

Soc337U Syllabus – Fall, 2018

NOTE: Be sure to read this syllabus over thoroughly and carefully. Some items are explained in more detail in the Week 1 Learning Module. The course syllabus is considered a contract between instructor and students. Your continued enrollment in the course indicates your agreement to abide by the terms of this contract.

Instructor Information

Name: Carol Holdt

Course Email: Use D2L email tool – Insert **holdtc@d2l.pdx.edu** in the To Field. You can ignore any warning messages you see here. It often will say “not found” even though it will get to me. Please include our course id (**SOC337U**) in the subject line of your email!

Business email: holdtc@pdx.edu Please use only if D2L is unavailable.

Office Hours: Virtual, using D2L email tool; Weekday evenings; I will respond most evenings, whenever possible.

Mentors/Teaching Assistants*: **Frances Jones-Whitman-** available via D2L email tool and in Discussions Q&A

* See Grading information below regarding the role of our mentors/assistants.

Course Information

Course Title, Number: Minorities, Sociology 337U

Course Delivery: This class is fully online and available to you at all times except when systems maintenance is performed (See course homepage for dates and times of outages). There are no face-to-face meetings.

Course Description and Goals

In this course, we will examine relations among various racial and ethnic groups in America as well as several other minority groups. Students will gain an understanding of major concepts and theoretical approaches to the study of majority-minority group relations, and explore the issues surrounding the adaptation and oppression of various groups.

The general course objectives I hope students will achieve:

- To better understand the dynamics of majority-minority group relations
- To better understand how the past has shaped present dynamics between groups
- To better understand your own role in majority-minority relations
- To examine some of the many myths and stereotypes about various American minority groups

Student Learning Objectives

We will approach this course with the following learning objectives:

Through active participation in group discussions, students will learn to:

- Ask and answer questions about the readings
- Differentiate between fact and opinion
- Explain opinions to others
- Invite opinions from others
- Give feedback to one another
- Integrate various group members' ideas and opinions
- Respond to different standpoints and preferences among group members

Through required reading and online discussions, students will learn to:

- Analyze the dynamics of majority, minority group status
- Analyze the authors' arguments
- Compare and contrast your own views to those of the authors
- Apply ideas from the readings to our own experiences and those of others
- Compare and contrast real life experiences to those described by the authors

Required Textbook

REQUIRED at the start of the term: *Race, Ethnicity, Gender, & Class*, 8th Edition by Healey and O'Brien. Sage, 2019.

Printed paperback or loose-leaf: You can rent or purchase the book at Portland State Bookstore - <http://www.bkstr.com/portlandstatestore/home>.

Ebook: You may instead choose to rent or purchase the ebook at:

<https://www.vitalsource.com/products/race-ethnicity-gender-and-class-joseph-f-healey-v9781506399768>

Or, you may purchase the **ebook** directly from the publisher at:

<https://us.sagepub.com/en-us/nam/race-ethnicity-gender-and-class/book251359>

General Requirements

Workload:

As a general rule, in any 4-credit course, students would be expected to spend 4 hours per week in the classroom and about 8-12 additional hours per week doing coursework outside the classroom. Since this class does not meet in the classroom, you should be prepared to spend about **12-16 hours per week** completing required coursework. The time commitment may vary from week to week, depending on the amount of reading and other assigned work. Some weeks may require significantly fewer hours, some will require more.

Throughout the course materials, I have included many reminders to you regarding the work that you must complete for this course but it is especially important in a fully online course for students to take responsibility for noting and meeting all course requirements and deadlines.

Active Participation:

Your participation in weekly online lessons is critical to your success in this course and therefore required.

You must have access to the Internet on a regular basis so that you can log on to the class **at least every three days** to check for announcements and email.

Work Independently:

All coursework must be completed individually, without help from other students or anyone else.

D2L:

Again, you must log on to the D2L course at least **every three days** to check for announcements and email. All coursework must be submitted in the D2L course. I will not accept any coursework via email.

If you encounter problems with D2L, click on D2L Help at the top of the page. If you are unable to access D2L at some point during the term, outside the scheduled outages, contact the PSU Help Desk for assistance.

Problems with your computer or Internet connection are NOT acceptable reasons for deadline extensions. If you encounter computer or Internet access problems, you must use another computer to complete the work prior to the deadlines. It's a good idea to have an alternative computer or two identified BEFORE you run into problems.

