Sociology 3452 — Education & Society — Spring 2018

SYLLABUS

Hanson Hall 1-108 — Tuesdays/Thursday — 11:15am-12:30pm

Web Page (for slides, readings, etc.): http://bit.ly/2fmBcAh (or get there from www.rob-warren.com)
Also see the Course Moodle Page (for grades, turning in assignments, etc.)

INSTRUCTOR: Rob Warren
1167 Social Sciences
warre046@umn.edu
(Useful: How to Email a Professor)
Office Hours: Tue. 10:00-11:00am;
Fri. 1:30-2:30pm; & by appointment

TEACHING ASSISTANT: TBA
Office Hours: TBA

COMMUNITY-ENGAGED LEARNING COORDINATOR:
Monica McKay
240 Appleby Hall
siems005@umn.edu
(612) 624-6574

COURSE DESCRIPTION

Everyone thinks they know what "education" is and how schools work, partly because everyone has first-hand experience with schools and the education system. Most people have opinions about why some people go farther in school than others, why some people learn more than others, and what creates systematic group differences in educational outcomes. Beyond that, most people have ideas about how education shapes who knows more, who gets good jobs, and who enjoys a long and happy life. Virtually everyone has opinions about how schools and the education system should be changed or improved.

This course is designed to challenge and expand what we think we know about these things. We will critically engage research in sociology, education, economics, public policy, and elsewhere. And, we will bring academic materials into direct dialogue with structured experiences in community organizations to enrich our understanding of educational issues. The goal is to better understand how "education" works: what shapes educational achievement; where inequalities in educational achievements come from; how and why educational experiences and accomplishments result in better social and economic outcomes; and how educational institutions might be improved.

This is not a course in which I will tell you what is true. Instead, we will collectively draw on our individual backgrounds and experiences; read and discuss research and other scholarship; debate and argue about the issues; consider how academic issues play out in the community; and challenge and transform our ideas. For the class to succeed, we must all be willing to bring our unique backgrounds and experiences into dialogue with academic knowledge and community service activities and to have our ideas and assumptions challenged. We must also all be willing to listen respectfully and carefully to one another, even when we come from different backgrounds or have sharply different views.
THE BASICS

1. Respect for Others

This is a class that will touch on divisive, sometimes personal, and often politically-charged topics. For example, we will routinely explore and discuss reasons for social inequalities, what “fair” looks like, how public policy ought to be designed and paid for, and how to redress past racial, economic, and other injustices. It is understandable—maybe even necessary—that these discussions sometimes make people mad or uncomfortable.

Everyone involved in the class must treat everyone else in the class with unfailing respect. We are here to learn from one another, and we can learn the most from people who don’t think like us or have the same perspectives or experiences as us. This means it is crucial that everyone feel free to voice their opinions and perspectives—even if others disagree with those opinions or have different perspectives. In my experience, people can only effectively communicate when they feel they are being treated with respect.

Listen carefully and respectfully to others. No shouting. No interrupting. No sarcasm. No personal attacks. If you get really upset, take a break, take a deep breath, maybe go for a short walk, and then come back to the discussion ready to calmly and respectfully re-engage.

2. Technology in the Classroom

Many instructors forbid or limit the use of laptop computers, tablets, phones, and other devices in class. Not me. Bring them and use them—they can be a great resource and learning aid. In fact, I insist that you bring them since I will ask you to use phones, tablets, or laptops for some interactive exercises and in-class assignments. However:

a. Do not distract or annoy your classmates or me! This means: Notifications and ringers off. Media sound off. If you are likely to use technology in some way that might distract or annoy people, sit in the very back of the room. Use good judgment. Don’t be a jerk.

b. If you are easily distracted or annoyed by others people’s (mis)use of technology, sit toward the front of the classroom. Then you won’t be distracted by them.

c. My advice: Use technology sparingly while in class. Use it, when appropriate, for collaborative group activities. Use your laptop or tablet to access course-related materials. Use your cell phone to send or respond to urgent messages and to respond to polls or quizzes that I send out. Otherwise, try to pay attention to me and your peers. Snapchat, Facebook, Twitter, and Instagram can probably wait.

d. I reserve the right to change this policy at any time.
COURSE REQUIREMENTS

1. Community Engaged Learning (CEL)
   (130 points, or 65% of course grade)

   Community-engaged learning (CEL) is a teaching and learning strategy that combines meaningful community service with instruction and reflection to enrich learning, teach civic responsibility, and strengthen communities.

