

TRINITY UNIVERSITY
WASHINGTON, D.C.
SOCIOLOGY PROGRAM : 2011 ASSESSMENT
REPORT

SPRING SEMESTER, 2011

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Trinity University
Washington, D.C.

Sociology Program Mission Statement

The Sociology Program offers courses that serve students in the College of Liberal Arts. In addition to the Sociology major, the Sociology program offers half of the courses for the Human Relations major. Courses in Sociology also serve as required courses or electives in the following majors, Criminal Justice: International Affairs, Business and Communications. Sociology studies the structure of societies, groups, organizations, institutions, social processes, and how people interact in these settings. The subject matter of sociology encompasses the family, social inequality, race and ethnicity, gender, social change, deviance and crime, immigration, global social issues, among others.

The program strives to enable students to develop a “sociological perspective,” giving them the ability to connect individual private experiences with social structure through concrete experiences and a strong theoretical background. Sociology contributes to liberal education by unfettering the mind. Sociology opens the students’ minds to the deceptively familiar social world. This deceptively simple insight, that people are affected by social forces and that social institutions are affected by their members, is the major focus of the discipline and our teaching. We also strive to cultivate within students the development of analytical skills that they can employ to understand and solve social problems.

The focus of our program and the courses that we offer are quite consistent with the mission of Trinity University, which is to “...offer a broad range of educational programs that prepare students across the life span for the intellectual, ethical, and spiritual dimensions of contemporary work, civic and family life.” (Trinity University Mission Statement, 2004-2005). The basic and applied components of our Sociology Program, especially the internship and community based learning component of several sociology courses, are especially consistent with Trinity’s core value of “integrating liberal learning with professional preparation through applied experiential learning opportunities”. The analytical and critical thinking skills provided by a number of our courses (Research Methods, Sociological Theory) are critical to learning in a

liberal arts college. With a commitment to diversity and intellectual pluralism in our course offerings, our program focuses on the consequences of inequalities rooted in gender, race, ethnicity, age, class, religion and sexual orientation and strongly supports the study and advancement of social justice as envisioned by the Sisters of Notre Dame.

Majoring in Sociology prepares students for graduate school and a wide variety of careers in such areas as social research, public administration, human resources, and public relations, among others.

Aligning Trinity University’ Goals with College of Arts and Science (CAS) Goals and Sociology Program Goals

Trinity University Goals	CAS Goals (derived from its Mission)	Program-level Goals (derived from its Mission)	
<p>Intellectually, ethically, and spiritually preparing students for work, civic, and family life by infusing the curriculum with the knowledge, skills, and values that characterize liberal learning (Link to Liberal Arts Competencies in Gen Ed and Programs)</p>	<ol style="list-style-type: none"> 1. Read, understand, and analyze texts 2. Communicate effectively in speech and in writing 3. Understand and use quantitative reasoning to solve problems 4. Locate, evaluate, and synthesize information in the construction of knowledge 5. Explore and connect fields of knowledge in the liberal arts 6. Apply diverse modes of inquiry to the study of human societies and the natural world 7. Develop facility for moral reasoning and examine the moral and religious dimensions of human experience; 8. Develop capacities for responsible citizenship and leadership in diverse communities. 	<p>GOAL I: Students will develop a familiarity with social structures and social processes.</p> <p>GOAL II: Students should demonstrate an understanding of social diversity within U.S. and other societies.</p> <p>GOAL III: Students will develop scholarly traits necessary to practice sociology: objectivity, value clarity, logical consistency, and discipline.</p> <p>GOAL IV: Students will develop the ability to link personal and intellectual growth to academic and intellectual knowledge.</p>	

Trinity University Goals	CAS Goals (derived from its Mission)	Program-level Goals (derived from its Mission)	
Intellectually, ethically, and spiritually preparing students for work, civic, and family life by infusing the curriculum with principles of equity, justice, and honor (Link to Ethics Goals in Gen Ed and Programs)	7. Develop facility for moral reasoning and examine the moral and religious dimensions of human experience; 8. Develop capacities for responsible citizenship and leadership in diverse communities.	GOAL I: Students will develop a familiarity with social structures and social processes. GOAL II: Students should demonstrate an understanding of social diversity within U.S. and other societies.	
Intellectually, ethically, and spiritually preparing students for work, civic, and family life by emphasizing integration of liberal learning with professional preparation (Link to Applications goals in Gen Ed and Programs)	1. Read, understand, and analyze texts 2. Communicate effectively in speech and in writing 3. Understand and use quantitative reasoning to solve problems 4. Locate, evaluate, and synthesize information in the construction of knowledge 5. Explore and connect fields of knowledge in the liberal arts 6. Apply diverse modes of inquiry to the study of human societies and the natural world 7. Develop facility for moral reasoning and examine the moral and religious dimensions of human experience; 8. Develop capacities for responsible citizenship and leadership in diverse communities.	GOAL I: Students will develop a familiarity with social structures and social processes. GOAL II: Students should demonstrate an understanding of social diversity within U.S. and other societies. GOAL III: Students will develop scholarly traits necessary to practice sociology: objectivity, value clarity, logical consistency, and discipline. GOAL IV: Students will develop the ability to link personal and intellectual growth to academic and intellectual knowledge.	

Aligning Sociology Program Goals with Program (Course) Objectives

The following goals and objectives derive from our mission statement above as well as from the requirements of individual courses and the senior comprehensive requirement.

Aligning Sociology Program Goals with Program (Course) Objectives and with Courses

GOAL I: Students will develop a familiarity with social structures and

social processes.	
Program Objective:	
	Course:
1. Exhibits understanding of basic sociological concepts and theories.	SOCY 100, SOCY 105, SOCY 131
* 2. Shows awareness and understanding of a variety of social problems, including issues of deviance/crime, inequality, race, and gender.	SOCY 105, SOCY 131, SOCY 321, SOCY201, SOCY331, SOCY381, SOCY241, SOCY261, SOCY461, SOCY321
Program Goals:	
GOAL II: Students should demonstrate an understanding of social diversity within U.S. and other societies.	
Program Objective:	
	Course:
1. Students should be able to recall some facts about the history and characteristics of major minority groups in U.S. society.	SOCY 323, SOCY 361
* 2. Students should be able to demonstrate (through recall) other sources of diversity/other bases of minority group status (i.e., age, gender, sexual orientation, disability, etc.) in the U.S. as well as knowledge of majority/minority group relations in selected societies and around the world.	SOCY 323, SOCY 333, SOCY 231
*3. Displays an understanding of how personal behavior is shaped by and shapes the structure of society.	SOCY 421
Program Goals: GOAL III: Students will develop scholarly traits necessary to practice sociology: objectivity, value clarity, logical consistency, and discipline.	
Program Objective:	
	Course:
: 1. Demonstrate sociological writing skills, including the following: Ability to use research materials, Ability to use appropriate sociological terminology Ability to write at an advanced college level using good grammar, sentence structure, logical flow, organization on all written work.	SOCY 311, SSC 107, SOCY 499, SOCY497, SOCY498