Course Policies

Deadlines:

Please plan to complete all your coursework well ahead of deadlines. This will give you and me more opportunity to correct any problems in time for you to meet the deadline. The longer you wait to attempt to submit your work, the less likelihood there is of correcting a problem in time. Don't count on help being available during evenings and weekends! For example, if you wait until Saturday evening to attempt the quiz and encounter a problem, the chances are very poor that you will be able to find assistance from me or the Help Desk and you may lose those valuable points. On the other hand, if you are able to contact me well before the deadline, chances are good that we can solve the problems so you can meet that deadline.

Throughout the course materials, I have included many reminders to you regarding the work that you must complete for this course but it is especially important in a fully online course for students to take responsibility for noting and meeting all course requirements and deadlines.

- Students should complete all coursework prior to the date indicated in this syllabus and the assignment instructions on D2L.
- Problems with your computer or Internet connection are **NOT** acceptable reason for deadline extensions. If you encounter computer problems, use another computer to complete the work prior to the deadlines.
- Deadlines will NOT be extended due to work schedules or travel plans. I require documentation for extensions due to illness.
- Review Quiz deadlines are firm. Two missed quizzes will not impact your course grade and therefore quizzes may not be made up.
- Online Activity Quiz deadlines are firm and may not be made up.

- Discussion posts are due during the week they are assigned, with no points given for submissions posted after 10 pm Saturday. Since this is a group activity, it is not possible for an individual to make up this work after the deadline. No exceptions.
 - **Original Post:** You must submit your original post by no later than 10 pm **Wednesday** night. (Only 1 point possible if submitted between Thursday and Saturday.)
 - **Response Posts:** Submit your response posts between Thursday morning and 10 pm **Saturday** night. (Only 1 point possible for response posts submitted before Thursday.)
- Missed exams: Makeup exams due to illness are only allowed up to 5 calendar days after the closing date of the original exam. If you are ill during the exam availability period, you should contact me as soon as possible so an extension can be negotiated. Documentation is required.
- If you miss an exam for any other reason, 10% will be deducted from your score if the exam is completed within 1 day of the original closing date, 20% will be deducted from your score if the exam is completed within 2-3 days of the original closing date, 30% will be deducted from your score if the exam is completed within 4-5 days of the original closing date. No makeup exams will be allowed after 5 days after the original closing date.

Conduct:

It is required that you act appropriately and demonstrate mutual respect for everyone involved in this course, including the instructor, mentor/assistants, and your classmates. Disruptive behavior including, but not limited to, allowing online access by unauthorized guests, profanity, verbal abuse or threats directed to others, inappropriate discussion posts and emails, and any general disrespect of others, **will negatively impact your grade in this course.**

I reserve the right to delete any discussion posts that I or your classmates find to be non-academic and offensive.

Please review the University's [Student Code of Conduct](#). These policies will be strictly adhered to and enforced should the situation arise.

Title IX: Sex/gender discrimination, sexual harassment and interpersonal violence:

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the [Office of Equity and Compliance](#) or the [Office of the Dean of Student Life](#).

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, including an Interpersonal Violence Advocate at the Women's Resource Center or the Queer Resource Center. You may contact a confidential advocate by calling 503-725-5672. This [Sexual Misconduct Website](#) provides a complete of those confidential employees and off campus resources.

For more information about Title IX please complete the required student module [Creating a Safe Campus](#) in your D2L.

Acceptable sources:

You should **not** use any materials other than those identified in this course. Acceptable sources include all instructor notes, textbook readings, linked articles and blogs identified in the assignments in the weekly learning modules. I will be checking up on this throughout the term. **Failure to use acceptable sources may negatively impact your grades.**

Plagiarism:

It is extremely important that you do not represent another person's work as your own (plagiarism), whether intentional or not. It is your responsibility to acquaint yourself with the intricacies of academic writing and the appropriate use of another person's work and/or ideas. See the Tip Sheet in the Content tab for help with avoiding plagiarism.

Please review the University's [Student Code of Conduct](#). These policies will be strictly adhered to and enforced should the situation arise. **You will not receive credit for any coursework that is not your own, original work.**

If you are not familiar with the rules of writing, you should consult a writing manual or seek support from the PSU Writing Center or a tutor. Here is a good online resource you may use - <https://owl.english.purdue.edu/owl/resource/679/01/>.

