Social Movements (SO 300)
Section ZA
Summer 2016 Course Policy Statement

Stacy Smith

Class times/Location: Online
Class dates: May 16 – June 25
E-mail (best way to contact): ssmith72@emporia.edu
Office: N/A Summer
Office Phone: 620-341-5720
Office Hours: By appointment only - online

Course Materials:

- Other readings will be provided to you via Canvas.

Course Description:

This class will study how and why social movements (like the Civil Rights movement, women's rights movement, gay rights, Occupy movement, Tea Party movement, etc) form and function. It is a sociology class, so we will be looking at theory and then seeing how well it works with actual social movements. I like to keep my classes current, as well, so we will likely be applying what we learn to the world around us.

Course Objectives/Goals:

Students who successfully complete this course will develop an understanding of

- Demonstrate an understanding of the different theoretical approaches to social movements
- Understand of how changes in culture affected the study of social movements
- Apply what they have learned about social movements to movements past and current
- Gain a greater understanding of the effect of social movements on everyday life
## Student Learning Outcomes:
Based on the Course Objectives, the following Student Learning Outcomes apply to this course. All assignments work toward a common goal: meeting Student Learning Objectives that develop specific cognitive operations (brain functioning) within certain categories of learning. Note that many assignments address several SLOs.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assignments</th>
<th>Categories of Learning</th>
<th>Cognitive Operations</th>
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<tbody>
<tr>
<td><strong>Foundational Outcomes</strong></td>
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| *Demonstrate* an understanding of basic concepts, theories, and research related to the course. | - Weekly Message Board posts  
- Final exam | Foundational Knowledge | Remembering, understanding |
| **Mediating Outcomes**            |                                                  |                               |                               |
| *Connect* course material to the lived experience of self, others, and current events  
*Connect* course material to other coursework/majors/disciplines  
*Apply* course concepts to everyday life and/or other courses  
*Reflect* on learning effort and strategies to improve future performance | - Participate and post assignments  
- All Writing assignments  
- Adult learning assignments | Application (practical application of knowledge)  
Integration (making connections among ideas, disciplines, one’s own life)  
Learning how to learn (adopting self-conscious strategies to learn the material more efficiently and effectively) | Remembering, understanding, applying, analyzing |
| **Ultimate Outcomes**             |                                                  |                               |                               |
| *Critically examine and apply* sociological research to course material, demonstrating written communication skills | - Participate and post assignments  
- All Writing assignments | Human dimension (insights into themselves and others,  
Caring (motivation to learn, adopt new interest, attitudes) | Remembering, understanding, applying, analyzing, evaluating, creating |

## Course Requirements:
This course challenges us to think critically and scientifically about our social world. When I say challenge, that is exactly what I mean. Learning to step outside of ourselves and see our world with new eyes (the Sociological Imagination) is extremely difficult. At times it may even be uncomfortable and may even tread on personal practices or beliefs. We will also explore where we fit within society and what responsibilities we have as ethical members of society. I expect members of this class to work together as a conscientious learning team. To that end, three requirements are fundamental for this class:

1. Respect each other. Your classmates can and will have different ideas, viewpoints, personal lives, etc. You
don’t have to agree with everyone around you, but you are required to disagree in an adult and academic manner. Students who are rude, snide, or abusive to their classmates or who make “-ist” comments (i.e. racist, sexist, etc.) will be temporarily blocked from the course until we can have a conversation about appropriate course participation. If necessary, a student may be removed from the course.

2. Make your point using scientific logic-proof. Personal experiences are very important for this class; however, Sociology is also a scientific discipline, therefore arguments and counterarguments should be well thought out and personal experience should be linked to the subject matter at hand in some meaningful way. Arguments and counterarguments (note that this is different from sharing personal experience) must be based on reliable scientific publications and students are expected to provide those references in order to participate in discussion. Students are expected to keep purely personal opinion to themselves; personal opinion is important to individuals, but in this class we will be using evidence-based discussion.

3. Refute points using scientific logic-proof. For any scientific “law,” we can almost always find an exception to the rule. The exception, however, does not disprove the rule – it is simply an exception. For example, because you were not raised within a racist environment does not mean that racism no longer exists. Etc.