2. Demonstrate the ability to critically analyze Sociological materials – books, journal articles, etc. Student’s own work, past and present.	Senior Portfolio, SOCY 242

Program Goals:	
GOAL IV: Students will develop the ability to link personal and intellectual growth to academic and intellectual knowledge.	
Program Objective:	
	Course:
1. Indicates, through successful course work, personal commitment to intellectual growth.	Senior Portfolio
* 2. Demonstrates an awareness that personal growth is linked to academic and intellectual knowledge.	Senior Portfolio
* 3. Demonstrates knowledge of the linkages between sociology and other disciplines.	Senior Portfolio

INTRODUCTION

This section of the report describes the activities that the Sociology Program has undertaken in its 2011 Program Assessment.

1. Analyzed the data, interpreted the findings, and discussed how the findings relate to the goals and objectives derived from our Mission Statement, and
2. Briefly discussed how the findings impact the Sociology Program

In the pages that follow, we present general guidelines for measuring the goals and objectives, using two sources of data: data from two Sociology courses and data from Students’ Senior Portfolio Assessment. The main body of the report ends with a Summary and Conclusion of our findings. Supporting documents can be found in the Appendices --- Examinations/assignments (in Appendix A), Guidelines and Rubrics (in Appendix B), and Course Syllabi (in Appendix C).

SOCIOLOGY Program ASSESSMENT 2007

GUIDELINES FOR MEASURING GOALS AND OBJECTIVES USING COURSE ASSESSMENTS

The Sociology Program has developed assessment measures using course grades, including exams and written assignments. Using the standard A-F, we have collapsed those letter grades in the following way:

- A = exceeded objectives
- B and C = met objective
- D and F = did not meet objective

The following pages provide the quantitative data we will use to analyze the degree to which objectives have been met, using the above rubric.

<u>GRADE</u>	<u>PERCENT OF STUDENTS</u>
EXCEEDED OBJECTIVE	_____
MET OBJECTIVE	_____
DID NOT MEET OBJECTIVE	_____

Aligning Sociology Program Goals with Program (Course) Objectives and with Courses

MEASURING GOALS AND OBJECTIVES USING COURSE DATA.

The following section measures the goals and objectives listed above using specific course data, including exams, written assignments and senior portfolio assignments. Each goal is measured by data from specific courses and the senior portfolio assessment. The supporting documents are found in the appendices. Course syllabi can be found in Appendix .

GOAL I: Students will develop a familiarity with social structures and social processes.

OBJECTIVE 1

- * 1. Exhibits understanding of basic sociological concepts and theories.

COURSE TITLE_SOCY 100 Intro to Sociology:(A Gen Ed course), Spring 2011

MEASURE BASED ON THE FOLLOWING: __Written assignment
 _#_First_exam grade
 ___final grade
Other measure: _ ___ Third Exam Grade

JUSTIFICATION (Course Objectives):

As a 100 level introductory course, students are expected to develop knowledge of basic sociological concepts, and theoretical perspectives. This material can be effectively tested by using objective (multiple choices) exams. To develop awareness and understanding of a variety of social issues, it is also expected that students will be able to apply their sociological knowledge to real life social situations, because sociology is best learned when applied to the real world.

The first exam in [see appendix A] is used to assess GOAL I objective 1.

The exam contains questions that assess students understanding of information, concepts and application.

ASSESSMENT:

First Exam [Please see Appendix A at the end of this report for the exam]

<u>GRADE</u>	<u>PERCENT OF STUDENTS</u>
<u>TEST 1</u>	
EXCEEDED OBJECTIVE	<u> 13 </u>
MET OBJECTIVE	<u> 67 </u>
DID NOT MEET OBJECTIVE	<u> 20 </u>
	Total=100

Number of Students: 30

Question	Answer	Number of Students Answered Correctly	Number of Students Answered Incorrectly
To be classified as a society, what are the two key qualities a group of people must share?	Applied	21	11
What term do sociologists use to describe the corners in life that people occupy because of where they are located in a society?	Factual	28	1
Cordell has done an extensive study of the increase in divorce rates in the United States since 1950. He has come to the conclusion that the transformation of American society has resulted in a redefinition of love, marriage, children, and the rate of divorce. In view of this, with which sociological perspective would Cordell's conclusion be most aligned?	Conceptual	18	7
Which sociological perspective views society as being composed of groups that engage in fierce competition for scarce resources?	Conceptual	21	9
Which theoretical perspective in sociology is most aligned with micro-level analysis?	Conceptual	18	7

Which term is used to describe a group's way of thinking, gestures, language, values, and social norms?	Conceptual	27	3
Which set of concepts best illustrates material culture?	Conceptual	24	6
Which term is used to describe a group's way of thinking, gestures, language, values, and social norms?	Applied	25	5
Mark is a foreign exchange student living with a Chinese family. The first night he was with them his hosts served a delicious entree of meat and vegetables. Although tasty, Mark could not identify the meat. When his host told him it was roast dog Mark became upset and decided to become a vegetarian for the course of his stay. In view of this, which sociological concept did Mark just experience?	Conceptual	28	2
Total: 30 students			

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ANALYSIS AND DISCUSSION

As was previously stated, the first exam (see appendix A) is used to assess:

- **GOAL I:** Students will develop a familiarity with social structures and social processes.
 - **OBJECTIVE 1:** Exhibits understanding of the basic sociological concepts and theories.

The exam contained 20 questions that assessed objective 1. Twenty questions measured students' understanding of basic sociological concepts and theories. The first 9 questions were used to disaggregate the data. One question assessed students' recall of the factual information and eight questions assessed students' ability to use and apply concepts intelligently. In every category more students answered the nine questions correctly than incorrectly. The result of the disaggregated data shows that most students have a good understanding of the sociological concepts. The over all grades from the first exam support this assessment. The grades for the first exam are used as a key indicator of the success of meeting the first objective. A majority (80%) of students were successful in meeting these objectives; 20% failed to meet the objectives. Considering the fact that this was the first test and learning occurs incrementally, measurements of student understanding of sociological concepts should be even higher later in the semester.

GOAL III: Students will develop scholarly traits necessary to practice sociology: objectivity, value clarity, logical consistency, and discipline.

