SO 352
School and Society Fall 2013

ABOUT THE INSTRUCTOR
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This syllabus is your first "go-to" resource for all information about class assignments. If you do not understand the assignments, it is expected you will ask questions to clarify the expectations AFTER reading this syllabus and all other documents on Blackboard that refer to the assignment. Use your resources wisely! GOOGLE is an awesome resource also!

REQUIRED TEXTBOOK

Blackboard: elearning.emporia.edu (Yes, you are required to use Blackboard)

Student GMail: Every student is expected to check their student gmaill account regularly for course announcements as well as emails from the instructor. (Yes, I'm requiring you to use your student gmaill account)

COURSE DESCRIPTION
The institution of schooling has become not only an essential and expected experience in every person's life, but also a major topic of discourse. Political infighting over state and federal funding of education, debates over standardized testing and benchmarks, and the quality and equality of the education provided are all topics thrown about in the media. This course will focus on the ways in which schools affect individuals and groups by looking at the theoretical and methodological understandings of the "limits and possibilities of schooling." We will examine what is in our education system in the United States and compare this to education systems in other areas of the world to question what possibly ought to be in our education system. Race, class, and gender will be used to analyze the issues of stratification within the institution of education from preschool through higher education.
COURSE OBJECTIVES
Upon completion of this course, you will be able to:
• understand the basic concepts, theories, and research methods of educational research in sociology,
• apply this knowledge in various contexts,
• understand the interplay between social, cultural, and political factors and how these factors affect the U.S. education system,
• communicate clearly in written and oral format,
• critically think about the institution of education and how the information learned can be useful in both personal and professional life.

ATTENDANCE POLICY:
Since this is an online course, in-class attendance is not required. Research has shown that students who check in daily to their online course tend to score higher on assignments and earn higher grades than those who don’t. There is not an attendance grade; however, all assignments must be completed through Blackboard.

COURSE ASSIGNMENTS (See course schedule for due dates):

1. **Module Assignments**
   Each module on Blackboard will consist of a course schedule for that module and three out of four of the following types of assignments.

   **Blogs**
   Blogs are simply a well thought out response to a presented problem. Each blog will contain specific instructions on what to accomplish before writing the blog. The expectation is that the blog will address all requirements from the instructions, be written in a logical and organized manner for ease of reading, and address any other issues deemed relevant from the activity that can be used in the portfolio. Each blog is completed on Blackboard and the rubric for blogs is located under the rubric button on Blackboard. See the How To video on blogs located on blackboard.

   **Application**
   Each application assignment will require students to gather information about a topic and write a 200-300 word paper about the information. Gathering may include and is not limited to interviews, discussions, viewing, research, etc. Each application assignment will provide specific requirements for that particular module. The expectation is that the paper will be written in a logical and organized manner for ease of reading, and address all requirements of the assignment. Each application assignment is submitted through Blackboard and the rubric for applications is located under the rubric button on Blackboard. See the How To video on submitting assignments located on blackboard.

   **Resources**
   Several times throughout the semester you will be asked to submit different resources on a topic. Specific requirements for these resources will be found in each module under the Resource assignment. See the rubric for this assignment under the Blackboard rubric button.
Reflection
Reflections are your thoughts about an article assigned for the module. Each student is to read the article or articles and write a one page reflection paper that shows critical thinking about the information provided. See the rubric for this assignment under the Blackboard rubric button.

2. Research

This course uses a fabulous resource called an "embedded librarian."
The current librarian for the department is Alex Mudd.
He is listed as a teaching assistant in this course.
He has/will also be developing LibGuides to help walk you through how to find credible peer-reviewed articles for your topic.
Another way to get help is to actually go to the library if you are able.

1. Choose a specific topic that is related to education. Submit your topic on blackboard under the Research Module.
2. Find at least three peer-reviewed journal articles associated with your specific topic. Submit these articles on blackboard – see rubric on blackboard under the Rubric button.
3. Write an annotated bibliography for the three peer-reviewed journal articles. Annotated bibliographies are to be written in APA format. See http://owl.english.purdue.edu/ if you do not know how to complete an annotated bibliography. Submit the bibliography on blackboard – see rubric on blackboard under the Rubric button.
4. Find a current event, youtube video, podcast, news article, or some other media piece that is related to your specific topic. Submit the link to the media piece on blackboard – see rubric on blackboard under the Rubric button.
5. Interview someone in education concerning your topic. Provide the questions and answers (provide pseudonym for interviewee) as well as demographics of the person interviewed (age, race/ethnicity, sex, position in the school, and anything else relevant to your topic) on Blackboard under the Research Module. See the rubric under the Rubric button.
6. Put together and present to someone a power point about your topic. Your power point should include your research, how it relates to what you have read in the textbook, and how it relates to anything that you have completed for assignments. Your recorded presentation needs to be no longer than 10 minutes. Have someone record your presentation using a smart phone or something that can be posted to YouTube or Vimeo. To learn how to create a YouTube video, search YouTube on how. Everything must be cited in APA format. Submit the link to your presentation on blackboard – see rubric on blackboard under the Rubric button.
   a. Introduction: Who are you? What topic did you research? Why is this important to study? How will this be covered by the presentation?
   b. Provide the information in a logical and organized format that also brings in concepts learned from the course and possibly personal experience. Don’t forget to talk about your media selection.
   c. Conclusion: What can we take from this information? How will this
information help others/self? Etc.
d. No more than 10 minutes