I expect you to submit work that is appropriate for 200-level college course. While content should be our main focus, I cannot accept any form of plagiarism.

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations. Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
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- For information about emergency preparedness, please go to the [Fire and Life Safety webpage](https://www.pdx.edu/environmental-health-safety/fire-and-life-safety)(<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

Grading:

I have developed very detailed grading criteria and rubrics for scoring your discussion posts and exams. Although most of the actual grading is done by your assigned mentor/teaching assistant (TA), the evaluation and scoring of your work is done under my close supervision. My assistants follow my instructions and I check their work regularly.

Refer to [PSU's Grading System](#) for an explanation of the letter grades and other grading policies. Be sure to note that a C indicates satisfactory work. Meeting minimum requirements in a satisfactory manner is C work, NOT A work! In other words, students must do work that is significantly above and beyond the minimum requirements to earn a grade higher than C. Students taking the course with a Pass/No Pass grading option must earn a C- (70%) or better in the course in order to pass.

Course Structure: Weekly Modules and Instructions

This course is organized in WEEKLY MODULES. **The weeks begin at 6:00 am Sunday morning and end at 10:00 pm Saturday night.** This weekly structure may not be consistent with other online courses you have taken, or are currently taking, so please be sure to note this schedule so you can plan accordingly.

Required online activities are described in the weekly modules, which are accessible in the Course Content area.

Each WEEKLY MODULE includes:

→ **Instructor's Lecture**

Includes important course content provided by the instructor, often intended to supplement other required readings. This material will be covered on quizzes and exams.

→ **Review Quiz***

You are required to complete 8 of the 10 weekly quizzes covering the week's reading assignment(s).

→ **Online Activity****

Required online activities vary each week and may include a discussion or quiz.

→ **Checklist**

Each week I provide a checklist so you can check off the work as you complete it and know if there is more work to be completed.

Assignment Instructions

***Review Quizzes** – Each week, you are required to complete a quiz covering the week's course materials. The quizzes consist of 15-20 multiple choice and true/false questions. Quizzes are open book and cover material from the current week's online lectures, textbook and any assigned online readings. You have one hour in which to complete each quiz attempt. Once you begin a quiz, do not exit until you have completed it. Doing so may use up one of your two attempts and may prevent you from using any additional attempts. If you encounter any problems, click on D2L Help at the top of the page.

You are allowed 2 attempts at each quiz and a different but similar set of questions will be presented with each attempt. Your highest score will be recorded. After submission, you will be able to view the questions you answered incorrectly. I suggest you complete the assigned readings, take the first attempt, then print your quiz and look up all the questions you missed. At the end of the term, your lowest quiz score of the quarter will be dropped. Thus, if you do miss one quiz, it will not affect your grade. The remaining scores will be averaged and weighted at 25% of your overall course grade.

Quizzes are available beginning at 6 am Sunday mornings and must be completed prior to 10:00 pm on **Saturday** nights.

****Online Activities** – Required online activities vary each week and may include a discussion or short quiz. Some weeks you will be assigned a small group discussion, some weeks you will view a short video or read a short blog entry and either discuss it or complete an associated quiz. Online Activity quizzes are **not** timed and you are allowed just one attempt at each associated quiz. At the end of the term, all online activities are weighted equally and account for 25% of your overall grade.

DISCUSSION ASSIGNMENTS: Several of our Online Activities include small group discussions. Whenever the activity is a discussion, the following instructions and requirements apply. Discussions cannot be made up after the Saturday deadline. No points will be given for any posts submitted after 10 pm Saturday.

Original Posts – You must submit your original post between 6:00 am Sunday and 10:00 pm Wednesday. You may receive a maximum of 1 point for an original post submitted Thursday through Saturday.

Carefully read the discussion assignment instructions each week. Be sure you answer all parts of the assignment. In order to receive 3/3 points on your original post, it must be submitted within the required timeframe, answer all of the questions I asked, and include at least two clear connections to the week's readings. Push yourselves, give things more thought, and remember that it's okay to question traditional thoughts if you see something differently. Cite the page numbers for all references to the textbook.