Program Objective 2: Demonstrate the ability to critically analyze sociological materials—books, journal articles, and other media.

Course Title: SOCY 242 Social Criticism Through Film (a Gen Ed critical reasoning course), Spring 2011

MEASURE BASED ON THE FOLLOWING: #__ Written assignment
__ First exam grade
__ final grade
Other measure: __ __ Third Exam Grade

Assignment: Imagining the Environment: This is the first of 8 written assignments in which students are to connect the readings to films and other material. "You will receive an A for an exercise if you answer each question thoughtfully and completely, using your sociological observations and incorporate the related assigned readings and films." In addition to the reading assigned below, there were several other required readings and a film on the sociology of the

environment, climate change and problems with oil as a source of energy. Additional criteria were in the syllabus and presented in class.

The specific assignment was to read the excerpt from *The Sociological Imagination* entitled “The Promise” by C. Wright Mills and answer the following questions:

1. What does Mills mean when he says our “private lives are a series of traps.”?
2. Are we trapped by global warming or oil dependence? Explain.
3. Why is it important to understand historical change when considering environmental problems?
4. How do you personally fit into problems of the environment? Be specific.

The purpose of the assignment is to link an overarching sociological concept—the sociological imagination—to specific social problems of the environment. Students who have taken SOCY 100 would have been introduced to the sociological imagination, and it is addressed in many courses and text books. Briefly, the sociological imagination links the personal experiences of individuals to the larger historical and social contexts in which people find themselves. Personal problems, experiences and choices do not occur in a vacuum. Rather, they are heavily influenced by cultural, economic and political factors. To understand the relationship between individual experience and the larger social world is to develop one’s sociological imagination. It is a touchstone for the discipline, so an ability to critically analyze it and apply it to the environment, which is studied in the course, demonstrates both an understanding of the concept and its application. Thus successful students could take an abstract concept and apply it to concrete social conditions.

RUBRIC:

Exceeds expectations:

- Demonstrates strong understanding of the sociological imagination;
- Applies the sociological imagination to environmental problems, giving specific examples from films and other readings;
- Explains the role of historical change in relation to environmental problems, providing details;
- Applies the personal role of the individual to the environment with specific examples relevant to the sociological imagination.

Meets expectations:

- Demonstrates adequate understanding of the sociological imagination;
- Applies the sociological imagination to environmental problems using limited examples;
- Understands the role of history, though not fully explained;
- Relates personal role to the environment with or without specific reference to the sociological imagination.

Does not meet expectations:

- Does not demonstrate an understanding of the sociological imagination at all or presents a very limited understanding;
- Provides no examples from readings or films in discussing environmental problems;
- Does not adequately show the role of history to environmental problems;
- Provides limited personal link to environmental problems and does not mention the sociological imagination or other readings.

RESULTS:

2 students exceeded expectations. They showed exceptional understanding of the sociological imagination, connected it to environmental problems and utilized other readings and films in an appropriate way to demonstrate the application of the concept. Grades ranged from A to B+.

6 students met expectations. They understood the concept of the sociological imagination in a basic way, however did not provide many examples from the readings or films. Some discussed the film but not other readings. There was a great deal of variety in the amount of time expended on this essay, but in all cases, students demonstrated an ability to understand the concept and apply it to environmental problems. Depending on the extent to which they applied the concept, their grades ranged from B to C.

2 students did not meet expectations. Two did not understand the concept at all and largely because of this could not connect the sociological imagination to environmental problems. One student showed the potential for understanding but her discussion was too brief and cursory. Most used no examples to support their points. Weak writing skills hampered all of these students making it hard for them to explain their points in a way that could be understood. All students with writing problems were referred to the Writing Center. Grades ranged from C- to D

Overall assessment: The assignment expected students to demonstrate an understanding of the concept of the sociological imagination and apply it to a social issue. The sociological imagination is one of the first concepts introduced in SOCY 100, and students should have a basic understanding of the concept. This assignment required students to read the first chapter of *The Sociological Imagination* by C. Wright Mills, which describes the idea in depth. While the concept itself is not difficult to understand, reading the chapter requires a higher level of thinking than simple explanations provided in introductory texts. Our assessment of the assignment is that students need more help to distill the major points made in the reading. Since the concept is central to sociology as a discipline and is embedded in our courses, we need to make sure students understand and are able to apply it to any sociological analysis in the future.

Further, it was disappointing that students typically did not refer to other assigned readings in their papers. It can be argued that either they did not read them or did not read the assignment instructions carefully which asked them to include them.

Regarding written work, as is often the case, strong writing techniques are wanting. Errors in grammar, spelling and word choice, lack of proofreading and limited ability to explain complex ideas hampered many papers.

Finally, it should be noted that out of a class of 15, 5 students did not hand in the assignment. They did have an option to skip one assignment this semester, however they were encouraged to complete the first one so as to get feedback from the instructor, and to give them some wiggle room if they needed

MEASURING GOALS AND OBJECTIVES USING PORTFOLIO ASSESSMENTS

Introduction

Each goal and objective in this section have a matching counterpart in the senior portfolio evaluations, which all graduating seniors are required to complete. Each objective has a specific measure from the portfolio evaluation form (see portfolio evaluation form below). The specific measures are based on a scale ranging from “Excellent” to “Poor”, using portfolios of Sociology and Criminal Justice majors from 2008. A total of six Sociology/Criminal Justice graduating senior students are used in this exercise. Below the number of students for each rubric (in parenthesis) is the percentage of students. For Goal IV, Objective 1, only five students constitute the population; because student Kendra Rogers had not submitted her personal narrative at the time that the portfolios assessment were being evaluated. We have recoded/collapsed the scale categories in the following way:

Excellent and Very Good = Exceeded Objectives

Good and Fair = Met Objectives

Poor = Did not meet Objectives

Evaluation of Senior Portfolios

Goal I	Students develop a familiarity with social structures and social processes.
Objective 1	Students exhibit an understanding of differences and alternatives in social orientations practices within and across societies.
Measurement	Students appreciate differences and alternatives in social orientations and practices within and across societies.

