ABOUT THE INSTRUCTOR

Instructor: Nancy Carroll, LSCSW (Licensed Specialist Clinical Social Worker)
Office: Butcher Educational Center 115B
Office phone: 620-341-5720
E-mail: ncarroll@emporia.edu (best contact method)
Office Hours: T 11:00 – 12:00, 1:00 – 3:00
W 1:00 – 3:00
Appt. Hours: R 1:00 – 3:00

LEARNING ATMOSPHERE

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active, interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a “collaborative learning community” where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it and learn a lot in the process!

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor’s availability. Please be aware that I am not available 24-hours a day. My office hours are listed above and I always check my email a few times a day. Frequently, I am in the office more than the required hours listed above. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. Thus, please do not send to me late-night or weekend emails expecting an immediate response. Thank you in advance for your understanding and consideration.
REQUIRED MATERIALS
[Blackboard](elearning.emporia.edu)

**Student Gmail:** Every student is expected to check their Emporia State email regularly for course communication from the instructor.

**RECOMMENDED MATERIALS (It will be difficult to participate in this class without a book)**

**COURSE DESCRIPTION**
The catalog lists this class as an in-depth exploration of a limited number of timely social issues, examining each in historical, political and social context to fully understand the problems and possible solutions.

What we are going to do in this class is take an in depth look at how grassroots movements have impacted social welfare in the United States. We will start with the theories developed around social movements and progress into the different types of social movements we have had over time. We will examine the types of issues in society today that are yet unresolved and discuss how we can make an impact.

**COURSE OBJECTIVES**
- Introducing major theoretical perspectives and debates in the study of social movements
- Deepening historical understanding of important historical and contemporary social movements especially in the United States
- Learning to use sociological theories and empirical research to analyze social movements
- Developing analytic, writing, public speaking, and discussion skills

**JOB SKILL OBJECTIVES**
Upon completion of this course and acceptable completion of the assignments, you will gain/maintain the following job skills:
- Organization, Timeliness, and Accountability
- Critical Thinking, Communication, and Conflict Resolution Skills
- Literature Review/Community Service/Interviewing
- Professional Writing, Public Speaking, and Presentation Skills
- People Skills (don’t ever just put people skills on your resume though ... explain what is meant by people skills)

**ATTENDANCE POLICY:**
While I do not take attendance, there are several in-class activities that are **not** allowed to be made up. **If you happen to miss an in-class activity and you were absent due to a college-related activity (i.e. sports, music, etc.), provide me with your schedule and those activities will be marked exempt.** In the event you feel this policy should be waived for you, come to my office during office hours so we can discuss the situation.
Remember: Your grade/learning is your responsibility. In my class, you will receive the grade you earn. Please do not ask me to create work specifically for you if you did not do the work as it was assigned.

COURSE ASSIGNMENTS (See course schedule for due dates and see Blackboard for specifics about assignments): NOTE...I reserve the right to add or eliminate assignments. If there are changes, you will be notified in class and via gmail.

1. **Group Projects (200 points)**
   You will be assigned to a group at the beginning of the semester. In this group, you will select a topic you are passionate about. Some social issue you all agree needs to be addressed and that can be addressed in our community. Your group will research the topic including finding local resources already doing work in this area or who would be natural partners. Each of you will attend meetings or volunteer with this local partner. You will be taking what you learn about theory of social change and observe how it is working or not working where you are volunteering. You will volunteer at least 10 hours this semester with this organization. Your group will present to the class your experience at the end of the semester.

2. **Free Friday lead class discussion (40 points)**
   This will be done as a group. The group you are assigned will lead the class discussion on your assigned Final Friday. You will be graded on your participation within your group and on the robustness of the class discussion. Each group member is graded separately.

3. **In-Class Free Friday Activities (110 points)**
   Each Chapter will have a quiz/activity worth 10 points. This is an In-Class assignment which CANNOT be made up. There is a possibility of 12 activities, you are required to complete 11 for full credit, however, if you complete all 12, the extra points become bonus points.

4. **Papers (150 points)**
   There are three 50 point papers scheduled for this course. These papers will coincide with your project to Details can be found on blackboard.

**GRADES:**
Final course grades will be based on the plus/whole grade grading system. The final grade will be based upon the following assignments: Assignments may change at instructors discretion.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project</td>
<td>200</td>
</tr>
<tr>
<td>Lead Free Friday Discussion</td>
<td>40</td>
</tr>
<tr>
<td>In-Class Activities (11 @ 10)</td>
<td>110</td>
</tr>
<tr>
<td>Papers (3 @ 50)</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% and up</td>
</tr>
<tr>
<td>B+</td>
<td>85-89%</td>
</tr>
<tr>
<td>B</td>
<td>80-84%</td>
</tr>
<tr>
<td>C+</td>
<td>75-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-74%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS TO SERVE AS GROUND RULES FOR CLASS DISCUSSION:

1. It is very likely that, whatever communities we've lived in, we have been informally and possibly formally taught misinformation about ourselves and about people in our own and other communities.

2. As members of groups who are numerical majorities and minorities in different contexts, it's also very likely that we've been informally and possibly formally taught misinformation about our own groups and other groups of different numerical size and power.

3. And as both men and women, it’s very likely that we've been informally and possibly formally taught misinformation about members of our own and the opposite sex.

4. We can't be blamed for the misinformation we've learned, but should be held responsible for not repeating misinformation once we've learned that it is false.

