ABOUT THE INSTRUCTOR
Name: Rochelle Rowley
Office: BC 121D
E-mail: rrowley1@emporia.edu
Office Hrs.: MWF: 8:30-9:30am
W: 1-2pm; 3-4pm(except first W of month)
F: by apt. only 1-2pm; 3-4pm
Telephone 620-341-5723

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 MATERIALS
Canvas canvas.emporia.edu

COURSE DESCRIPTION
The purpose of this course is to examine our present while understanding our past by using a historical and conceptual framework to explain social stratification and social inequality.

PROGRAM GOALS AND OBJECTIVES – COURSE SPECIFIC
This course is aligned with program goals to:
• Provide educational experiences, which permit students to think sociologically, and
• Assist students in developing the ability to interact with people of different cultures and socioeconomic backgrounds.

In order to accomplish these goals, this course focuses on the following program objectives:
• Provide examples of how culture and social structure shape individual lives,
• Gain knowledge about how social factors such as race, gender, sexuality, social class, and age frame social interaction and perceptions at the local, national, and global levels,
• Demonstrate critical thinking skills, including analysis and synthesis of key course concepts and theories,
• Critically evaluate published quantitative and qualitative research reports, scholarly articles, policies, and media information.
• Identify practical and ethical issues involved with the study of course topics,
• Effectively express and communicate sociological knowledge inside and outside the classroom,
• Participate in in-class and outside the classroom learning activities that will provide for student’s interaction with people from different cultural and socio-economic backgrounds, and
• Understand and apply cultural and theoretical perspectives on community issues and social problems.
• Critically examine their belief and value systems in light of current sociological literature.
COURSE OBJECTIVES
Upon completing this course, students will be able to:

- Analyze the four major American classes, as well as how race and gender are linked to inequalities in the United States
- Understand attempts to reduce social inequality
- Identify major historical events that have influenced current trends
- Understand how qualitative sources help reveal the inner workings that accompany people’s struggles with the socioeconomic order
- Recognize the impact of social-stratification systems on individuals and families

EXPECTED STUDENT LEARNING OUTCOMES

- After using online resources to learn about their own “isms,” students will be able to analyze their own personal prejudices and link that to potential areas of challenge in their future careers.
- When presented with different scenarios associated with race, gender, and class, students will be able to diagnose the perceived and actual situation to determine best courses of action.
- When provided specific articles to read over defining and measuring child abuse and maltreatment, students will be able to develop thought provoking questions about the articles read and offer alternative conclusions to the research/theories.
- While participating in course discussion and in-class activities, students will be able to apply the knowledge learned to their own and/or other’s lives and develop a plan for future action.
- During all course guest speakers, students will be able to develop at least 3 topical, thoughtful, and relevant questions to ask the guest speaker.
- Students will be able to understand and communicate about social and economic inequalities in the United States.
- Using information learned about access to resources and types of capital, students will be able to develop ideas for closing the inequality gaps experienced in the United States.
- Students will be able to utilize case studies to apply theory and understand the complexity of intersectionality.
- Students will be able to utilize online material to study qualitative aspects of people’s lives, thoughts, and attitudes associated with stratified life in the United States.

RESUME BUILDING
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 and ability to evaluate assumptions and expectations
- Application of theory to “real-life”
- Creatively present information to a diverse audience

I CARE ABOUT EACH STUDENT IN MY CLASSROOM AND THE LEARNING THEY ACQUIRE.

- In the event you are overwhelmed by in-class discussions, please feel free to step out and compose yourself.
- In the event you feel you are not being taught well, please come talk to me about your concerns. I welcome constructive criticism and never want to be surprised by a teaching evaluation comment. It is as much your responsibility to make this course great as it is mine.
- If you ask a question in person, in class, via email/Canvas, I will most likely refer you to a resource. I want you to learn how to answer your own questions.
- I have a deep passion for the subject matter of this course. If you feel I have not made a connection known between an assignment or in-class activity and the course topic, please let me know so I can rectify the problem.
- All coursework turned in via Canvas has a rubric associated with it. I grade using this rubric. I’ve put a great amount of thought and reflection into these rubrics so I can communicate exactly why you receive the grade you do. When checking your grade, also check the rubric explanation and any general comments provided on Canvas.
My expectation is that you participate in class discussions. If you feel the discussion has provided no real learning opportunities for you, make the discussion better by participating.

Providing detailed instructions for assignments is not an easy task. There are many different learning styles and communications styles. Each individual has a preference for each, which makes it difficult to address each and every task in a way that will be understood by all individuals. I do my best to accomplish this; however, if something is not understandable, talk to me (phone, email, Canvas, face-to-face, Dr. Rowley’s Classes Facebook page, text, heck even put it on Yik Yak – I might see it).