Exceeds Objectives 2 (33%)	Meets Objectives 3 (50%)	Does Not Meet Objectives 1 (17%)
Objective 2		Students show awareness of the sources of strain and patterns of conflict at the interpersonal level and among groups, regions and nations.
Measurement		Students show sensitivity to the sources of strain and patterns of conflict at the interpersonal level and among groups, regions and nations.
Exceeds Objectives 2 (33%)	Meets Objectives 4 (67%)	Does Not Meet Objectives 0 (0%)

Goal II		Students develop an understanding of social diversity.
Objective 1		Students show awareness of the importance of social locations; for example, social class, age, gender, ethnicity, religion, marital status, place of residence, and educational attainment, in the patterning of life chances, thinking, and behavior.
Measurement		Students show sensitivity to the importance of social locations; for example, social class, age, gender, ethnicity, religion, marital status, place of residence, and educational attainment, in the patterning of life chances, thinking, and behavior.
Exceeds Objectives 3 (50%)	Meets Objectives 2 (33%)	Does Not Meet Objectives 1 (17%)
Objective 2		Students display an understanding of how personal behavior and self image shape, and are shaped by, the structure of society.
Measurement		Students show sensitivity to the sources of strain and patterns of conflict at the interpersonal level and among groups, regions and nations.
Exceeds Objectives 2 (33%)	Meets Objectives 3 (50%)	Does Not Meet Objectives 1 (17%)
Objective 3		Students can trace the ways in which social problems are identified, perceived and resolved.
Measurement		Students show sensitivity to the ways in which social problems are identified, perceived and resolved.
Exceeds Objectives 0 (0%)	Meets Objectives 5 (83%)	Does Not Meet Objectives 1 (17%)

Goal III		Students develop the scholarly traits necessary to practice sociology: objectivity, value clarity, logical consistency, and discipline.
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Objective 1	Students demonstrate sociological writing skills, including the following: Ability to use research materials Ability to use appropriate sociological terminology Ability to write at an advanced college level using good grammar, sentence structure, logical flow, and organization on all written work	
Measurement	Students exhibit sociological writing skills, including the following: Ability to use research materials Ability to use appropriate sociological terminology Ability to write at an advanced college level using good grammar, sentence structure, logical flow, and organization on all written work	
Exceeds Objectives 3 (50%)	Meets Objectives 1 (17%)	Does Not Meet Objectives 2 (33%)
Objective 2	Students demonstrate the ability to critically analyze sociological materials, including books, journal articles, etc.	
Measurement	Student's own work, past and present.	
Exceeds Objectives 2 (33%)	Meets Objectives 2 (33%)	Does Not Meet Objectives 2 (33%)
Objective 3	Students demonstrate the ability to use research materials, including appropriate sociological terminology, good grammar, sentence structure, logical flow, etc.	
Measurement	Student's own work, past and present.	
Exceeds Objectives 3 (50%)	Meets Objectives 2 (33%)	Does Not Meet Objectives 1 (17%)
Goal IV	Students develop the ability to link personal and intellectual growth to academic and intellectual knowledge.	
Objective 1*	Students indicate, through successful course work, personal commitments to intellectual growth.	
Measurement		
Exceeds Objectives 2 (40%)	Meets Objectives 2 (40%)	Does Not Meet Objectives 1 (20%)
Overall Assessment of Portfolio		
Measurement		
Exceeds Objectives 4	Meets Objectives 12	Does Not Meet Objectives 3

* Please note: Because one student had not submitted her personal narrative at the time the portfolios were being evaluated, the number of students for Goal IV, Objective 1 is five (instead of six).

Summary

As is clearly evident from the percentages above, for most measures, most students (about 80% or higher) either met or exceeded the objectives.

SUMMARY AND CONCLUSION

Based on the analysis of quantitative and qualitative data collected for our 2011 Assessment of the Sociology Program from the three data sources, we found that most of the students either met or exceeded the objectives that the data were designed to measure. We interpret these findings as suggesting that most of our students do satisfy the goals of the Sociology Program and have very good to excellent understanding of basic Sociology at the undergraduate level. In short, we are confident that the courses that we offer and the overall design of our Sociology Program are sound.

However, we believe that there is always room for improvement. For example, we know that many of our students who come from working and lower class background may be disadvantaged in the labor market because of their lack of

access to social capital (family, friends, neighbors,) which is critical in getting the better jobs. We can develop a whole course devoted to career development which could train students to develop social capital through networking, mentoring and career interviews. We should also encourage every student to develop social capital and through internship. The Sociology program should not only promote liberal arts skills, but it should also increase our students' marketability.

Appendix A: Exams

SOCY 100 Introductory Sociology Dr. Roxana Moayedi Spring 2011

Office: 193 Main

Office Phone: 202 884 9266

Office Hours: Monday and Wednesday: 10:00 to 10:30; 12:00 to 1:30
Friday 11:30 to 2:00; Other days by appointment

E-Mail: moayedir@trinitydc.edu

Meeting Time: 10:30 to 11:45 pm

This syllabus is designed to help you to do well in this course. I expect you to read it carefully. You are responsible for knowing all the information it contains.

This course centers on the concept of Sociological Imagination. The Sociological Imagination challenges us to question the obvious, to remove ourselves from familiar experiences and examine them critically and objectively. It also challenges us to see beyond individual experiences and to see how individual choices are always made within a cultural and structural context. Given that gender, race and social class condition every aspect of our social structure and culture, particular emphasis is paid to these components.

Course Objectives

Student objectives for this course are: first, to become familiar with sociological perspectives so that you can apply these to understanding the society we live in. Second, to learn something about contemporary American society—our levels of poverty and inequality, changes in our economic structure, and so on. Finally, what we learn in this course may not comfortably reinforce common sense notions, but it improves and refines one's critical thinking abilities, enriching and empowering us both as individuals and as a society/culture.

We will discuss issues that are controversial from a variety of sociological perspectives but you are not required to follow or support any particular view point. How ever you are required to support your ideas with text, data. You will never be graded for what opinion you have, only how well you support it.

Course Organization

The course objectives will be achieved through a program of readings, lectures, exercises, community based Learning and examinations.

Texts: Essentials of Sociology: A Down to Earth Approach, Henslin, 8ed
 Between Good and Ghetto, Nikki Jones

Lectures: The text will supplemented with lecture material.

Examinations: There will be 3 examinations covering the assigned readings. They will be multiple choice.

Course Requirements

Exam #1	25%
Exam #2	25%
Exam #3	25%
Book Report	25%

Makeup exams will only be allowed under extreme circumstances such as a serious illness. You have to contact me BEFOR the exam and not after the exam.

Grade Percentage for Exams

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59 and Below

Resources

Your instructor is your primary resource. See me before or after class if you are having trouble with the course or want to know how you are doing. Please stop by during my office hours so that I can get to know you better on a personal basis.

Writing Center

The Writing Center offers study skills workshops and guidance. If you need help with note taking, writing papers, or other study skills, they can help. See them in the Library if you need help improving your grades.

