

## Syllabus for soc 1 class

### Course Information

Semester & Year: f22

Course ID & Section #: soc 1 v4388

Instructor's name: maher

[if synchronous] Day/Time of required meetings: m/w @ 1:15p-2:40p

[if in-person] Location: ca 109

[if needed] Number of proctored exams: 2

Course units: 3

### Instructor Contact Information

Office location or \*Online: online & hu 123

Office hours: by appointment (m/w @ noon)

Phone number: 476-4539

Email address: dana-maher@redwoods.edu

### Catalog Description

[Add description from College Catalog]

Introduction to the discipline of sociology including major theories, concepts and methods. Topics include: sociological imagination, social structure and interaction, culture, social groups and organizations, and social institutions. Also includes inquiry into social inequalities such as race/class/gender/global stratification.

### Course Student Learning Outcomes *(from course outline of record)*

1. Employ a sociological perspective to critically evaluate a social issue.
2. Explain the relationship between socialization and culture.
3. Use sociological concepts to evaluate complex ideas.

### Prerequisites/co-requisites/ recommended preparation

[If applicable]

### Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

***\*Other verbiage you can include if you want:***

## **Student Support**

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

## **Evaluation & Grading Policy**

[Should include info such as final grade calculations, rubrics, late assignment policy, and other grading practices]

## **Admissions deadlines & enrollment policies**

Fall 2022 Dates

- *Classes begin: 8/20/22*
- *Last day to add a class: 8/26/22*
- *Last day to drop without a W and receive a refund: 9/02/22*
- *Labor Day Holiday (all campuses closed): 09/05/22*
- *Census date: 9/06/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 09/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Veteran's Day (all campuses closed): 11/11/22*
- *Fall Break (no classes): 11/21/22 – 11/25/22*
- *Thanksgiving Holiday (all campuses closed): 11/23/22 – 11/25/22*
- *Final examinations: 12/10/22 – 12/16/22*
- *Semester ends: 12/16/22*
- *Grades available for transcript release: approximately 01/06/23*

## **Academic dishonesty**

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## **Disruptive behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be

Soc 1 class calendar & policies

temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## **Inclusive Language in the Classroom**

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## **Setting Your Preferred Name in Canvas**

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

## **Canvas Information**

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

## **Community College Student Health and Wellness**

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## **Emergency procedures / Everbridge**

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

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In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

### Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

### Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [CR Police Department-Public Safety](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

### Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.

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- b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
- c. Close all window curtains.
- d. Get all inside to safe location Kitchen area is best internal location.
- e. If a police officer or higher official arrives, they will assume command.
- f. Wait until notice of all is clear before unlocking doors.
- g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
- h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

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Syllabus unique to this class begins here

## Syllabus for Sociology 1: Intro to Sociology– face to face class

SOC-1-E3765 Intro to Sociology fall 2022 w/ Dr Dana Maher

**Class Meetings: Mondays & Wednesdays 1:15-2:40pm in CA 109**

Soc 1 class calendar & policies

Contact Info: [dana-maher@redwoods.edu](mailto:dana-maher@redwoods.edu)

HU123 Eureka Campus

707- 476- 4539 (email preferred)

- **Office hour direct consultations occur on Mondays & Wednesdays 12p-1p** (face to face on the Eureka campus, or by zoom).
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## COVID and our classroom

It is confusing these days what masking policies apply in which environments. Your professors are likely to have policies, related to a variety of topics, which are different for different classes.

**Our class takes place in a masked environment.**

In our classroom, we'll wear fitted masks over our noses and mouths at all times. Please be prepared to take water, nose-blowing, snack, or other unmasking breaks outside of our classroom. You are invited to come and go freely from our classroom, as you see fit. (This invitation, of course, is extended with understanding that your entering and exiting is calm and not presenting od distraction to our collective learning).

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## Course Description & Course Learning Outcomes

**Introduction to the discipline of sociology including major theories, concepts and methods. Topics include: sociological imagination, social structure and interaction, culture, social groups and organizations, and social institutions. Also includes inquiry into social inequalities such as race/class/gender/global stratification.**

- 1. Employ a sociological perspective to critically evaluate a social issue.**
  - 2. Explain the relationship between socialization and culture.**
  - 3. Use sociological concepts to evaluate complex ideas.**
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## Commitment

**This class employs a reading and critical thinking intensive course model.**

In any of my 16 week long courses, you can expect to spend about **7 to 11 hours per week every week concentrating** on activities for Sociology. In an online course, you can expect to spend at least this much time. In a shorter summer session intensive or late start class you can anticipate spending *at least double* this amount of time on half or more of the term's weeks.

