Week's Required Materials and classtime activities. In addition to being complete and on-time, Weekly Work requires higher level thinking including analysis and integration of the Week's NEW information with your own knowledge and previous course work.

Basic Advice and Information for Completing Weekly Work successfully:

- **Cooperation and collaboration in PREPARING for Assignments is encouraged; all Assignment grades are individual**.
- Instructions embedded in the Assignment in MyClasses/Canvas OFTEN include links to course Guides and other resources necessary for effective completion; making use of them is associated with higher grades.
- Weekly Work is designed to support achievement of the Week's Learning Objectives listed on the home page.
- Rubrics used to assess Assignments are attached to assignments in Canvas/MyClasses; check them when you start work and again after it is graded so you know how well you met requirements AND course learning goals.

- Since I use rubrics to offer advice about improving future work, appropriate responses to comments on previous course work, in the course FAQ and during class is a MAJOR consideration in grading your work.
- **ALL course work is submitted online and typically DUE by 8 p.m. Sundays; assignments for course work CLOSE at 11:59 p.m. Sundays. TESTs are due at 11:59 pm on Sunday and CLOSE 1 hour later at 1 a.m. Monday morning.**

<u>45 points each, Unit Tests</u> are due Week 5 and Week 11; they are formal analysis papers and must demonstrate higher level thinking as well as formal writing practices, including accurate in-text cites and references. Tests and the Final Exam constitute 35% of your total grade.

<u>60 points Final (Group) Project/Exam</u> Group/Team will present their Project during the Final Exam Period; weeks after the 2nd Unit Test all contributed to the development and completion of the Project/Final Exam. Tests and the Final Exam constitute 35% of your total grade.

Unit Tests and the Final Project are graded with rubrics; the specific Course Learning Objectives they address are part of instructions. **UNIT TESTS AND THE FINAL PROJECT REQUIRE FORMAL REFERENCE LISTS AND INDEPENDENT SOURCE SELECTION BEYOND ASSIGNED REQUIRED MATERIALS.**

- Students are responsible for using appropriate course and university resources (see above) to ensure they meet format and source requirements. *Tests and Projects that do not meet expectations SHOULD BE RESUBMITTED after discussion with the instructor.*
- Corrected, appropriately sourced and formatted Tests will be graded if resubmitted in a timely manner; private 'face-to-face' consultation with me may be the most efficient use of your time to accomplish your goals.

<u>Navigating Canvas & Course Design</u>

When you enter the course, there are three general 'spaces' making up the Home Page or Landing Page of the course. The center describes and contains the Week's work, including Required Materials; the left side of the screen is Navigation and the right side of the screen is 'things to do', and recent grades -- your 'agenda'. **<u>Consider the Home Page your Weekly Guide/Outline.</u>**

Students who perform well in my courses typically PRINT all course materials, as a weekly package starting with the Home/Landing Page. Printing Assignment instructions so the information is available as you complete you work through the week is a good strategy. As a general rule, make sure you ENTER THE COURSE each time you log on; relying solely on your dashboard is insufficient.

- **<u>Center:</u>** The 'Home Page' is organized by Week (including dates of class meetings) with current (and next) week at the top, and previous Weeks collapsed into folds at the bottom. EACH Week's page includes orienting information including Learning Outcomes the Week's work help you achieve, a basic description and introduction to the Week's topic and issues for study, along with Glossary terms and key issues/questions ABOVE Required Materials for the Week. Some information about upcoming course work may also appear on the page and ALL information linked to the page is REQUIRED for the Week; Required Materials are completed prior to the 2nd class meeting of the week so that you can use them during class. Upcoming Week's materials MAY be posted just before, DURING, or shortly after the last class meeting of the Week; generally, the next Week's Home Page will be posted no later than the Friday prior. Each 'fold' (Week) is clearly labeled. It is your responsibility to deal with the appropriate Week's materials in a timely manner AND ALWAYS to double check that you are relying upon the CORRECT Week's Required Materials to complete Weekly Course Work.
- **<u>(Left side) Navigation</u>**: Canvas Navigation (which includes the *Calendar* feature) is on the far left; Course Navigation is on the left IF you are in the course. The triple red bar at the top left of the page collapses and reveals the Course Navigation.
- **<u>(Right Side) Course Work/Agenda – Things to Do</u>**: Upcoming assignments/quizzes/surveys as well as those recently completed/or graded are listed on the far right. (These 'lists' move to below the center section if you are working on a narrow screen.)
  - o I am NOT familiar with and do NOT use the mobile version of Canvas; I am aware that it does NOT function the same way as computer (or tablet) versions – *YOU need to be aware of those differences and deal with them appropriately, PARTICULARLY for effective use of threads and threading in online discussions.*