In other words, students are expected to engage with course material as a science and respect one another’s participation in that engagement 😊

ASSIGNMENTS

All assignments in this course have been carefully constructed to meet both department and course-specific student learning outcomes. Individual grades are based on the quality of your work and not on your “ability” or “effort.” You are expected to fully complete assignments. Failure to meet all requirements for an assignment will not receive partial credit; failing to finish an assignment is the same as not submitting the assignment at all.

All assignments must be submitted through Canvas. If you submit a file, make sure that your file has fully uploaded and that it opens correctly, as corrupt files will not be accepted. A corrupt file will be counted as a zero and you will have to use tokens to resubmit. If you have questions about an assignment, however, you should email me.

You may work ahead in the course. Some assignments are “gates” and must be completed before other assignments will open. Keep in mind that if you work ahead, you will need to go back and respond to other students to get full credit. I will not assign grades to incomplete assignments until the due date has passed.

Adult Learning Assignments: 10 points each

Relevant Student Learning Outcome: Reflect on learning effort and strategies to improve future performance

Simply put, not everyone comes to college knowing how to be a successful college student. Students come from a variety of backgrounds and may not have learned the skills necessary to be successful. Sometimes students think that a college class will be “easy,” but even in the event the course content itself is not challenging, being successful in a college course demands good time management skills and the ability to work on one’s own. You will be disappointed if you are looking for an “easy A” for little effort in this class. Adult Learning Assignments are required and are intended to teach skills that can, if you apply them properly, help you be successful in college. They are low-stakes (pass/fail), but must be completed fully. Adult Learning Assignments are “gated” assignments, which means that when you satisfactorily complete the assignment, further course material becomes available. For example, you will not be able to access the Final Evaluation assignment if you do not first complete the Final Planning assignment. Successful completion of adult learning assignments should improve your understanding of course and assignment expectations and, if you make use of what you learn, should result in higher scores.

Participate and Post Discussion Posts: 25 points each

Relevant Student Learning Outcomes: Connect course material to the lived experience of self, others, and
current events; Apply course concepts to everyday life and/or other courses; Critically examine and apply sociological research to course material, demonstrating written communication skills.

Participate and Post Assignments require you to apply course material to your lived experience, which means that these assignments often require a significant time commitment and/or may require you to complete an activity. Students are expected to (1) complete the activity, (2) adequately write about the activity, answering the questions, and (3) respond in a meaningful way to at least one other student’s post (“I agree” will not earn points). Participate and Post Assignments are worth 25 points each, including your response to another student. Partial credit will not be given for incomplete posts or failure to respond to another student.

Weekly Message Board Posts: 10 points each

Relevant Student Learning Outcomes: Demonstrate an understanding of basic concepts, theories, and research related to the course; Connect course material to the lived experience of self, others, and current events; Apply course concepts to everyday life and/or other courses; Reflect on learning effort and strategies to improve future performance; Critically examine and apply sociological research to course material, demonstrating written communication skills.

Students will be expected to (1) post a question, insight, connection, summary, etc. of the readings for most weeks and (2) respond in a meaningful way to at least one other student’s post on the same week. Responses should be meaningful and substantive (“I agree” will not earn points). There will be questions for the weeks’ readings, so make sure to check the message board header before responding. Weekly Message Board Posts will be graded on a pass/fail basis, including your response to another student, so you should make sure that your responses are clear, substantive, and that you answer all of the questions.

Final Exam: 100 points

Relevant Student Learning Outcomes: Demonstrate an understanding of basic concepts, theories, and research related to the course; Connect course material to the lived experience of self, others, and current events; Apply course concepts to everyday life and/or other courses; Reflect on learning effort and strategies to improve future performance; Critically examine and apply sociological research to course material, demonstrating written communication skills.

Students will complete a written Final exam that asks students to synthesize course material and relate course material to other coursework/personal life and experience. A rubric will be provided along with the exams.

Extra Credit – Aside from “tokens,” no extra credit will be offered. Extra credit will absolutely NOT be offered on a case-by-case basis.