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For students working on basic study skills, *even more time* may be needed to work on personal academic skills such as reading retention, exam or quiz prep approaches, information management, engagement of writing tutoring & large assignment self-pacing.

### Each week of a sociology class involves

1. reading or studying of course text & assigned books;
2. engagement with course meeting lectures, discussions, presentations, or other meeting activities;
3. participation in online activities such as: checking modules for content, quizzes, class assignments & colleague discussion boards;
4. self-directed work on exam preparation or assignments such as essays or sustained projects.

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## Required Textbooks



*picture of course text The Real World textbook  
(8e)*

**The Real World: An Introduction to Sociology 8<sup>th</sup> edition (with inquizitive)** by Ferris and Stein  
Publisher: Norton

Here is a link to the publisher so you can view options there:

<https://wnorton.com/books/9780393887358>

- [Inquizitive access is required](#)
- Ecopy, loose-leaf paper, or bound hard copy are all available for use for studies related to our class



*picture of course text hand to mouth 1*

Soc 1 class calendar & policies

## **Hand to Mouth: Living in Bootstrap America**

By Tirado

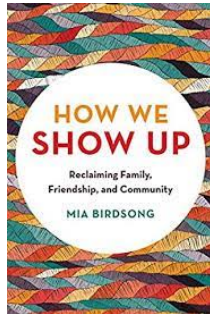
Distributor: penguin house (University of Berkeley Press)

ISBN: ISBN 9780425277973

Any edition or format works fine (audio book, e-copy, used book, amazon, etc)

**Heads up:** there are audio copies available (it's a bit over 5 hours of audio time; you're welcome to access this book through audio if you're prepared to engage a solid note taking process from audio books).

**Note:** If you start this book; take notes for yourself (including jotting down audio time stamps for yourself. You'll need this for assignment citation practice in our class)



*book cover shows braided colorful rope 1*

## **How We Show Up: Reclaiming Family, Friendship & Community** by Mia Birdsong

Hachette Book group ISBN-13: 9781580058070

Any edition or format works fine (audio book, e-copy, used book, amazon, etc)

This is a direct link to the publisher <https://www.hachettebookgroup.com/titles/mia-birdsong/how-we-show-up/9781580058070/>

**Heads up:** there are audio copies available (it's a bit over 6.5 hours of audio time; you're welcome to access this book through audio if you're prepared to engage a solid note taking process from audio books).

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## Necessary Computer Skills

College classes require computer skills. It is your responsibility to meet technological skill levels required for and technological challenges associated with your success in this class.

Skills needed for this class include ability to:

- navigate course websites;
- locate, open, download, create, edit, save, and attach files for submission online;
- comfortably use a word processor;



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- save files in Microsoft Word (.docx files), or word processing program –AND- convert files to portable files (.pdf). **Assignments will be due as pdfs through the online learning management system.**
- ability to access and view video files

## Computer Requirements

### Canvas

is a website which allows you to download information needed for class. Syllabus materials, course reading, course resources, exam study guides, exams, discussion boards, and regular class announcements are the some of the materials available through our class site.

Although most students find they access this site each day each a typical week during the course, at the minimum you need to access this site a minimum of twice per week for 16 weeks. Summer session students should plan to use this site daily, on at least 5 or 6 days of any given week.

### Internet Access

You must have reliable access to the internet to succeed in this class. Anticipate power outages and internet access delays by planning ahead to submit assignments early; deadlines for this course are your responsibility to meet. Internet access available through CR campus computers is reliable.

### Computers

Personal computers work better for accessing, formatting, and turning in assignments than do tablets, pads, or telephones. Most computers are adequate for this course although, should something happen to your computer during this class, it is a good idea to have a back-up plan in place. Computers available for student use at CR are sufficient.

## Technology Support

Although you are invited to send me a message to let me know you are working on a tech issue associated with our course, **I am not able to assist you with most tech issues.** Plan to access tech support through other avenues. College of the Redwoods does offer student assistance.