- **You can access open assignments and quizzes EITHER through the *Calendar* (on the left) OR from lists on the right; they may also be accessed through Grades both before and after grading. As noted above, ENTERING THE COURSE each time you log on is far more efficient than relying solely on your dashboard.**
- **Canvas Calendar** is part of CANVAS navigation; it covers ALL your courses in MyClasses/Canvas with color-coding that you can modify. The *Calendar* feature in Canvas shows due dates for all course work once it is open. ***ALL course work has OPENING dates, DUE dates, and CLOSING dates.*** That is to YOUR advantage; make use of them. For example, it is EXPECTED that students use the time **between** DUE dates and CLOSING dates to improve their grades: *use this time to retake quizzes, revise and resubmit discussion posts, and, as needed, REDO Assignments/Tests that received zeros* (or unacceptably low grades) by following all instructions and meeting format requirements.

Study Time & Time Management

==Students and those who work with students on study skills and academic performance say that the most common challenge student face in academic achievement is effective time management. EVERYONE struggles with effective time management at some point! This guide outlines PRACTICES and HABITS for SUCCESSFUL college level academic engagement based on broad evidence of effectiveness; the time you are expected to invest in this course is standard across higher education.==

Effective preparation for the Week's work is likely to take 3 – 6 hours, in ½ hour to up to 4 hour segments over 4 – 5 days PRIOR TO the 2nd class meeting of the Week; completing 20 point Assignments and Tests effectively is likely to take an additional 5 - 10 hours each EXCLUDING time devoted to quizzes.

- The rule of thumb regarding **college studying** is, and has been for a long time, that to earn desired grades and effectively learn, **students need to invest** approximately 2 to 3 hours **studying** for each hour of scheduled class time. Many students carry a course load of 15 - 16 credits meaning they have 15 - 16 hours of class-time scheduled each week. For those expecting to graduate in a timely manner, 30 – 48 hours per week is the expected RANGE of appropriate **study time;** the additional 15 - 16 hours in class adds up to a **MINIMUM of 45 hours for academics per week.**

- This is a 4-credit course with 3 hours of scheduled class time per week so **studying for 9 – 12 hours per week FOR THIS COURSE** is appropriate. Here's the KICKER: **THINKING time IS STUDY TIME.** Systematic and KEEN observation of and self-reflexivity regarding your own and your peers' behavior – or of any **social** behavior – during your daily activities 'counts' as study time. Effective, serious, deep, sociological THINKING is rewarded with good grades!

Individual investments vary considerably and while there is a clear correlation between time invested and grade earned, the following *strategies for effective time management* play a vital role in individual student success.

Course TIP # 1: The Home Page and Weekly work: As a GENERAL RULE,
work should be completed from the top down; work from the top to the bottom of the page AND from the TOP LAYER (of the 'home page') as deep as the links take you.
- The home (or landing) page is the 'top' **layer**; it contains and reflects the overview and outline for the Week's work including relevant Course Learning Objectives and all Required Materials.
- Instructions/information here set you up for the Week's Work and guide your activities and choices.
    - If and when you click on a link and move to a deeper layer, **make SURE you come back to the top layer to complete the work.**
    - Materials linked **ON** the homepage are REQUIRED; they are necessary to achieve the Week's and semester's Learning Outcomes.
    - **Students who earn good grades in my classes print both the 'home page' and all linked materials and compile them in order. They also complete required materials with GOOD notes typically prior to the first class meeting of the week.**
- The home page lists the following, in ORDER: 1) Brief Overview identifying core issues and Course Learning Objectives for the Week; 2) Glossary terms (which are key or core concepts); 3) Required Materials; 4) additional information relevant to completing the Week's work successfully.