At the beginning of the semester every student has five “tokens” that can be redeemed as follows: •

- Grade/Re-Grade one late Message Board Post
- Grade/Re-Grade one late Adult Learning assignment – 1 token
- Grade/Re-Grade one Participate and Post – 1 token
- Turn in the Final Exam 24 hours late, one time only – 2 tokens
- Revise the Final Exam, one time only – 2 tokens

In order to use tokens, you must first do the work. For example, if you forget to submit a participate and post, you can submit the post late, and then email me to tell me you want to use tokens and I will “re-grade” it. If you still haven’t written a message board post after you ask me to re-grade it, and the assignment is blank, then you will still receive a zero. Tokens do not “replace” assignments; they allow for revision and re-grading.

At the end of the semester, tokens can be redeemed for 2 extra credit points, which will count toward the graded portion of class assessment (such as message board posts and exams) for a possible total of 10 extra credit points. If you have tokens left at the end of the semester, you and I will discuss where to apply your extra credit.

Tokens can not be earned and can not be transferred to another student.
Assessment:

Students sometimes mistakenly believe that “effort” or “ability” is all that is needed in order to do well in a college course. Grades in college courses are based on the quality of a student’s work as well as quantity (see “What Grades Mean in College” in Modules). An “A” is work that is far above average in quality, which is why we say that someone has “brought his/her A game.”

Thus grades in this course are dependent both on the quality and the quantity of work a student submits.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Adult Learning &amp; Quiz</td>
<td>53</td>
</tr>
<tr>
<td>Participate and Post</td>
<td>75</td>
</tr>
<tr>
<td>Message Boards</td>
<td>110</td>
</tr>
<tr>
<td>Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>338</strong></td>
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Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>59% and lower</td>
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CLASS POLICIES

**Canvas.** All course information and materials (such as due dates, slides, assignment sheets, and tests) will be posted on Canvas. *It is your responsibility to check Canvas on a regular basis so that you can keep up with course requirements.*

All assignments must be uploaded to Canvas. With the exception of quizzes and exams, which have a definitive date and time they will become unavailable, I have left assignments open. I have done this so that even if you are turning your work in late or are revising, you can still upload it to the assignment on Canvas.

Students should be aware that technology sometimes fails, and should plan for it. This means that submitting assignments at the last minute is not a good idea. Also, I am not tech support – I’m just an end user, like you. If you have a technical issue with Canvas, contact the Help Desk at 877-341-5555 or helpdesk@emporia.edu as soon as you encounter the problem. Only email me about the problem if it appears likely to disrupt your ability to submit an assignment on time. You may wish to send a “backup” copy of the assignment to the course backup email: emoriasociologybackups@gmail.com. Be sure to follow the submission guidelines: include (1) your name, (2) the course you are in, and (3) the assignment name in the subject line, AND send the email before the assignment deadline, AND make sure you attach the file. I will not grade from this email but it at least can show that you submitted the completed assignment on time.

**Class Attendance.** Class attendance is important; much of our class depends on participation and discussion. In addition, attendance is required for students to do in-class work and gain participation points. However, attendance will not be scored.
Electronics. I have two basic rules for electronics in class: don’t disturb other students, and don’t be disrespectful of me or your fellow students. If you turn off your cell phone ringer, stow your headphones and mp3 player and want to use your laptop to take notes, we should be fine. Students who can’t observe these simple rules will be asked to leave the room so that others aren’t disturbed. Playing games during class is disrespectful and you will be asked to leave.

Missing Class: If you must miss class it is your responsibility to get notes and other information from students in your class. I recommend getting that information from more than one person to get more than one viewpoint. You may exchange tokens for missed work, but that is all. Once you run out of tokens, make-up work will not be accepted. Do not email your instructor asking what you missed, if you missed anything important, or if you can make up work.

Lengthy Illness: If you experience an extended illness and cannot complete course material, I strongly encourage you to contact Student Affairs and we will work together to determine the best approach, either for you to continue the course or withdraw from the course.

Late Assignments and Make-up Work. See “Missing Classes” above.

Office Hours and Conferences. I am always happy to meet with students; please feel free to contact me if you are confused or need help. Office hours are noted at the top of the Course Policy Statement.

Email: Before you email me for the first time, please review the “Email Etiquette” document in the Course Documents section of Canvas Modules. Remember that the university is a place to practice professional behavior; making certain that your email to your instructor is professional is good practice.