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact [Technical Support](#) or call 707-476- 4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

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## Student Access

Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, and audio files will include transcripts. Text will be formatted for use with screen readers. All course materials will be understandable without the use of color.

Hyperlinks will use descriptive and meaningful phrases instead of URLs.

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Students who discover access issues with this class should contact the instructor.

### Special Accommodations

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact [Disability Services and Programs for Students](#). Students may make requests for alternative media by contacting DSPS at 707-476-4280.

### Academic Support and Resources

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more. The following resources are available to support your success as a student:

- [CR-Online](#) (Resources for online students)
- [Library](#) (including online databases)
- [Canvas help and tutorials](#)

[Online Student Handbook](#)

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### Regular Effective Contact and Substantive Interaction

Anticipate **weekly contact** with me during each week this term.

- For our face to face course, this contact occurs during our scheduled class time.
- If you are unable to make it to any of our classes, please plan to attend an office hour.

### Substantive feedback regarding major course assignments (such as written essays or assignments submitted as document attachments)

- can usually be expected *within two weeks*.
- Anticipate this feedback will be returned to you *in the form of a document*.
- Review commentary documents will likely be handed out in class. It's possible I may choose to upload a pdf through canvas for you to review instead. If I use canvas, you will find your pdf document *in the canvas gradebook*, attached to the assignment for which feedback is being offered. In this case, you will need to open the pdf containing feedback I have attached to the assignment.
- In all cases, you are expected to **read instructor feedback & utilize it for subsequent assignments** in our course.

### Other routine feedback for you to anticipate

- Quizzes containing multiple choice format questions offered through course modules on canvas are tallied instantaneously.
- Online activities contained on websites other than canvas (such as the Norton company Inquizitive activities) are not instantaneously integrated into our online canvas system. These activity completions are transposed by hand by your instructor into our canvas gradebook; this service is performed roughly every 4 weeks or so throughout the term.

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### Instructional Communication Information

**Class meetings & Office hours are the two best ways to contact me** for one-on-one direct support. **Canvas direct messaging** is the best alternate way to contact me.

- I usually respond to Canvas messages on weekdays, within 24 hours.
- If I do not respond within 48 hours, it's likely that I did not receive your message for some reason. In this case, please do resend.
- Although I sometimes do respond, please do not expect instructional response on weekends, holidays, or when CR is closed for instruction.
- Any necessary cancellation or reschedule of office hours is posted to our class canvas site in the announcements section.
- So that your message is not lost, stuck in a trash bin, or untended, please **refrain from using email** to contact me

### Your preferred name in Canvas

Students have the ability to have an alternate first name appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

### Emergency Procedures for College of the Redwoods

**RAVE** – College of the Redwoods has implemented an emergency alert system. In the event of an emergency at the college you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

## Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee (See: [The Student Code of Conduct](#)). Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Proctoring

There is no proctoring required for this course. Quizzes are available through our class Canvas site. Exams are offered in class.

Late or make up exams are not available. Exams for which student colleagues are entitled to receive exam time extension service will be offered in the CR testing center. In this case, exams are to be taken on the same day they are offered in the classroom.

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## Disruptive Classroom Behavior

Respectfulness in your engagement with class colleagues is anticipated. Please assume positive intent in collegiate communication, give kindness to others and keep in mind that we can never truly know what another person experiences.

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language directed at others; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class.

In addition, they may be reported to the Chief Student Services Officer or designee (See: [The Student Code of Conduct](#)).

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

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College of the Redwoods is committed to equal opportunity in employment, admission, and all other activities.

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## Grading

**This class is ungraded.** This means that your instructor is not tallying a grade for you, in an ongoing fashion, throughout the time of our term. Rather, throughout the term, you will engage with a process by which you will

- learn about the **course required learning outcomes**;
- clearly identify your **personal study or classroom skills and academic goals** for the class (goals are identified within the first 3-4 weeks of the term);
- become familiar with **how each aspect of the class fits into personal study, classroom skill, and course outcome driven learning**;
- determine **which aspects of the class** are best suited to helping you to reach these goals;
- participate in **Achievement Plan** written assignments (an achievement plan is created within the first 4-5 weeks of the term) & achievement plan feedback processes designed to help you communicate & collaborate effectively with your professor about your class plan, progress & outcomes;
- **evaluate your own engagement with these planned aspects of our class** at several required check points throughout the term (check points occur at midterm and end of term);
- **meet with your professor** to confer about your class plan activity (2 meetings, one scheduled to occur at midterm and one scheduled to occur at end of term are **required** for this class);
- **suggest an earned grade** at the end of the term.