3. **Beginnings(and Endings) Module Assignment**

The beginnings module includes a blog (10 points), definitions assignment (10 points), quiz over the course (5 points), and a survey (25 points). Each of these assignments is worth 25 points. The survey is a two part survey that requires the first survey to be completed at the beginning of the course and the second survey to be completed at the end of the course. The second survey is worth 25 EXTRA CREDIT points.

4. **Book Review**

Choose a short (no more than 100 pages) book that is about education in America and complete a book review based on requirements that will be provided in a separate document on Blackboard. The book must be written for a mature audience (no children’s books) and should address a specific topic in regards to education. The book must be approved by the instructor and the review is worth 100 points. See the book review module for specific assignments. See the rubric button for how this review will be graded.

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**LATE WORK POLICY:**

Every assignment has a due date and all assignments are due by 11:59 of the day they are due. An automatic **10% reduction of possible points** will occur in the event your submission is late. For example, you turn your paper in one hour late and the paper is worth 25 points. If your paper is perfect, the most points you can receive is now 22.5 points. Any errors or problems with your paper will be calculated based off total possible points of 22.5.

For Fall and Spring courses, after one week, late work will not be accepted.

For 6 week Summer courses, after two days, late work will not be accepted.

For 3 week Summer courses, after 24 hours, 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). Create goals to get assignments done earlier than the due date to allow for possible illnesses, disasters, tragedies, etc. **Lack of preparation on YOUR part does not constitute an emergency on MY part!**
INCOMPLETES:
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.

GRADES:
Final course grades will be based on the plus/whole grade grading system. A worksheet is on Blackboard that you can download onto your computer and use to keep track of the percentage you have in the class. The final grade will be based upon the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Assignments (4 @ 100)</td>
<td>400</td>
</tr>
<tr>
<td>Beginnings Module</td>
<td>50</td>
</tr>
<tr>
<td>Research</td>
<td>200</td>
</tr>
<tr>
<td>Book Review</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>750</td>
</tr>
</tbody>
</table>

A | 90% and up            | 90-100% |
B+ | 85-89%                | 85-89%  |
B  | 80-84%                | 80-84%  |
C+ | 75-79%                | 75-79%  |
C  | 70-74%                | 70-74%  |
D  | 60-69%                | 60-69%  |
F  | 59% and below         | 0-59%   |

COURSE EXPECTATIONS (YOU AND ME):

My expectations of YOU:
- **Access class regularly.**
- **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 may have the same questions. On that same note, if you are having difficulties in general with the material or understanding a concept, please let me know. I cannot help you if I don’t know you need help.
- **Be respectful of others:** Some people may voice views in blogs that are not in correlation with your own views. Disrespect of another person’s views will not be accepted. Diversity of thought is valuable and is expected to be respected in this classroom. If you or another person in the classroom chooses to spew hatred comments about “others,” I will take care of the situation.

My expectations of ME:
- Have all material available on Blackboard with clear instructions.
- Be open to suggestions. If there is something that could be improved, 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 let me know 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.
Proper Email Contact Scenario

To: rrowley1@emporia.edu
From: studentname@g.emporia.edu
Subject: S0410A201310: your subject (this subject line can be accomplished by emailing through Blackboard)

Dr. Rowley:
I read the syllabus and all instructions for the assignment, but need some more clarification. May I come in during your office hours on Tuesday February 5th at 9am or can we set up an Adobe Connect Meeting to talk about the blog assignment?

Thank you,
Full Student Name

Improper Email Contact Examples from the Past

To: rrowley1@emporia.edu
From: satan@hellmail.com; screwhomework@gmail.com; domesticgoddess123@yahoo.com; psychosuzy@hotmail.com; gangaboy@gmail.com; sexybaby787@hotmail.com
Subject: Class; grade; I need help; office hours; so sick; why is my grade so bad; please; paper; question

hey, can you tell me what my grade is

-C

do we have class tomorrow
Student First Name

I really need a A in this class is there nothing I can do to bump up my grade and can you tell me what my grade is write now
Student Name

(The following is a conglomeration of emails received last semester)
I have really had a hard time this semester because of my mother dying and my father dying, and my grandmother dying, and my grandfather dying, and my sister dying, and my brother dying, and I've had a really bad infectious disease all semester and was in the hospital for three weeks, and my car broke down and I live 500 miles away from school and couldn't get here for another three weeks so could you possibly help me out by letting me come to your office and have you re-teach everything to me and give me a lot longer than anyone else to get everything done?
John Smith
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.

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.

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.