5. We agree to assume, at least in class, that people are always doing the best that they can, under their particular circumstances.

6. We agree that in class we will actively pursue information about our own groups and about those of others.

7. We agree to share information about our own groups with other members of the class, and never demean, devalue, or in any way “put down” people for their experiences.

8. We agree to create a safe atmosphere for open discussion in class.

9. At times, a member of the class may wish to make comments that she or he does not wish repeated outside the classroom. When requested by another student, we agree not to repeat such remarks.

[Adapted from guidelines developed by Lynn Weber Cannon, Memphis State University]

EARLY WORK AND LATE WORK POLICY:

Every assignment has a due date and all assignments are due by 11:59 of the day they are due unless otherwise noted.

One day late (starting at midnight!) = 20% reduction in possible points
Two days late=40% reduction in possible points
Three days late=60% reduction in possible points
Four days or more late=80% reduction in possible points

After one week (7 days), late work will not be accepted.

If your computer malfunctions, use a university computer or library computer in your home town.

Be sure to save your work as you go and store it in more than one place so as to not lose your work (I use OfficeLive.com and dropbox.com to store my work).

Be sure to allow yourself enough time to problem solve if you happen to have technical difficulties or any other difficulties. (i.e. your home computer won’t let you on Blackboard to submit a paper so now you have to go on campus to submit your work OR you have the flu and the due date is tonight). Plan ahead and allow time for unforeseen complications.

Bad planning on your part does not constitute an emergency on my part.
INCOMPLETE:
The grade “I” (incomplete) is given only for personal emergencies that are verifiable and when the student has completed passing work in the course. The student has the responsibility to take the initiative in completing the work and the student is expected to make up the “incomplete” as soon as possible during the following semester. For further information about this university policy, please see pg. 28 of the University Catalog or consult with your professor and department chair.

COURSE EXPECTATIONS (YOU AND ME):

My expectations of YOU:

- **Attend class:** It has been shown through research that attendance in class is a high predictor of academic achievement. Class attendance allows for community learning by listening to your classmates and instructor while also providing insight from your viewpoint. The best way to retain the information is to discuss it with others.
- **Be responsible for your own education:** The instructor will NOT cover everything in the textbook; however, you are responsible for the information. If you don’t understand something, take the time to ask. Who knows, someone else in the classroom may have the same questions. On that same note, if you are having difficulties in general with the material or understanding a concept, please come to me and ask. I cannot help you if I don’t know you need help.
- **Read the chapter being discussed in class BEFORE coming to class:** You will not be able to participate in class discussions if you are not familiar with the material. *See second bullet!*
- **Be respectful of others:** There are two parts to respecting others. First, arrive on time and stay attentive during class. Engaging in private conversations or packing up before the end of class is distracting and does not enhance the learning environment. *This includes the need to turn off cell phones.* Secondly, while we are discussing issues in class, some people may voice views that are not in correlation with your own views. Disrespect of another person’s views will not be accepted (including sitting behind someone and rolling your eyes). Diversity of thought is valuable and is expected to be respected in this classroom.

My expectations of ME:

- Be prepared and organized for class.
- Be open to suggestions. If there is something that could improve the class or a topic you feel would work well with what we are learning, tell me. I love other’s inputs.
- Make expectations clear for assignments, exams, readings, Blackboard navigation, etc. If you are not clear on anything, please come to me so we can rectify the problem.
- Provide assistance when asked. You do have to ask but once I know you need help, I will help.
- Take into account individual differences if needed and be fair in evaluations and grading.
DISABILITY SERVICES:
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

ACADEMIC DISHONESTY POLICY:
Students who compromise the integrity of the classroom are subject to disciplinary action on the part of the University. Violations of classroom standards include:
   a. Cheating in any form, whether in formal examinations or elsewhere.
   b. Plagiarism, using the work of others as one’s own without assigning proper credit to the source.
   c. Misrepresentation of any work done in the classroom or in preparation for class.
   d. Falsification, forgery, or alteration of any documents pertaining to academic records.
   e. Disruptive behavior in a course of study or abusiveness toward faculty or fellow students.

University policy states the following:

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion for the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

FACULTY INITIATED STUDENT WITHDRAWAL:
If a student’s absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student’s progress or that of the other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal.
ELECTRONICS POLICY:
Absolutely no cell phones are allowed to be on during class time. If your phone has an exceptionally loud vibration, please shut the phone off completely. Using a computer to take notes is permitted; however, if you are choosing to shop or check out Facebook, the instructor will ask you to no longer bring the laptop.

FACEBOOK AND OTHER SOCIAL NETWORKING POLICIES:
While I greatly appreciate the idea of “friending” my students or accepting “friending” invites, in order to keep a balance between family and work life as well as encouraging healthy boundaries, I will not accept a friend request from a current or possible future student. However, I have a group page you can join called Dr. Rowley’s Classes. This is a fabulous resource where you can get assistance from fellow classmates and prior students who know how I teach and my expectations.

FERPA (Family Educational Rights and Privacy Act of 1974)
FERPA is a Federal law which provides that the institution will maintain the confidentiality of student education records. I am not allowed to reveal any aspect of your educational experience to others without prior written authorization (FERPA release form) provided by you; therefore, do not have other people contact me to discuss your grade in my class without first providing the necessary documentation. You can find the release form at Information Release Form.