### Achievement Plans

Developed plans **require course learning outcome focus** & will also include **any 2 of the following areas** of personal learning & development focus.

- **Study Routines:** Focus on Learning Skills
- **Group Learning Process:** Focus on Leadership & Collaboration Skills
- **Professionalism:** Focus on Job Skills Development
- **Academics:** Focus on Writing and Exam Related Skills Development

**You are required to schedule to meet with your instructor twice this term.**

These meetings are not optional and are used for

- a mid-term Achievement Plan Progress conference &
- an end-of-term Achievement Plan course grade conference.

Your personal meetings **will be scheduled 1-2 weeks ahead of time**, and for the most part will occur during our usual class time & your instructor's regular office hours. Several appointments will be made available to help student colleagues who may be unable to meet at these times (alternate provided options will be available on a first come, first served basis).

**End of term grade suggestions are made by each student colleague. Suggestions are honored *unless there is a major discrepancy*** between student colleague self-expectation and professorial applied grading experience. A major discrepancy is defined as one or more letter grades. For example, if a student suggests they have earned an end grade of "C" given their semester long progress with their Achievement Plan, and the professor sees the progress as closer to an end grade of the letter "B" (or vice versa), there is a major discrepancy.

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- **There are course learning outcomes which must be met** by student colleagues & a self-directed **achievement plan** put into place to help guide student colleagues in developing appropriate expectations for end of term grades in this class.
- It is usually the case that, when there is a major discrepancy, a student colleague suggests assigning themselves a grade *which is lower* than that which the professor would opt to assign. In this event, the professorial (“higher”) grade is warranted and will be assigned.
- *If, at their scheduled final conference, a student colleague suggests a grade which is higher than that which the professor would opt to assign*, and only to make up the difference in expectation for the meeting of course achievement plan and learning outcome expectations, an **immediate extension of additional work** (to be completed on short order turnaround of one week or less) will be offered to the student colleague. The additional work offered will be sampled from pre-existing course activities which are already known to all class colleagues (in other words, no new assignments will be created at the end of the term). If the student colleague who has suggested a grade higher than that which the professor would assign opts to complete the additional work on the timeline offered, their suggested end of term letter grade will be honored. If the student colleague does not opt to complete the additional work, the professor will instead offer a grade which aligns the student colleagues’ participation in their self-directed achievement plan with course learning outcomes.

## Class Course Learning Outcomes (CLO) & Achievement Plan Activities

### *The Real World Chapters, Chapter Quizzes & online “Inquizitive” activities*

*Elements of these activities can support some CLO’s and personal achievement plan areas: study routines & professionalism.*

- o Each Real World chapter has an associated inquizitive activity. Inquizitive activities are like interactive quizzing video-game style learning activities which are hosted by the Norton textbook company. Access to inquizitives comes with a code received when you purchase a text (stand-alone access is available for purchase for those who don’t have codes, and 2 week free trials are available for students to try these out for a short period of time). As interactive study tools, inquizitives help narrow study focus in on concepts which need more attention & they do a pretty good job at reinforcing textbook based learning. Participate in an inquisitive activity for a chapter after first studying that chapter.
- o Also associated with each textbook chapter is a quiz. These quizzes are available through the canvas class modules. Quizzes are multiple choice/ fill in the blank/ select the answer style questions
- o *Complete quizzes only after studying the given textbook chapter & utilizing an inquisitive to support this process.*

### *Exams*

*Elements of these activities can support some CLO’s and personal achievement plan areas: academics, study routines & group learning process.*

- o Two exams will be offered, to be taken in class (a midterm exam and a final exam).

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- o Exams in this class involve use of an optional pre-prepared crutch sheet, an in-class prep and review session (scheduled to occur prior to an exam) & a student colleague engaged exam review process (scheduled to occur following an exam).

## *2 Academic Essays: Sociological Imagination Essay & Final Essay*

Elements of these activities can support some CLO's and personal achievement plan areas: academics, group learning process, study routines, professionalism.