My teaching style is to provide hands-on, thought-provoking, discussion-stimulating types of activities. If this is not conducive to your learning style (you like tests better – this may not be the course for you).

My goal is to have your assignment graded with feedback (rubric and general comments – I will NOT edit your paper) within one week of the due date. Remember, you are not the only person in the class and this is not my only class. On average, I have nearly 300 students each semester.

I want you to call/text/visit me in my office. I really do! Students who make connections with their professors tend to perform better in the classroom and on assignments.

I expect each of my students to set goals that are challenging – not just the bare minimum that has to be done.

We have a shared responsibility for what you learn in this course!

COURSE ASSIGNMENTS (See CANVAS for due dates):

Assignments in this course are the way in which the instructor is able to assess your knowledge gained. Since there are no exams in this course, some type of assessment must be used to determine if each student is gaining the necessary skills and knowledge expected by the instructor. If the final assessment is not completed in entirety, the highest grade possible to earn in this course is a D.

Below are general course assignment instructions.

- All assignments will be submitted via CANVAS unless otherwise noted. Emailed documents will NOT be accepted.
- All assignment instructions and rubrics are located on CANVAS in the modules.
- Only put your E# at the top of each assignment (no names, no course name, no date)-in the event more than the E# is included, the paper will receive a zero.
- College-level writing is expected for ALL submissions. Points are not award for writing appropriately; however, in the event writing causes difficulties in understanding the submission, points will be decreased.
- Use APA for your essays -- this is only for citations and references. You do NOT need a cover page, running header, or a special font.
- Cite any sources you use – this includes prior learning so I understand where your thoughts are coming from; otherwise, the paper will receive a zero for plagiarism.
- Do not use first person unless specified in the actual assessment instructions.

A list of assignments, points possible, and due dates is available in the module section of CANVAS; however, other assignments, pop quizzes, exams can be added to the course in the event the instructor determines they are necessary for a better understanding of the material.

- Application Assessments can be viewed as your test over specific subject matters. It’s just that these “tests” are available ahead of time, they involve several steps, you can do them wherever, and you can ask questions.
- The final assessment is your “final exam.” If you prefer an actual exam, that can be arranged and will consist of essay questions.

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.
EXTRA CREDIT
Extra Credit is offered in this course based on the following instructions and opportunities.

For Fall Semester Courses Only
Depression Screening: In late September or early October, the student wellness center conducts depression screenings in the ballroom of the Memorial Union. This involves completing a short questionnaire, getting it scored, and meeting with someone to discuss the results. This could take anywhere from 15-30 minutes. At the end of the screening, you will receive some type of proof of your attendance to this screening. Bring that proof to class and TURN IT IN and you will receive 10 extra credit points (in this class, 10 points is a lot).

All Other Opportunities
- Choose two events to attend that will apply to the course. Write at least 400 words including the event details (no more than a paragraph) and how this event applies to the course by using concepts and terminology from the textbook (about a paragraph). Submit your work under the extra credit module. In the event a submission is made without a clear connection to the course, the submission will be refused; otherwise, valid and accurate submissions will receive up to 2 extra credit points.
- See the Early Work Policy below for another opportunity for extra credit.

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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Self Module</td>
<td>20</td>
</tr>
<tr>
<td>Diagnosing the Situation Module</td>
<td>20</td>
</tr>
<tr>
<td>Real-life Scenario “Action” Responses</td>
<td>50</td>
</tr>
<tr>
<td>Application and Resource Module</td>
<td>50</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td>75</td>
</tr>
<tr>
<td>Final Assessment</td>
<td>85</td>
</tr>
<tr>
<td>Total Points</td>
<td>300</td>
</tr>
</tbody>
</table>

A 94% and up
A- 90-93%
B+ 87-89%
B 84-86%
B- 80-83%
C+ 77-79%
C 74-76%
C- 70-73%
D 60-69%
F 59% and below
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=30% reduction in possible points
Three days late=40% reduction in possible points
Four days or more late=50% 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 Canvas 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, OR you get injured and now you are on pain meds and can’t get your work done, etc.).

Create goals to get assignments done earlier than the due date to allow for possible illnesses, disasters, tragedies, etc. Problems with last minute attempts to complete and/or submit an assignment will not be grounds for exemptions from this late work policy.

Lack of preparation on YOUR part does not constitute an emergency on MY part!

If you submit work early (my definition of early is at least 1 week before the due date) on select assignments, you can earn an extra 10% of the possible points.

COURSE EXPECTATIONS (YOU AND ME):

My expectations of YOU:

- Attend class
- Be responsible for your own education
- Read the chapter being discussed in class BEFORE coming to class - See second bullet!
- Be respectful of others

My expectations of ME:

- Be prepared and organized for class.
- Be open to suggestions.
- Make expectations clear.
- Provide assistance when asked.
- Be fair
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.

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.

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.

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.