

Sociology 3001 E01
“Communicating Sociology”
2016 Fall

Online Course
<https://westga.view.usg.edu/>

Instructor: Anne Hunter
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Course Description and Goals

The goal of this class is to help you improve your writing. Throughout the semester, we will practice writing and revising in order to help you improve your ability to communicate well as both a sociology major and a college undergraduate.

Our class readings have been selected to help us think about why college students sometimes struggle with critical thinking and written communication, what kinds of practices and decisions help students succeed and graduate instead of failing, and how writing continues to be a useful skill after college. We will look at studies of current students and recent graduates, as well as examples that help illustrate critical thinking and effective writing. We will pay special attention to the factors under students' control that can make the difference between success and failure, as well as considering larger changes that might help more students succeed.

By the end of the semester, you will have practiced writing and revising, completed projects and exams designed to help prepare you for common college assignment prompts and testing practices, and learned more about how to succeed as a sociologist and a student.

Honor Code and UWG Policies

The University Honor Code is in effect for all written assignments and exams. Please read the provisions of the Honor Code carefully, and make certain that you understand and follow them. Violations of the Honor Code **will not** be tolerated.

In addition to the Honor Code, you should review the University's policies on the Americans with Disabilities Act, email, and credit hours, as these change periodically.

You can review the Honor Code and other policies at <http://tinyurl.com/UWGSyllabusPolicies>

Contacting Your Instructor

The best way to contact me is by using your official UWG email account to email me at ahunter@westga.edu. I check my email at least once per day during the normal work week. I will typically respond to questions within 48 hours, although I may take longer if you have a complicated request, or if you email on a weekend or holiday.

Do not email me using CourseDen. I will not receive, and **will not** respond to, emails that are sent using CourseDen rather than the official UWG email system.

Your email subject line should include the class number (SOCI 3001), your first and last names, and a brief description of the nature of the email.

Remember when you contact me that you are communicating with a faculty member in an academic setting. Please use correct English grammar and normal capitalization.

Participating in Class

In order to participate in an online class, you will need regular access to a computer with a reliable internet connection and the ability to play audio and video files. A smartphone **is not** an adequate substitute for a computer in this context because some course materials will not display properly when viewed on a smartphone.

You will participate in class by doing the assigned readings, viewing the video lectures, and posting in the class discussion forum.

As with any class, you are expected to read all the assigned material. You have the primary responsibility to make sure that you read and understand all the course texts. I encourage you to keep notes on our readings and to review them periodically.

I will post lecture videos on CourseDen. These lecture videos act, in part, as an online equivalent to classroom lectures. I will attempt to summarize and explain any important or difficult ideas from our readings. These lecture videos cannot fully replace the experience of an in-person lecture or class discussion, which makes your own reading and notes even more important than they would be in an in-person course.

Online Etiquette

- I expect everyone in the class to have done the assigned readings and to be prepared to discuss them.
- We will cover a number of controversial topics. I expect everyone to practice sensitivity and respect in all class discussions. You should feel free to share as much as you are comfortable with, but you must keep in mind that your classmates' beliefs and experiences may be different from yours, and that they are equally deserving of respect. I expect you to respect each other's race, gender, sexuality, nationality, religion, etc.
- Please check your email and CourseDen daily Monday - Friday. I will do the same.

Readings

There are 2 books assigned for our course. Other readings will be available online through direct hyperlink or on CourseDen / Desire2Learn (D2L).

- *Paying for the Party: How College Maintains Inequality* by Elizabeth A. Armstrong and Laura T. Hamilton
- *Aspiring Adults Adrift: Tentative Transitions of College Graduates* by Richard Arum and Josipa Roska

These books are available for purchase at the university bookstore. I strongly encourage you to obtain your own copy of it. If you have not already done so, you should purchase this book immediately. The bookstore will return unsold copies to the publisher, so you should not wait until we begin reading the books to purchase them.

Course Requirements and Evaluation

All written assignments must be turned using the CourseDen drop-box. I **will not** grade papers that I receive over email. Grammar and composition are not a formal part of your assignment grades, but both are necessary to clearly present your ideas and experiences in a relatively small number of pages. If I cannot understand what you are trying to say, it is as though you have not said it, which may result in a lower grade.

Unless otherwise noted, assignments due during a specific week must be received no later than Sunday at 11:59 pm of that week. I will not accept technical difficulties or miscalculations occurring around midnight as valid excuses for late work.

All written assignments **must be** written using MS Word and saved in the .doc format. You should put your name and the assignment number at the top of the page. Your work should be written in size 12, Times New Roman font, double-spaced, and it should have 1-inch page margins. Your assignments should also be written in complete sentences and paragraphs, rather than as bulleted lists.

Your final grade will be based on the following components:

- Reflection Essays 10%
- Reading Responses 10%
- Projects 40%
- Exams 30%
- Participation 10%

The only way to learn to write well is to practice writing as much as possible, and to practice revising what you've written. This class is designed to help you practice writing and revising.