- o These assignments are academic essays which integrate the Sociological Imagination (a major course concept) with "Hand to Mouth" (a major course reading) -or- "How We Show Up" (also a major course reading).
- o These assignments post through the class canvas modules.
- o You are encouraged to create outlines for your essays & to write from your outlines.
- o You are encouraged to seek writing support through the CR writing support services for these essays (bring the pdf assignment to them for help writing an outline, bring a draft for review support, etc).
- o Writing support is available through the academic support center <https://www.redwoods.edu/asc/>
- o Student colleagues receive direct instructor feedback on academic essays. There is also a colleague feedback process.

## *Class Colleague Preparation for Discussions*

Elements of these activities can support some CLO's and personal achievement plan areas: group learning process, professionalism & academic skills.

- o In class discussions are scheduled to occur at multiple points throughout the term. Discussions are about assigned books or topics the class is studying.
- o Student colleagues are all expected to prepare ahead to participate in discussions.
- o Some student colleagues will lead small group discussion sessions. There is a colleague feedback process for discussion leaders.
- o Leadership involves preparing questions and discussion material for small groups, leading effective communication, setting & maintaining positive communication tone in small groups of colleagues, and facilitating on-topic discussion.

## *Class Topic Presentations*

Elements of these activities can support some CLO's and personal achievement plan areas: academics, professionalism, group learning process

- o There are prescheduled course topics and sessions for colleague prepared & delivered presentations.
- o Presentations are expected to be about 15-20 minutes of time, can utilize visual or other instructional elements, and include additional necessary research to execute
- o There is a colleague presentation feedback process. Student colleagues also receive direct instructor feedback for class topic presentations.

## Course Support Resources

1. **Use the Academic Support Services available at CR!**
  - <https://www.redwoods.edu/asc/>
2. **Ask class colleagues questions; ask for specific support**

## Soc 1 class calendar & policies

- Reach out to class colleagues for feedback about your understand or questions related to our class.
- Identify helpful colleagues and begin building direct relationships.

### 3. Reach out & connect to your instructor directly

- Send a direct canvas message (accessible through your inbox on canvas)
- Attend an office hour
- Come to class with prepared questions to ask

## WEEKLY ORDER OF ACTIVITY (use this info to plan for success with your studies)

1. **Our class weeks run Mondays-Fridays.** Usually there are 1-2 Real World textbook chapters assigned and one or two canvas module scheduled to occur per week. We meet twice per week, on Mondays & Wednesdays.
2. **(Before Monday of each week)** Read the assigned Real World textbook chapters (this is a time investment). Determine what additional assigned reading is scheduled to occur, clarify what assignments you will be working on in any given week & map your time out accordingly.
3. **Participate in classes & canvas activities.** We meet on Mondays and Wednesdays. Complete all canvas activities by Fridays.
4. **Assignments** are due on specific days (depending upon the assignment format). **Document submissions** (assignments uploaded to canvas portals as pdfs) are **due Mondays by 10a.**
5. The next **upcoming canvas module becomes available on Fridays.** Check upcoming assigned reading, plan for your upcoming workflow.

## Fall 2022 class schedule

### Week 1: Module One 8/22-8/26

Introduce CLO's& Introduce Personal focus areas: "Professionalism" & Group "Learning Process"

Assigned: The Real World Ch 1, Hand to Mouth

MODULE 1B: The Real World Ch1 (including Ch1 inquizitive & canvas quiz)

### Week 2: Modules Two & Three 8/29-9/2

Introduce Personal Focus Areas: "Study Routines" & "Academics"

MODULE2 & MODULE3: The Real World Ch2 & Ch 3 (including inquizitives & canvas quizzes)



## Soc 1 class calendar & policies

Assigned: The Real World Ch 2, Ch 3 & Hand to Mouth

Assignment: Achievement Plan

### Week 3: Module Four 9/6-9/9 (CR is closed Mon 9/5)

Introduce: activity support guides

MODULE 4: The Real World Ch 4 (includes inquizitive & canvas quiz)

ASSIGNED Real World Ch 4, Hand to Mouth

ASSIGNMENTS: Achievement Plan, Essay #1, Book Discussion Leadership

### Week 4: Module Five 9/12-9/16

**DUE: Achievement Plan** (mandatory course check point development)

MODULE 5: The Real World Ch5

ASSIGNED to **finish reading** Hand to Mouth, Real World Ch 5

ASSIGNMENTS: Essay #1, Book Discussion Leadership

### Week 5: Module Six 9/19-9/23

Introduce: Exam Prep & Feedback process

SCHEDULED FOR WEEK 5: Book Discussions (Hand to Mouth)