Response Posts – You must submit at least two response posts between 6:00 am Thursday and 10:00 pm Saturday. Response posts submitted prior to Thursday may earn up to 1 point (total). Your response posts must include your original ideas, not just agreement with the original author. Perhaps you can help the other students think about an issue in a new or different way or probe them as to why they believe a certain idea. Provide your own insight. Again, see what connections you can make to the readings. Pull in at least one idea from the week's assigned chapters. In order to get a 3/3 on your response posts, respond thoughtfully to 2 other people's ORIGINAL posts.

Both Original and Response Posts

If you earn 6/6 points for the week, this means that you are making outstanding original posts AND outstanding responses to your classmates' original posts. Go to Course Content > Tip Sheets to view the scoring rubric that my TAs use to evaluate and assign point values to your posts. If you have any questions, post them in the Questions about Discussion Assignment in Discussions Q&A area.

Video/Blog/Article ASSIGNMENTS: Some weeks, the online activity will require you to view a short video or read a blog entry or article and then complete a short quiz. The link to the video/blog/article can be found within the quiz itself. Some quizzes will contain short answer questions as well as multiple choice questions. When answering the questions in these quizzes, you may need to refer to both the activity and the textbook for the correct responses.

As is standard with all essay questions, your responses will be evaluated based on the number of relevant ideas you take from the course readings and incorporate into your response. **Generally, the more relevant ideas you correctly and clearly incorporate in your response, the more points you will receive.**

Refer to Plagiarism policy in the Course Policies section! No points will be given for any work that is not properly paraphrased to avoid plagiarism.

There will be two online, open-book exams. The midterm will be available from Friday through Saturday of **week 5**; the final will be available from Sunday through Monday of **Finals Week** (week 11).

Each exam is timed and you will have just one attempt to complete it. The exams will cover all online lectures, textbook readings, and online readings and will consist of a combination of multiple choice and essay questions.

Essay Questions: As is standard with all essay exam questions, your responses will be evaluated based on the number of relevant ideas you take from the course readings and incorporate into your response. **Generally, the more relevant ideas you correctly and clearly incorporate in your response, the more points you will receive.** Refer to **Plagiarism policy in the Course Policies module!** No points will be given for essay responses that are not properly paraphrased to avoid plagiarism.

You must complete both exams in order to pass the course.

Exam	Availability from	To	Material covered
Midterm exam	6:00 am Friday, Oct 26	10:00 pm Saturday, Oct 27	weeks 1-5
Final exam	6:00 am Sunday, Dec 2	10:00 pm Monday, Dec 3	weeks 6-10

Missed exams - See deadline policy above.

Grading Structure:

The various types of coursework are weighted at 25% of your overall course grade. The scores on your coursework will be weighted as follows:

Coursework	Weighted points
Midterm exam	25
Final exam	25
Review quizzes (average of 8 quiz scores)	25
Online Activities	25
Total	100

Questions?

If you have trouble using any of the **D2L tools**, click on D2L Help at the top of the page. It is a very good idea to print a copy of the contact info found there in case you are unable to access D2L at some point during the term. If you are unable to access D2L, please contact the PSU Help Desk (503-725-HELP or help@pdx.edu).

If, at any time during the term, you have questions about any of the **course requirements** or other information in the syllabus, assignment instructions, or learning modules, please post

your question in the appropriate Ask the Instructor Q & A area in Discussions, where I will answer your question so that everyone can see the response.

If you have a question that is **personal or confidential**, that you just don't want your classmates to see, please feel free to contact me using the D2L email tool at holdtc. Ignore any warning messages you see; it will get to me.

If you have a specific question about how a piece of your **work was evaluated and graded**, please feel free to contact your TA using the email tool. If you still need assistance after communicating with your TA, please contact me via D2L email. And please note that all of the grading criteria and scoring rubrics were developed by me, your instructor. Your TA has very little leeway in assigning scores to your work. Together, we will be sure to get all your questions answered. Any requests for deadline extensions or makeup work must be directed to me.

If you have a question about a **quiz question**, please wait until the quiz has closed before posting the question in the Q&A Discussions area. If you believe a question was worded improperly or the answer was incorrect, please contact me through D2L email and be sure to include the quiz number, your attempt number, question number, question text, specific reasons why you believe it is in error and the relevant page number(s) from the readings.