Throughout the semester, you will write a series of short Reflection Essays about your time in college, your progress toward your degree, and your plans for after graduation. I will post prompts, instructions, and due dates for these Essays on CourseDen throughout the semester.

You will also write a series of short Reading Responses summarizing, reacting to, and asking questions about our class readings. I will post instructions and due dates for these Responses on CourseDen throughout the semester.

You will write three long-term Projects. Each project will call on you to collect information before writing a longer paper. Each project will also call on you to build on and revise your earlier writing. The first part of Project 1 will be due during Week 4. The first part of Project 2 will be due during Week 8. The first part of Project 3 will be due during Week 15.

You will take two Exams over our class readings. These exams are not cumulative. The midterm exam will be due during Week 9. The final exam will be due during Week 16.

You will also be called on to Participate in writing and revision workshops. You will turn in drafts to be revised, comment on project drafts, and write memos responding to feedback.

I do not grade on a curve. You will receive point values, but not letter grades, for individual tests and assignments. I will award final grades using this scale. I will award final grades on the following scale:

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

Class Schedule

WEEK 1: June 10th - August 12th

Introduction to the Class

WEEK 2: August 15th - August 19th

Limited Learning in College

- Read *Academically Adrift*, Ch 2, “Origins and Trajectories” on D2L
- Read *Academically Adrift*, Ch 3, “Pathways through College Adrift” on D2L

WEEK 3: August 22nd - August 26th

What Does Critical Thinking Look Like?

- Readings on D2L

WEEK 4: August 29th - September 2nd

What Does Good Writing Look Like?

- Readings on D2L
- *Project 1 preliminary due by Sunday, September 5th at 11:59 pm*

WEEK 5: September 6th - September 9th

College & Inequality

- Read *Paying for the Party*, Introduction, p 1-25
- Read *Paying for the Party*, Ch 1, “The Women,” p 26-49
- *Project 1 due by Sunday, September 11th at 11:59 pm*

WEEK 6: September 12th - September 16th

College & Inequality

- Read *Paying for the Party*, Ch 2, “The Party Pathways,” p 50-73
- Read *Paying for the Party*, Ch 3, “Rush and the Party Scene,” p 74-93

WEEK 7: September 19th - September 23rd

College & Inequality

- Read *Paying for the Party*, Ch 4, “The Floor,” p 94-117
- Read *Paying for the Party*, Ch 5, “Socialites, Wannabes, and Fit with the Party Pathway,” p 118-137

WEEK 8: September 26th - September 30th

Writing Workshop Week

- Readings on D2L
- *Complete draft of Project 2 due by Friday, September 30th at 11:59 pm*

WEEK 9: October 3rd - October 5th

Midterm Exam

- *Midterm Exam due by Sunday, October 9th at 11:59 pm*

WEEK 10: October 10th - October 14th

Revision Workshop Week

- Readings on D2L
- *Comments on peer drafts due by Friday, October 14th at 11:59 pm*

WEEK 11: October 17th - October 21st

College & Inequality

- Read *Paying for the Party*, Ch 6, “Strivers, Creaming, and the Blocked Mobility Pathway,” p 148-179
- Read *Paying for the Party*, Ch 7, “Achievers, Underachievers, and the Professional Pathway,” p 180-208
- *Project 2 and revision memo due by Sunday, October 23rd at 11:59 pm*

WEEK 12: October 24th - October 28th

Policy Recommendations

- Read *Paying for the Party*, Ch 8, “College Pathways and Post-College Prospects,” p 209-233
- Read *Paying for the Party*, Ch 9, “Politics and Pathways,” p 234-254

WEEK 13: October 31st - November 4th

After College

- Read *Aspiring Adults Adrift*, Ch 1, “College and Emerging Adults,” p 1-24
- Read *Aspiring Adults Adrift*, Ch 2, “Social and Academic Learning in College,” p 25-52

WEEK 14: November 7th - November 11th

After College

- Read *Aspiring Adults Adrift*, Ch 3, “Making it in the Labor Market,” p 53-82
- Read *Aspiring Adults Adrift*, Ch 4, “Parents, Partners, and Optimism about the Future,” p 83-114

WEEK 15: November 14th - November 18th

Policy Recommendations

- Read *Academically Adrift*, Ch 5, “A Mandate for Reform” on D2L
- Read *Aspiring Adults Adrift*, Ch 5, “A Way Forward,” p 115-136
- *Complete outline of Project 3 due by Sunday, November 20th at 11:59 pm*

THANKSGIVING BREAK: November 21st - November 25th

WEEK 16: November 28th - December 2nd

Final Exam

- *Final Exam due by Saturday, December 3rd at 5:00 pm*
- *Complete draft of Project 3 due by Saturday, December 3rd at 5:00 pm*

FINAL EXAM WEEK: December 5th - December 9th

Writing and Revision Workshop Week

- *Project 3, comments on draft, and revision memo due by Friday, December 9th at 7:00 pm*