MODULE 6: The Real World Ch6

ASSIGNED: Real World Ch 6

ASSIGNMENTS: Essay #1, Topic Discussions

### Week 6: Module Seven 9/26-9/30

Introduce: Midterm checkpoint (mandatory course checkpoint process)

SCHEDULED FOR WEEK 6: Exam 1

ASSIGNED to read How We Show Up (Birdsong)

ASSIGNMENTS: Essay #1, Topic Discussions, Presentations, Midterm Learning Reflection

## Soc 1 class calendar & policies

### Week 7: Module Seven 10/3-10/7

#### **DUE: Essay #1**

MODULE 7: The Real World Ch 7

ASSIGNED to read How We Show Up; Real World Ch 7

ASSIGNMENTS: Topic Discussions, Presentations, Midterm Learning Reflection

### Week 8: Module Eight 10/10-10/14

SCHEDULED FOR WEEK 8: Topic Discussions (Race)

MODULE 8: The Real World Ch 8; Discussion Board *due on both Tues & Sun*

ASSIGNED to read How We Show Up; Real World Ch 8

ASSIGNMENTS: Essay #2, Topic Discussions, Presentations, Midterm Learning Reflection

### Week 9: Module Nine 10/17-10/21

**Due: Midterm Learning Reflection** (mandatory course check point)

SCHEDULED FOR WEEK 9: Topic Discussions (Gender)

MODULE 9: The Real World Ch 9

ASSIGNED: **to finish** How We Show Up, Real World Ch 9

ASSIGNMENTS: Essay #2, Presentations, Book Discussions

### Week 10: Module Ten 10/24-10/28

SCHEDULED FOR WEEK 10: Course Checkpoint consultation meetings (required)

MODULE 10: The Real World Ch 10

ASSIGNED: Real World Ch 10

ASSIGNMENTS: Essay #2, Presentations, Book Discussions

### Week 11: Module Eleven 10/31-11/4

SCHEDULED FOR WEEK 11: Presentations

MODULE 11: The Real World Ch 11

ASSIGNED: Real World Ch 11

## Soc 1 class calendar & policies

ASSIGNMENTS: Essay #2, Book Discussions

NOTE: *The Real World Ch 12 is not assigned; skip to Ch 13 for your studies*

### Week 12 Module Twelve & Thirteen 11/7-11/10 (CR Closed Fri 11/11)

Introduce: Final CLO Portfolio Assignment (mandatory course checkpoint)

SCHEDULED FOR WEEK 12: Book Discussion (Birdsong)

**DUE: Essay #2**

MODULE 12: The Real World Ch 13 & MODULE 13: The Real World Ch 14

ASSIGNED: Real World Ch 13 & Ch 14

ASSIGNMENTS: Final CLO Portfolio Project

### Week 13: Modules Thirteen and Fourteen 11/14-11/18

MODULE 13: The Real World Ch 15 & MODULE 14: The Real World Ch 16

ASSIGNED: Real World Ch 15 & Ch 16

ASSIGNMENTS: Final CLO Portfolio Project

*NOTE: CR is closed 11/21-11/25 for Fall Break.*

No Work is Due (for our class) during this time. Check canvas for early release module content.

### Week 14 11/28-12/2

Introduce: Final Portfolio Process (mandatory review meetings for final checkpoint)

SCHEDULED FOR WEEK 14: Exam 2

ASSIGNMENTS: Final CLO Portfolio Project

### Week 15 12/5-12/9

**Due:** Final CLO Portfolio Project

SCHEDULED FOR WEEK 15: Final checkpoint meetings (required)

Soc 1 class calendar & policies

## Week 16: Finals Week

SCHEDULED FOR WEEK 16: Final checkpoint meetings (required)

## Assignment Due Dates

Our class runs on a M-F week.

**Document submissions are due for our class on Mondays (By 10am)**

**Quizzes & Inquizitive activities are due for our class on Fridays.** I do leave quiz portals open until following Sundays (to provide you with some wiggle room as needed).