   As described in detail in the yellow handout titled “Community-Engaged Learning Assignments,” you will do 25 hours of service in a community organization and complete a series of written and other assignments reflecting on your experiences there.

2. Writing Assignments: Statements of Beliefs
   (30 points, or 15% of course grade)

   As described in detail in the green handout titled “Writing Assignments,” there are two writing assignments (besides those that make up the CEL part of the course).

   First, at the start of the semester you will write an essay about your educational biography, about the factors that contributed to your educational accomplishments, and about the nature of educational inequality in America. Second, at the end of the semester you will write a version of that same essay that focuses on how your views and opinions changed after taking this course. Your will get a chance to write a rough draft of the latter essay and then revise it.

3. In-Class Quizzes & Writing Assignments
   (40 points, or 20% of course grade)

   There will be a brief quiz or short writing assignment during every class session. They might happen at the beginning, middle, or end of class sessions. Some days, they will ask basic questions about readings or other materials I’ll ask you to review before class. Other days, they will ask about activities or discussions that happen in class.

   There are 28 class sessions, and thus 28 quizzes or in-class writing assignments. However, you only need to complete 25 of them to get full credit. Each one is worth 1.6 points, so you can earn a total of $25 \times 1.6 = 40$ points for quizzes or in-class writing. This also means you can miss 3 quizzes/assignments and still get full credit. In-class quizzes and writing assignments can only be completed in the classroom during class time, and cannot be completed once class ends.

4. Extra Credit

   As described in detail in the blue handout titled “Extra Credit,” there are three ways to get extra credit in this course.
GRADING AND EVALUATION

1. How Grades Will Be Assigned

There are 200 total points in the class (plus some opportunities for extra credit). Your end-of-semester letter grade will be based on the percentage of the 200 points that you earn:

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In all, the community-engaged learning (CEL) assignments are worth a total of 130 points (or 65% of the course grade); in-class quizzes and writing assignments are worth 40 points (or 20% of the course grade); and the other writing assignments are worth 30 points (or 15% of the course grade). You can get up to 28 points of extra credit.

2. Contesting Grades

The teaching assistant and I might sometimes make mistakes—it happens—but we want you to get the grade you deserve. To contest a grade on an assignment: First, wait 24 hours after you receive the grade. Are you sure the grade was unfair? Then, if you still want to contest the grade, email me a list of your reasons for your dissatisfaction with the grade. Note that if we agree to re-grade your assignment, the new grade may be higher or lower than the original!

3. Incompletes

A grade of “Incomplete” is only given when a student is making good progress throughout most of a course and then some unexpected event or circumstance temporarily prevents that student from completing the course assignments on time. I will only agree to give an “incomplete” when both conditions are met. Also, I will only give an “incomplete” once you and I have met to sign the required university paperwork and have agreed about how and by what date all course assignments will be completed.

4. Learning Styles, Abilities, and Accommodations

If you are overwhelmed or feel like you could use some helping catching up in the course, one good first step is to visit with me or the teaching assistant in our office hours. I’m sure we can help you get back on track, especially if you talk to us early.

Everyone learns in different ways. If, for any reason, you become concerned about your ability to fully participate in this course due to the structure of activities or assignments please talk to me about it. I am committed to providing all students equal access to learning opportunities.
Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu. Additional information is available at http://diversity.umn.edu/disability/. If you are already registered with Disability Services, please notify me at the start of the semester.

This course involves a fair amount of writing, and if you write poorly your grade will likely suffer. If you would like help with your writing, Student Writing Support at the Center for Writing (http://writing.umn.edu/sws/) offers a variety of very useful resources.

5. Academic Misconduct

I encourage you to collaborate and brainstorm with your classmates and to read drafts of one another’s written work, both inside and outside of class. However, individual assignments and essays should represent your own ideas and be your own work. If any words are not your own, you must place them in quotes, include a citation, and include the reference in a reference list at the end of the assignment. If any ideas are not your own even if the words are, you must still include a citation and include the reference in a reference list. (See the American Sociological Association’s Style Guide for useful direction on citations and references.) It is OK to reflect on and synthesize the ideas of other people, with proper citation of sources. It is not OK to imply that those ideas are yours or to use them without attribution. When in doubt, cite!