Participation and Attendance Policy

You should consider it an assignment to come to class regularly, having read the assigned material and being prepared to contribute to class discussions. Class attendance and participation in discussions are important to your grade.

In addition, you will occasionally be required to work together in groups in the class. Based on the QUANTITY and QUALITY of your participation, your grade may be raised by half a letter grade. For example, a student who discusses several exercises makes occasional helpful comments on the readings and who is prepared to participate in the group work will not improve her grade. However, a student who discusses many assignments, often makes important comments, is well prepared in class and has a B average will receive a grade of B+ as her final grade.

“Absence in any course amounting to one-third or more of the class periods may result in a lower grade, including the grade of "F," at the discretion of the faculty member. **Emergencies should be reported immediately to the Dean of Student Services and the Enrollment Services Office, who will inform instructors. Only in an emergency may a student be absent during an assigned test, class presentation, or evaluation**”. (Trinity Catalog)

Student Responsibilities:

You are required to complete all the assigned readings before the lecture, attend classes and participate in all discussions of the material. Each student is responsible for her own learning. Therefore, a student who misses class consistently (three or more classes) or fails to participate in classroom discussions will have their final course grade lowered at the discretion of the instructor. **All required work must be completed in order for the student to be considered for a passing grade for the course. If any exams are not taken or any of the written assignments not submitted the student risks receiving a failing grade for the entire course. You are responsible for everything that occurs in class, WHETHER YOU ARE PRESENT OR NOT.**

Honor Code

As a Trinity student, you have agreed to abide by an honor code that does not tolerate cheating or plagiarism in the preparation of class materials or on papers or exams. Academic dishonesty is a serious offense and will be prosecuted. The penalties for plagiarism and other forms of cheating range from course failure to dismissal from the University. I full support this honor code, and assume you do as well.

Important Dates

Add/ Drop dead line

January 26

President's day
First Exam (Tentative)

No Class
February 23

Second Exam (Tentative)

March 28

Deadline to Withdraw
Book report due
Third Exam

April 7
April 25
Final period or April 29

No book report will be accepted after 3 pm on April 25. If you email or drop off your report after 3pm on April 25 I will not grade it. You should use the resources in the campus Writing Center to improve your writing skills. Students must receive permission in advance if a deadline is to be extended. Missing your deadline will result in a grade of F.

Between Good and Ghetto: African American Girls and Inner City Violence Book Report

1. Who do you think the author intended to read this book and why?
2. List all the characters and describe the problems they face in their schools and neighborhoods. What are the costs and benefits of strategies 'good girl' use to stay good, and what happens to those who decide to 'go for bad'?
3. Did this book remind you of anything that has happened to you or to someone you know? What? Why?
4. Did this book give you any new ideas about yourself? Why?
5. What would the main characters be likely to do if they visited Trinity?
6. If you were in a problem situation like one in the book, how would you have acted? Be sure to tell what the situation is.
7. What lesson(s) did you learn from the book?
8. Which character in the book would you choose for a friend? Why?

Issues I consider when grading your paper:

- Book reports should be 1,000 words (roughly 3-4 pages) in length (Do a word count on your word processor). The report should be well written and grammatically correct.
- Does the report answer all questions?

Does the report (Qs 1 &2) clearly describe the author's intent and main contentions? Is

this supported in the report with examples from the book?

How effectively does each answer integrate examples from the book into its own argument?

Are there any general grammatical or mechanical problems with the report?

Could the readability, clarity, or style of this paper be improved?

SOCY 242

SOCIAL CRITICISM THROUGH FILM SPRING 2011

Roberta Goldberg Main 176 Phone: 202-884-9224 Email: goldbergr@trinitydc.edu
Office Hours: Tues-Thurs: 9:30-10:30; 1:15-2:15; Wednesdays: 8:30-9:00, 11:30-12:15

This course explores major social problems using film as a medium through which these issues are presented. Using sociological concepts and critical reasoning skills, students will examine a variety of contemporary issues through the lens of class, gender and race, and the application of sociological concepts.

You must have regular access to Moodle and the internet to be successful in this class.

COURSE OBJECTIVES

1. To understand social problems by synthesizing the information provided in the films and readings.
2. To examine the issues from a sociological perspective. We will address the following questions:
 - a. What social functions are served?
 - b. What social conflicts are presented?
 - c. What social institutions are impacted, and how?
 - d. Are inequalities of class, race or gender addressed? If so, how? If not, consider how people in different social positions may be impacted.
 - e. Application of the sociological imagination: How does each social issue impact you?
3. To research each social issue outside of class through reading assignments and web exercises resulting in written and oral critical analyses.

COURSE REQUIREMENTS

1. **ATTENDANCE:** Students are expected to attend all classes on time. Each absence will count as 2 points off your final grade, regardless of the reason for the absence. For every 3 times you come late to class, 2 points will be taken off your final grade. Class starts promptly at 9:00 am. Cell phones will be turned off during class. If you have an extended absence for any reason, you must contact me to discuss your status in the course.

All films must be watched in full. Missing part of a film or taking breaks during a film without instructor permission will be counted as an absence. Some films are quite long. Be prepared! If your head is on the desk I will assume you are sleeping and not watching. If you miss a film for any reason, you are still required to watch it, and may have to rent it on your own. If you can prove that you watched

- 3. “Key Findings” United States Global Change Research Program
<http://globalchange.gov/publications/reports/scientific-assessments/us-impacts/key-findings>
-
- 2/2 Our Environmental Future continued
- Film: The Day After Tomorrow
-
- 2/9 STUDENT-LED DISCUSSION ON ENVIRONMENTAL ISSUES
-
- Upheavals in the Developing World: Child Soldiers
- Film: Invisible Children
-
- READ:
- 1. Morse, Jane (2008) “Child Soldiers a National and Global Security Issue, Expert Says, April 8, 2008” U.S. Diplomatic Mission to Italy.
http://www.usembassy.it/viewer/article.asp?artcils=file2008_04/alia/a8040801.htm
- 2. Adusei, Lord Aikins (2009) “Why are We Still Poor?” Modern Ghana News May 27, 2009.
<http://www.modernghana.com/news/218434/1/why-are-we-still-poor.html>
-
- 2/16 Upheavals continued
- Film: The Lost Boys of Sudan
-
- 2/23 Upheavals continued—Human Trafficking
- Film: The Day My God Died
-
- READ:
- 1. “What is Trafficking in Persons?” <http://www.state.gov/g/tip/ris/tiprpt/2010/>
- 2. Skinner, Benjamin (2008) “A World Enslaved” Foreign Policy (Handout)
-
- 3/2 STUDENT-LED DISCUSSION ON UPHEAVALS IN THE DEVELOPING WORLD
-
- Health and Health Care
- Film: Supersize Me
-
-
- READ:
- 1. “Fast Food Facts from the Supersize Me Web site”
<http://www.vivavegie.org/101book/text/nolink/social/supersizeme.htm>
- 2. “Hidden Hurt” by Mary Otto (Washington Post, 11/9/08). Explore the related videos and photos by clicking on “View all items in this story.” <http://www.washingtonpost.com/wp-dyn/content/article/2008/10/31/AR2008103101756.html?sid=ST2010080204465>
- 3. “F as in Fat”: <http://healthyamericans.org/reports/obesity2009/>.
- 4. “Reading, Writing and Hungry: The Consequences of food insecurity on children, and on our nation’s economic success,” Partnership for America’s Economic Success, November 2008 Issue Brief #8

http://www.partnershipforsuccess.org/docs/researchproject_foodinsecurity_200811_brief.pdf.