You are welcome to email me at any time: I usually respond to email fairly quickly. Generally speaking, you can expect a response from me within a couple of days Monday-Friday between 8 am – 5 pm. Often I will respond during evenings and weekends as well, but this is NOT guaranteed. Therefore, you should plan ahead to be sure that you can get your questions answered ahead of time. If you wait until late at night or on the weekend to start an assignment and you run into problems, you may very well not get your questions answered before an assignment is due. As the saying goes, “poor planning on your part does not constitute an emergency on my part.”

Each semester I have between 150-200 students across four courses. If you email me, make sure that you NEED to email me; I just won’t answer if the answer can easily be found by checking the syllabus, schedule, Canvas, or an email I’ve already sent out to the entire class. I will always prioritize students with significant questions or emergencies; this makes the best use of my time and allows me to quickly respond to students with serious questions/problems. In other words, it makes me a better teacher.

Grades. This course uses a standard scale: A=90% and above, B=80-89%, C=70-79%, D=60-69%, F=59% and lower. Grades will be recorded promptly on Canvas. Students should check Canvas and report any inaccuracies as soon as possible. Sometimes I do make mistakes, and it’s much better to fix them quickly. If you have any questions about why you received a score on a specific assignment, feel free to email me to set up a meeting to discuss your grade. It is a violation of student privacy (FERPA) to discuss specific grade via email, so for distance students we may need to set up a time for a phone call.

Note that I do not grade on the basis of need. If you need a certain grade out of the class, start planning from the beginning of the semester. Do not ask me to give you extra credit or to revise work at the end of the semester, or otherwise ask for your grade to be raised.

Grade Disputes: If you believe that I have graded a course assignment in error, you may dispute your grade. To do so, I must receive a written memo from you within a week of when I assign the grade for weeks 1-14 and within two days for weeks 15-finals. The memo must detail specifically why the assignment should receive a different grade. Explain how the assignment met all of the requirements or how the answer as written (and not
based on what could be inferred from what was written) addressed the question. Please note that the time frame begins when I assign a grade and not when you notice the grade.

**Contesting a Final Grade:** If you believe that your final grade was not appropriate to the work that you completed in this course, you may appeal your grade through the Academic Appeals process. This process is determined by the University and cannot be circumvented by, for example, going to the highest ranking administrator you can speak to. More detailed information about appealing your final grade can be found in the student handbook, but the general process is laid out below. Appeals must be made within 1 semester following the semester in which you took the course. All appeals are kept confidential.

1. **Instructor First.** Set up an appointment to meet with your instructor to discuss the issue. If the two of you can’t reach an understanding, then -

2. **Department Chair Second.** Request an appointment with the Department Chair, and write a letter to the Chair that details the situation. The Department Chair will check with your instructor to (1) verify that the two of you have already met and (2) collect detailed information from the instructor. The Chair will attempt to mediate a resolution between student and instructor. If the mediation fails, then -

3. **Departmental Appeals Committee Third.** The student may request that the Chair convene a Departmental Appeals Committee. The Committee will be made up of two faculty members and one student from the department which will review the situation and reach a decision within 20 class days. The Department Chair makes sure the decision is implemented. If the student is unhappy with the Department Committee’s decision, then -

4. **College/School Dean Last.** The student can appeal to the appropriate Dean of the school/college. The Departmental Appeals Committee will send all written documentation to the dean, who will create a School/College Academic Appeals Committee consisting of 3 faculty members and 2 students. This Committee votes and submits a recommendation to the Dean, who makes a final decision that cannot be appealed.

**Incompletes.** A grade of incomplete will be considered only under extraordinary (emergency) circumstances; an expected incomplete must be arranged prior to the end of the semester. In no case will an incomplete be given to a student who simply fails to attend class and complete assignments. Per university policy, a student must be passing the course in order to be given an incomplete.

**Cheating/Academic Dishonesty:** Students are expected to adhere to the University’s Academic Dishonesty policy (see below).

**Student rights.** Information regarding your rights and responsibilities may be found in the undergraduate general catalog. If you have any condition, such as physical or learning disabilities, which will make it difficult for you to carry out the work as outlined, and/or require special accommodations, please notify me during the first two weeks of class.