## Late Work Policy

As a regular matter of course, **no late assignments or revise and resubmit assignments will be reviewed.** If you have an extenuating circumstance, please communicate with your instructor directly. **Achievement plans, midterm reflections & final CLO portfolios are mandatory and are required to be received for review on time.**

No assignments can be accepted after the semester end date. This includes any additional work offered on a short-order timeline, should a major discrepancy occur at a final class checkpoint.

No course incompletes (to extend due dates past the end of term date) will be extended for this course.

## Course Participation

**If you are MIA for more than a week, your instructor may drop you from this course (without notice).**

#### Soc 1 class calendar & policies

- Failure to submit an achievement plan or midterm reflection may result in being dropped from this class.
- Failure to participate in a midterm or final check point meeting may result in the receiving of a failing end of term grade in this class.

Soc 1 class calendar & policies

### Planning Space

The next pages contain resources for your planning for success with your studies this term.

#### Items to Gather & tasks to tend for Soc 1 (CHECKLIST)

\_\_\_\_\_ get easy access to The Real World 8/e

\_\_\_\_\_ access to Norton's Inquizitive activities (select the free short-term trial if necessary)

\_\_\_\_\_ associate with the "class set" on the Norton Inquizitives site

\_\_\_\_\_ easy access to Hand to Mouth & How We Show Up (assigned books)

\_\_\_\_\_ install the "canvas" app on any handheld tech (which may create ease for access)

\_\_\_\_\_ determine how you will take notes for your studies from The Real World? Plan to create study notes for each chapter to set yourself up for success with class assignments, exams & chapter quizzes.

\_\_\_\_\_ determine how you will take notes for your studies from Hand to Mouth & How We Show Up. Plan for effective note taking from these longer format readings in order to set yourself up for success with class essays and assignments.

\_\_\_\_\_ Begin with The Real World Ch 1 studies; Begin with reading & note taking for Hand to Mouth

*Take personal inventory for your academic success* (privately write out answers to questions in your personal notebook)

## Soc 1 class calendar & policies

How many classes are you taking? If each 3 unit class should require 7-11 hours of study and engagement each week, how many hours per week do you need to plan for in order to set yourself up for academic success this term?

Are any of your courses this term likely to be exceptionally challenging? (Such as classes with essays, reading load, a great deal of memorization, or a subject that's difficult for you?)

How many hours per week do you work or engage in other necessary life responsibilities?

Are there other activities you may need to think ahead about putting on hold in order to be successful this term? Are there conversations you need to think about having now with your support system, household members, or employer so you are well positioned for your studies ahead?

### Plan for your Soc 1 routine

Use the days of the week, your understanding of your competing responsibilities, and ideas of when & where you will complete tasks in order to think through when you will do each of these items for Soc 1 class

- Real World **Chapter study**
- **Module content review** (lecture support videos, content review, website reading as relevant, etc)
- Real World **Chapter inquisitive & Chapter quiz**
- **Book reading & note taking** (there are 2 books assigned in addition to The Real World)
- Work on **writing assignments** (such as essays) & **getting support for writing assignments** (such as writing instruction from the academic support center or tutoring, study buddies, etc)
- Work on **Exam, discussion leadership, or presentation** preparation assignments

	Morning	Afternoon	Evening
<b>Mondays</b>  Any documents which may be due for our class are due on Mondays			
<b>Tuesdays</b>			

## Soc 1 class calendar & policies

Wednesdays			
Thursdays			
<b>Fridays</b> <i>Module for following week releases; <b>quizzes &amp; inquizitives are due</b></i>			
<b>Saturdays</b> <b>An upcoming week's Real World ch should be read before the week begins</b>			
<b>Sundays</b>  Quizzes from a preceding week's chapter assignment lock on Sundays			

***Try to include very specific time blocks & locations for specific activities. These can always be adjusted as you have opportunity to reflect on what is or isn't working well for your learning***



Soc 1 class calendar & policies

### *Syllabus Questions*

Make note of your specific personal questions about our class here. Bring this information with you to an office hour to ask your professor.

Question:

Question:

Question:

### *Preparing for your Soc 1 Achievement Plan*

**Given your personal goals, plus your experience with school & the job market, which 2 (or 3) of the following areas of focus seem to make the most sense to you?**

- **Study Routines:** Focus on Learning Skills
- **Group Learning Process:** Focus on Leadership & Collaboration Skills
- **Professionalism:** Focus on Job Skills Development
- **Academics:** Focus on Writing and Exam Related Skills Development

**Explain Why Here:**