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- 3/9 SPRING BREAK—NO CLASS
-
- 3/16 Health and Health Care continued
- Film: Sicko
-
- 3/23 Health and Health Care continued
- Film: Philadelphia or Yesterday
-
- 3/30 STUDENT-LED DISCUSSION ON HEALTH
-
- Terrorism
- Film: Behind Taliban Lines or Al Queda Family
-
- READ:
- 1. Turk, "Sociology of Terrorism" from the Annual Review of Sociology 2004 Vol. 30, pg. 271.
<http://proquest.umi.com.proxytr.wrlc.org/pqdweb?index=48&did=691462761&SrchM ode=1&sid=1&Fm t=4&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1286894579&clientId=43142>
- 2. "Chronology of Major Terrorist Attacks Against U.S. Targets" Center for Defense Information:
<http://www.cdi.org/terrorism/chronology.html>
- 3. Giddens, "Sociology and Terrorism" Sociology 5th ed (Handout)
- 4. Fiske-Rusciano and Cyrus "Race, Class, and Gender After 9/11" in Experiencing Race, Class, and Gender in the United States (Handout)
-
- 4/6 Responses to Terrorism
- Film: Obama's War
-
- 4/13 STUDENT-LED DISCUSSION ON TERRORISM
-
- Genes, Technology and the Future
- Film: Making Babies
- READ:
- 1. The Human Genome Project Update at the Human Genome Project Information website
http://www.ornl.gov/sci/techresources/Human_Genome/home.shtml.
- Link to the articles on the right hand side of the web page for current discussions on the status of the project, its ability to predict links to disease and the future use of the knowledge gained from the project.
- 2. Saul, Stephanie (2009) "Building a Baby, with Few Ground Rules" The New York Times, 12/13/09.
<http://www.nytimes.com/2009/12/13/us/13surrogacy.html>
- 3. Stanley and Steinhardt, "Even Bigger Even Weaker: The Emerging Surveillance Society: Where are we Now?" http://www.aclu.org/files/pdfs/privacy/bigger_weaker.pdf
-
- 4/20 Genes continued

- Film: Gattaca
-
- 4/27 LAST CLASS: STUDENT-LED DISCUSSION ON GENES AND TECHNOLOGY
-
- Social Problems, Media and the Future: Putting it all together
-
-
- THE COURSE SCHEDULE AND ASSIGNMENTS ARE SUBJECT TO CHANGE. IT IS THE STUDENT'S RESPONSIBILITY TO KEEP TRACK OF THE SCHEDULE AND ANY CHANGES THAT MAY OCCUR.
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-
- WEB EXERCISES
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- There will be 8 assigned web exercises of which you must complete 7. Each exercise is worth 10% of your grade. They must be submitted at the beginning of class on the due date to be considered on time. Each exercise must be typed, double spaced, 12-point font. Expect to write 2-4 pages for each assignment. No late submissions will be allowed.
-
- GRADING: You will receive an A for an exercise if you answer each question thoughtfully and completely, using your sociological observations and incorporate the related assigned readings and films. You will have had to complete the readings and watch the films related to the exercise in order to do well. If you do not fully answer each question you cannot receive higher than a C no matter how well you otherwise answer the questions. Both quality and quantity count! Late submissions will be counted as Fs. If you submit all 8 assignments your lowest grade will be dropped, otherwise you must submit at least 7 assignments.
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- No electronic submissions are allowed for any written work.
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- If the links don't work email me right away. Don't wait until the day before the exercise is due to find the links.
-
-
- WEB EXERCISE 1: IMAGINING THE ENVIRONMENT
- DUE 1/26
-
- Read the excerpt from The Sociological Imagination entitled "The Promise" by C. Wright Mills at <http://legacy.lclark.edu/~goldman/socimagination.htm>
-
- 1. What does Mills mean when he says our "private lives are a series of traps"?
- 2. Are we trapped by global warming or oil dependency? Explain.
- 3. Why is it important to understand historical change when considering environmental problems?
- 4. How do you personally fit into problems of the environment? Be specific.
-
- WEB EXERCISE 2: CLIMATE CHANGE AND POVERTY
- DUE 2/9

- Read “The Millennium Ecosystem Assessment” by Prager and Thompson.
http://earthtrends.wri.org/features/view_feature.php?theme=4&fid=61 This article examines the relationship between poverty and climate change. Consider how social inequality is manifest in the problems associated with climate change:

-
- 1. What is the relationship of the problems of the world’s ecosystem to poverty?
- 2. Which parts of the world are most likely to suffer the greatest impact of climate change? Why?
- 3. Give specific examples of the problems the poor will suffer as climate change increases.
- 4. Does it matter who controls natural resources?
- 5. Do you think these inequalities will be experienced in the U.S.? Explain.

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- WEB EXERCISE 3: UPHEAVALS IN THE DEVELOPING WORLD
- CASE STUDY OF CHILD SOLDIERS
- DUE 3/2

- Read “Facts and Figures on Child Soldiers” on the Child Soldiers Global Report 2008 website.
<http://www.childsoldiersglobalreport.org/content/facts-and-figures-child-soldiers> In order to get a fuller picture of the importance of child soldiers, select one country to explore in depth.

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- 1. What are the circumstances of warfare in this country?
- 2. What are the basic statistics on the participation of children in warfare in this country?
- 3. How are they recruited?
- 4. What are the long-term social consequences for child soldiers based on what you learned?
- 5. Sociologically, what do the problems of child soldiers have in common with the problems of human trafficking?