**Violence based on Gender/Sex:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:  http://www.emporia.edu/student-wellness/counseling-services/thrive/index.html.

**Emporia State University Policies**

**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, Disability Services, and the professor will be strictly confidential.

**3D.0701 Academic Dishonesty Policy** (FSB 95002 approved by President 1/31/96; FSB 03002 passed by Faculty Senate 1/20/04; approved by President 2/9/04; FSB 05002 passed by Faculty Senate 1/17/06; approved
A chair of a department or director of a program may request from the Provost and Vice President for Academic Affairs and Student Life a list of all currently enrolled ESU students within that major or program who have committed acts of academic dishonesty. This request may be a standing request to be filling automatically during each semester until the request is rescinded by the chair or director. In addition, a chair of a department or director of a program may submit to the office of the Provost and Vice President for Academic Affairs and Student Life a list of applicants to a program or major and the chair or director may be informed if any of the applicants has committed any acts of academic dishonesty. Prior to the beginning of the next academic year, the office of the Provost and Vice President for Academic Affairs and Student Life shall send to the Chair of the Academic Affairs Committee of the Faculty Senate a list containing nonspecific student identifiers, such as Student 1, Student 2, etc., their specific academic infraction(s) reported to the Provost’s office, the total number of infractions that have been reported for each student, and any actions taken by the Provost and Vice President for Academic Affairs and Student Life.

3D.07 Student Conduct (FSB 01011 approved by President, 4/29/02): Excessive absenteeism is defined as a number of absences beyond which the faculty member has determined on his/her syllabus that a student cannot complete the course without the academic integrity of the course being compromised. Emporia State University is committed toward development of sensitive and responsible individuals and believe this goal is best achieved through a sound educational program and reasonable policies concerning student conduct, both in and out of the classroom. Operating from this concept, recognition is given to the importance of an honest approach to learning which ideally is shared by the instructor and the student. Faculty members may make the disposition of any cases of disruptive behavior, excessive absenteeism, or academic dishonesty within their classes as they deem appropriate. Following such cases, the faculty member shall make available to the chair of the department and to the office of the Vice President for Student Affairs a record of such student absenteeism or disruptive behavior and the action taken by the faculty member. (This information will be helpful in dealing with those students who may have had similar problems in other classes or departments.) If the problem is not settled between the faculty member and the student, assistance will be given from the office of the Vice President for Student Affairs. If the problem cannot be resolved at this point the student may request a hearing. This request must be in writing. If a case of dishonesty, excessive absenteeism, or disruptive behavior also involves a disagreement regarding a grade, the student may be referred to the committee which hears academic appeals. If the behavior is such that broader disciplinary action by the school/college is recommended, a hearing board shall be established by the President of the University to make disposition of the case. (In all cases of disciplinary action the office of the Vice President for Student Affairs is available for assistance.) At any point where student conduct directly
interferes with the health, safety, or well being of individuals in the campus community, the University may apply sanctions or take other appropriate action. Since the University is responsible for the subsidiary duties of maintaining property, keeping records, providing living accommodations, and sponsoring a variety of nonclassroom activities, it is necessary that a climate supportive of such duties be maintained. Student status will not be a basis for any special consideration from the University when a community, state, or national law has been violated, although every effort will be made to assist with the rehabilitation of a student violating such laws. This is done by working with law enforcement or other agencies, and ordinarily further sanctions are not applied after such a case is closed. No disciplinary sanction as serious as suspension, probation, or adverse notation on permanent records (available to other than official personnel of the college) will be imposed without proper notification given to the student in writing. This notification will state the charges and will give the accused the opportunity to appear alone, or with appropriate representation before the proper committee, judicial council, court, or official. Included will be the nature and source of evidence and the encouragement for the student to present evidence in turn. Following this review final disciplinary action will be taken by the University. Students may also request that such appearance before committees, councils, courts, or officials be waived and the case be determined in conference with appropriate campus officials. The University conduct policy commits all individuals serving on any of the above named groups dealing with student problems to a code of confidence. Failure to comply may lead to sanctions from student, faculty, or administrative governing bodies, or officials. Students, faculty, and administration shall have the opportunity to participate fully in the formulation of policies and rules and their enforcement. Penalties for men and women shall be based equally; like penalties following like violations.