- Using Required Materials, Course Resources, and Quizzes and taking notes is INTEGRATIVE and **should be done interactively; awareness of the Week's Learning Outcomes will help focus your energies in preparing for class**.
    - Preparation for Class work REQUIRES making connections AMONG Required Materials and other Course Resources (including using the Learning Tools to confirm your understanding and knowledge base). Handwritten notes brought to class are expected and will facilitate your preparation for as well as success in class. There is evidence suggesting that folks RETAIN information that is physically written down (rather than typed) at higher rates. I ENCOURAGE you to use whatever note-taking strategies have been successful for you. **This course REQUIRES that you RETAIN specific information from Required Materials and CONNECT it to other sources –** *USING APPROPRIATE CITING AND REFERENCING PROTOCOLS.*
- Course Guides, other resources, and instructions should be used IN ORDER as step-by-step procedures AND/OR as checklists to complete work effectively.

Course TIP # 2:

Do not expect to prepare for class OR complete an Assignment in 'one sitting'; start early, divide the work into manageable chunks, and do some work every day. Students who give themselves time to THINK about their course work, either because they break it up over time, or because they take mini-breaks WHILE they are doing the work, are able to integrate their learning and achieve good grades. Finding a study-buddy or two is also a good strategy; multiple minds working on the same issue are always able to generate a variety of perspectives.

Course Contract

By participating in this course, you are taking on a commitment to intellectual honesty. This includes but is not limited to patience as we work through course materials, and navigating MyClasses, as well as concepts, and ideas that present and represent a fundamentally different view of the world. While looking at the world in new and different ways is part of learning and a fundamental characteristic of a liberal (as in liberating) education, it is also difficult and a challenging process that may sometimes feel threatening. Meeting the challenge requires working through the confusion it produces systematically by following the principles of scientific method. Students are expected to engage, to develop patience and a focus on details, so they work through confusion which research shows is a NECESSARY component of deep learning. Part of this process depends upon exploring and examining your experience of confusion. This course is not 'easy' insofar as it provides you an opportunity to engage in critical thinking including self-reflection, questioning previously held assumptions, thinking about how and why you 'know' what you know and understanding (without judging) information in course materials. The task of critical thinking requires that you put forth an honest effort over the duration of the course. A liberal arts college experience is about empowering students to deal with complexity, diversity, and change, and to apply knowledge in real-world settings through effective communication using analytical and problem-solving skills. Your thinking and understanding WILL be challenged and much of that will happen INTERACTIVELY in the classroom.

To earn a C in this course, a student must:

- Submit course work by its respective DUE date.
- Attend and engage in class time nearly always.
- Submit COMPLETE work attentive to instructions
    - Review assignment instructions and rubrics prior to engaging in the work
    - Review and respond appropriately to rubrics and comments on graded submissions
    - Ensure you understand grading information in the syllabus
    - Make a habit of in-text citing to show use of required materials in ALL submissions.

To earn a B in this course, a student must do ALL that is required for a C AND

- Demonstrate integrated learning and sociological insight through
    - making connections AMONG sources
    - sharing learning with classmates
    - revealing your LEARNING (not just knowledge) in submissions.

To earn an A in this course, a student must do ALL that is required for a B including

- **Consistently** demonstrate integrated learning and a Sociological Imagination with multiple sociological insights in all course work.

By signing below, you verify that you 1) have read the syllabus and understand what is expected of you in Sociology 319 as well as how your work will be evaluated; 2) agree to put forth an honest effort over the duration of the course; 3) agree to conduct yourself in a professional manner, which includes treating all members of the course community with respect.

Student Signature: _____ Date: _____