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- WEB EXERCISE 4: TOO FAT TO FIGHT
- DUE 3/16

- Read the report Too Fat to Fight (Mission: Readiness, Military Leaders for Kids, 2010) to better understand the problems of overweight and obesity among young Americans and the problems with military recruiting. The report goes further than just complaining about the physical condition of our youth. http://cdn.missionreadiness.org/MR_Too_Fat_to_Fight-1.pdf

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- 1. Why should we be concerned that obesity impacts the military’s ability to recruit?
- 2. What does the report ask the government to do?
- 3. What connections are made between the military and other social institutions that are implicated in the obesity epidemic?
- 4. How is this issue related to the overall concerns about obesity you have read about?
- 5. Would you consider this problem a social crisis? Why or why not?

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- Read these articles: Randall, Kay (2005) "Generation 9/11" (<http://www.utexas.edu/features/2005/generation/index.html>)
- Kalb, Claudia (2009) "Generation 9/11" Newsweek. Watch the accompanying video. <http://www.newsweek.com/2009/09/07/generation-9-11.html>
-
- Consider what the research tells us about how college students responded to 9/11, and how younger children responded.
 - 1. What were some of the personal and community responses of college students to 9/11?
 - 2. Were college students' reactions similar to or different from other people?
 - 3. What factors contributed to how younger children responded?
 - 4. Apply your sociological imagination to describe your own reaction to 9/11
 - 5. Is there a "generation 9/11"?
-
-
- WEB EXERCISE 8: THE "NUMERATI" ARE WATCHING YOU
- DUE 4/27
- Listen to the NPR interview with Stephen Baker on "Our Digital Lives, Monitored by a Hidden 'Numerati'." <http://www.npr.org/templates/story/story.php?storyId=95166854>
-
- 1. How is technology used to learn about your personal life?
- 2. How is this form of marketing different from traditional marketing?
- 3. What does Baker mean by the term "tribes"? Is this good sociology?
- 4. What are the cultural attributes most important in understanding purchasing experiences? Political orientation?
- 5. What is the connection between data mining for consumerism and for security?
- 6. Is your privacy compromised by these activities?
- 7. Is there a connection between this information and the fictional experience in Gattaca?

Senior Portfolio Guidelines and Evaluations

EVALUATION OF PAST COURSE WORK

Select four papers you have written for four different sociology courses. These may be term papers, book reviews, critical essays, research reports, or other appropriate written work. Material should come from both lower and upper level courses.

For each paper presented, you must:

A. Summarize the basic argument presented (1 paragraph)

B. Critique your ideas. Discuss the paper's strengths and weaknesses from your vantage point of a graduating senior. Have your ideas changed or evolved? If the instructor provided feedback, discuss the feedback. How was it helpful in the learning process? If the professor did not provide feedback, what do you think he/she might have said?

C. For each paper, select at least two of the following sociological categories, not already covered in your paper. For each one briefly discuss how your paper would benefit from the inclusion of these categories:

social class	age
race and ethnicity	religion
gender	sexual orientation
social construction theory	

D. Many sociologists believe social research should contribute to public policy and social change. What are the practical implications of your findings, if any?

E. You should write a *minimum* of 2 full pages per paper evaluated. **This section must have a *minimum* of eight complete pages.**

II. NARRATIVE EVALUATION OF YOUR “CAREER” AS A SOCIOLOGY MAJOR

This narrative summary of your tenure as a Sociology major is your opportunity to shine and really demonstrate what you have learned during your academic experience. Refer back to the **learning outcomes** listed on page one as you prepare your essay, and connect what you have learned to your future career, educational, service, or personal growth goals. Imagine that you are writing a statement of purpose for a new promotion or career move or for a graduate program. Your thesis should present your sociological perspective constructed from what you have learned, and its practical application for your career and academic life. In fact, your final product should be a writing sample appropriate for your next career move or graduate application.

Use the following questions as a guide:

Please Turn Over

1. Why did you select Sociology for your major?
2. What specific areas of sociology have you focused on in your coursework?
3. Describe the highlights of your learning experience in Sociology. Be specific.
4. What have you gained from the major academically? Point to theories and concepts of special interest to you.
5. How does Sociology tie in to other courses taken outside the major?
6. How do you think the major will impact your future career, family life, graduate school, and friendships?

This section should be a *minimum* of eight pages. Sections I and II combined should be a *minimum* of 16 pages. You are encouraged to exceed the minimum.

Please place your work neatly in an appropriate portfolio binder. Three-ring binders are good organizers. Make a duplicate copy of your portfolio for your records.

Portfolios will be evaluated early in the Spring semester. Students will be informed of the results by letter as soon as all portfolios have been graded.

Each goal and objective in this section have a matching counterpart in the senior portfolio evaluations, which all graduating seniors are required to complete. Each objective has a specific measure from the portfolio evaluation form (see portfolio evaluation form below). The specific measures are based on a scale ranging from “Excellent” to “Poor”, using portfolios from 2005 and 2006. We have recoded/collapsed the scale categories in the following way:

Excellent and Very Good = Exceeded Objectives

Good and Fair = Met Objectives

Poor = Did not meet Objectives

**Trinity University [Washington, D.C.]
Senior Portfolio Evaluation Form
SOCIOLOGY PROGRAM
Evaluation of Senior Portfolio**

Student's Name: _____

A. Indicators of Familiarity With Social Structures and Processes

1. Appreciates differences and alternatives in social orientations and practices within and across societies.

1	2	3	4	5	
Excellent	Very Good	Good	Fair	Poor	N/A

2. Sensitive to the sources of strain and patterns of conflict at the interpersonal level and among groups, regions and nations.

1	2	3	4	5	
Excellent	Very Good	Good	Fair	Poor	N/A

B. Indicators of Appreciation of Diversity

1. Aware of the importance of social locations – for example, social class, age, gender, ethnicity, religion, marital status, place of residence, and educational attainment – in the patterning of life chances, thinking, and behavior.

1	2	3	4	5	
Excellent	Very Good	Good	Fair	Poor	N/A

2. Understands how personal behavior and self image are shaped by and shape the structure of society.

1	2	3	4	5	
Excellent	Very Good	Good	Fair	Poor	N/A

3. Traces ways in which “social problems” are identified, perceived and resolved.

1	2	3	4	5	
Excellent	Very Good	Good	Fair	Poor	N/A

C. Indicators of Personal Commitment

1. Develops scholarly traits necessary to practice sociology:/Criminal Justice objectivity, value clarity, skill development, logical consistency, and discipline.