4E.13 Faculty Initiated Student Withdrawal (FSB 76006; FSB 95008 approved by President 5/9/96; FSB 09016 approved by President 5/3/2010): 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 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.

This syllabus is subject to change; changes will be announced in class and updated on Canvas. When in doubt, always rely on the syllabus uploaded to Canvas.

"Shadow Syllabus," by Sonya Huber

1. I'll tell you exactly how to get an A, but you'll have a hard time hearing me.
2. I could hardly hear my own professors when I was in college over the din and roar of my own fear.
3. Those who aim for A's don't get as many A's as those who abandon the quest for A's and seek knowledge or at least curiosity.
4. I had bookmarked a citation for that fact, and now I can't find it anywhere.
5. The only way to seek knowledge is to open your hands and let your opinions drop, but that requires even more fear.
6. The goals and outcomes I am required to put on my syllabus make me depressed; they are the illusion of controlling what cannot be controlled.
7. I end up changing everything halfway through the semester anyway because the plan on paper is never what the living class ends up being about.
8. I desperately needed A’s when I was in college because I didn’t know what else I was besides an A.
9. Our flaws make us human; steer toward yours. I steer toward mine. That won’t always be rewarded in “the real world.”
10. “The real world” isn’t the real world.
11. I realize that I, as the authority figure in this room, might trigger all kinds of authority issues you have. Welcome to work and the rest of your life.
12. I have a problem with authority figures myself, but I’ve learned how to work with it. Watch my cues.
13. I think I have more to teach you about navigation than about commas, although I’m good at commas.
14. This is about commas, but it is also about pauses and breaths and ways to find moments of rest in the blur of life’s machinery.
15. I hope we can make eye contact.
16. One of you who is filled with hate for this class right now will end up loving it by the end.
17. One of you who I believe to be unteachable and filled with hate for me will end up being my favorite.
18. One of you will drive me bat-shit crazy and there’s nothing I can do about it.
19. Later I will examine the reason you drive me bat-shit crazy and be ashamed and then try to figure out my own limitations.
20. There will always be limitations, and without my students I wouldn’t see them as easily.
21. Sometimes I will be annoyed, sarcastic, rushed, or sad; often this is because you are not doing the readings or trying to bullshit me.
22. Students are surprised by this fact: I really really really want you to learn. Like, that’s my THING. Really really a lot.
23. I love teaching because it is hard.
24. Someone in this classroom will be responsible for annoying the hell out of you this semester, and it won’t be me.
25. Maybe it will be me. Sometimes it is, but often it is not.
26. I won’t hold it against you unless you treat me with disrespect.
27. You should rethink how you treat the people who bring you food at McDonald’s, if you are this person, as well as how you treat your teachers.
28. I hope you are able to drop the pose of being a professional person and just settle for being a person.
29. Everyone sees you texting. It’s awkward, every time, for everyone in the room.
30. Secret: I’ve texted in meetings when I shouldn’t have and I regret it.
31. Secret: I get nervous before each class because I want to do well.
32. Secret: when I over-plan my lessons, less learning happens.
33. Secret: I have to plan first and THEN abandon the plan while still remembering its outline.
34. Secret: It’s hard to figure out whether to be a cop or a third-grade teacher. I have to be both. I want to be Willie Wonka. That’s the ticket. Unpredictable, not always nice, high standards, and sometimes candy.
35. What looks like candy can be dangerous.
36. Secret: Every single one of your professors and teachers has been at a point of crisis in their lives where they had no idea what the fuck to do.
37. Come talk to me in my office hours, but not to spin some thin line of bullshit, because believe it or not, I can see through it like a windowpane.
38. Some of you will lose this piece of paper because you’ve had other people to smooth out your papers and empty your backpack for as long as you can remember, but that all ends here. There’s no one to empty your backpack. That’s why college is great and scary.
39. Maybe there’s never been anyone to empty your backpack. If there hasn’t been, you will have a harder time feeling entitled to come talk to me or ask for help.
40. I want you, especially, to come talk to me.
41. You can swear in my classroom.
42. Welcome. Welcome to this strange box with chairs in it. I hope you laugh and surprise yourself.