1	2	3	4	5	
Excellent	Very Good	Good	Fair	Poor	N/A

2. Ability to critically evaluate the strengths and weaknesses of the four papers.

1	2	3	4	5	
Excellent	Very Good	Good	Fair	Poor	N/A

Please Turn Over

3. Sociological/Criminal Justice writing skills(ability to use research materials, including appropriate sociological /Criminal Justice terminology, good grammar, sentence structures, logical flow, etc.)

1	2	3	4	5	
Excellent	Very Good	Good	Fair	Poor	N/A

4. Ability to link personal growth to academic and intellectual knowledge.

1	2	3	4	5	
Excellent	Very Good	Good	Fair	Poor	N/A

Overall Assessment and Comments:

Recommended Grade: Distinction Strong Pass Pass Weak Pass Fail

Evaluator's Signature: _____ **Date:** _____

Appendix C: Selected SOCY PROGRAM Syllabi

SOCY 100
Introductory Sociology
Dr. Roxana Moayed
Spring 2011

Office: 193 Main

Office Phone: 202 884 9266

Office Hours: Monday and Wednesday: 10:00 to 10:30; 12:00 to 1:30

Friday 11:30 to 2:00; Other days by appointment

E-Mail: moayedir@trinitydc.edu

Meeting Time: 10:30 to 11:45 pm

 This syllabus is designed to help you to do well in this course. I expect you to read it carefully. You are responsible for knowing all the information it contains.

This course centers on the concept of Sociological Imagination. The Sociological Imagination challenges us to question the obvious, to remove ourselves from familiar experiences and examine them critically and objectively. It also challenges us to see beyond individual experiences and to see how individual choices are always made within a cultural and structural context. Given that gender, race and social class condition every aspect of our social structure and culture, particular emphasis is paid to these components.

Course Objectives

Student objectives for this course are: first, to become familiar with sociological perspectives so that you can apply these to understanding the society we live in. Second, to learn something about contemporary American society—our levels of poverty and inequality, changes in our economic structure, and so on. Finally, what we learn in this course may not comfortably reinforce common sense notions, but it improves and refines one's critical thinking abilities, enriching and empowering us both as individuals and as a society/culture.

We will discuss issues that are controversial from a variety of sociological perspectives but you are not required to follow or support any particular view point. How ever you are required to

support your ideas with text, data. You will never be graded for what opinion you have, only how well you support it.

Course Organization

The course objectives will be achieved through a program of readings, lectures, exercises, community based Learning and examinations.

Texts: Essentials of Sociology: A Down to Earth Approach, Henslin, 8ed
 Between Good and Ghetto, Nikki Jones

Lectures: The text will supplemented with lecture material.

Examinations: There will be 3 examinations covering the assigned readings. They will be multiple choice.

Course Requirements

Exam #1	25%
Exam #2	25%
Exam #3	25%
Book Report	25%

Makeup exams will only be allowed under extreme circumstances such as a serious illness. You have to contact me **BEFOR the exam and not after the exam.**

Grade Percentage for Exams

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59 and Below

Resources

Your instructor is your primary resource. See me before or after class if you are having trouble with the course or want to know how you are doing. Please stop by during my office hours so that I can get to know you better on a personal basis.

Writing Center

The Writing Center offers study skills workshops and guidance. If you need help with note taking, writing papers, or other study skills, they can help. See them in the Library if you need help improving your grades.

Participation and Attendance Policy

You should consider it an assignment to come to class regularly, having read the assigned material and being prepared to contribute to class discussions. Class attendance and participation in discussions are important to your grade.

In addition, you will occasionally be required to work together in groups in the class. Based on the QUANTITY and QUALITY of your participation, your grade may be raised by half a letter grade. For example, a student who discusses several exercises makes occasional helpful comments on the readings and who is prepared to participate in the group work will not improve her grade. However, a student who discusses many assignments, often makes important comments, is well prepared in class and has a B average will receive a grade of B+ as her final grade.

“Absence in any course amounting to one-third or more of the class periods may result in a lower grade, including the grade of "F," at the discretion of the faculty member. **Emergencies should be reported immediately to the Dean of Student Services and the Enrollment Services Office, who will inform instructors. Only in an emergency may a student be absent during an assigned test, class presentation, or evaluation**”. (Trinity Catalog)

Student Responsibilities:

You are required to complete all the assigned readings before the lecture, attend classes and participate in all discussions of the material. Each student is responsible for her own learning. Therefore, a student who misses class consistently (three or more classes) or fails to participate in classroom discussions will have their final course grade lowered at the discretion of the instructor. **All required work must be completed in order for the student to be considered for a passing grade for the course. If any exams are not taken or any of the written assignments not submitted the student risks receiving a failing grade for the entire course. You are responsible for everything that occurs in class, WHETHER YOU ARE PRESENT OR NOT.**

Honor Code

As a Trinity student, you have agreed to abide by an honor code that does not tolerate cheating or plagiarism in the preparation of class materials or on papers or exams. Academic dishonesty is a serious offense and will be prosecuted. The penalties for plagiarism and other forms of cheating range from course failure to dismissal from the University. I full support this honor code, and assume you do as well.

Important Dates

Add/ Drop dead line	January 26
President's day	No Class
First Exam (Tentative)	February 23

Second Exam (Tentative)	March 28
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Deadline to Withdraw	April 7
Book report due	April 25
Third Exam	Final period or April 29

No book report will be accepted after 3 pm on April 25. If you email or drop off your report after 3pm on April 25 I will not grade it. You should use the resources in the campus Writing Center to improve your writing skills. Students must receive permission in advance if a deadline is to be extended. Missing your deadline will result in a grade of F.

Between Good and Ghetto: African American Girls and Inner City Violence Book Report

1. Who do you think the author intended to read this book and why?
2. List all the characters and describe the problems they face in their schools and neighborhoods. What are the costs and benefits of strategies 'good girl' use to stay good, and what happens to those who decide to 'go for bad'?
3. Did this book remind you of anything that has happened to you or to someone you know? What? Why?
4. Did this book give you any new ideas about yourself? Why?
5. What would the main characters be likely to do if they visited Trinity?
6. If you were in a problem situation like one in the book, how would you have acted? Be sure to tell what the situation is.
7. What lesson(s) did you learn from the book?
8. Which character in the book would you choose for a friend? Why?

Issues I consider when grading your paper:

- Book reports should be 1,000 words (roughly 3-4 pages) in length (Do a word count on your word processor). The report should be well written and grammatically correct.

- Dose the report answers all questions?
- Does the report (Qs 1 &2) clearly describe the author's intent and main contentions? Is this supported in the report with examples from the book?
- How effectively does each answer integrate examples from the book into its own argument?
- Are there any general grammatical or mechanical problems with the report?
- Could the readability, clarity, or style of this paper be improved?