Taking credit for work that is not your own constitutes scholastic dishonesty. I am a “zero tolerance” professor when it comes to scholastic dishonesty. The university makes it easy for me to report it, too. I fill out one short report via a very nice web interface—I can do it from my phone!—and they take it from there. If I ever think you engaged in scholastic dishonesty, I will discuss it with you. After that, if I still think you engaged in scholastic dishonesty, I will quickly give you a zero on the relevant assignment and report the incident to the university.

Not sure what scholastic dishonesty is? Read about it in the “Scholastic Dishonesty” section of the Student Conduct Code.
COMMUNITY-ENGAGED LEARNING ASSIGNMENTS

Community-engaged learning (CEL) is a teaching and learning strategy that combines meaningful community service with instruction and reflection to enrich learning, teach civic responsibility, and strengthen communities. Community-engaged learning and classroom-based academic learning complement one another. On one hand, our understanding of academic issues will also be enriched by seeing how those issues play out in the real world. On the other hand, through CEL we will learn about practical applications of academic knowledge and we will become actively contributing citizens and community members through service.

Here’s what you need to do:

1. **Sign Up!**

   By **Monday, January 22 at 11:59pm**: Submit your CEL referral request, which identifies your top three choices of organizations, through the online system at [http://csl.umn.edu/](http://csl.umn.edu/).

   Several things to keep in mind as you consider your request: (1) Try to find an organization whose work interests you personally. (2) If you already work or volunteer at the organization, please do not request it. (3) Consider practical issues like transportation and schedules very carefully. Will you be able to get there and to serve when they need you? (4) If you want to request an organization that is not on the list, ask me about it—I will certainly try to make it work—but please be sure its mission has to do with education.

   If you are doing community-engaged learning for multiple classes, email your service-learning coordinator as soon as possible and copy all of your instructors on the message. They will work with you to make sure your organization is approved for both classes and to decide how many total hours of service-learning will be expected of you during the semester; students in this situation are asked to do more than the minimum number of hours required for just one class.

   This part of the CEL assignment is worth 3 points. You will lose all 5 points if you fail to submit your referral request on time. **Note**: You do not need to do anything to prove to me that you fulfilled this requirement on time; the CEL office will let me know.

2. **Attend a Pre-Service Workshop ... for Extra Credit!**

   OPTIONAL, and for 8 points of extra credit (see the blue “Extra Credit” handout for details): Attend a pre-service training and reflection workshop at the Center for Community-Engaged Learning. For schedules and to sign up, [see this web page](http://csl.umn.edu/).
If you are new to community-engaged learning, I strongly recommend that you attend a session of “Community Involvement in Practice.” If you have previously been in courses that featured community-engaged learning, I recommend you attend a session of “Critical Perspectives on Community Involvement.”

Note: You do not need to do anything to prove that you attended one of these workshops; the CEL office will let me know.

3. **Serve 25 Hours at Your Organization**

By **Tuesday, May 8**: Complete your hours at the organization. You are expected to work 2-3 hours per week for a total of at least 25 hours during the semester. (You must also complete any trainings or orientations required by your service-learning organization.)

Throughout the semester, log your hours through the online system at [http://csl.umn.edu/](http://csl.umn.edu/). Time travelling to and from the organization or site does **not** count toward your 25 hours. However, time spent being trained at the organization or site **does** count. Continue to work through the end of the semester, even if you complete your required 25 hours. If you are going to miss a scheduled time at your organization, be sure to notify the staff member you report to as far in advance as possible. Also, please be aware of privacy and ethical issues in your organization.

This part of the CEL assignment is worth **60** points. You will lose 5 points for every hour you fail to complete. For example: If you only completed 23 hours (not 25), you would lose 2 x 5 = 10 points. This means that you will get no credit at all if you complete fewer than 14 hours.

Note: Misrepresenting the hours that you spend at your organization constitutes academic dishonesty.

4. **Write an Essay about the History and Mission of Your CEL Organization**

By the start of class on **Tuesday, February 13**: Write an essay about the history, mission, and clientele of your CEL organization. In your essay, answer these questions:

- Why, when, and by whom was your organization founded or opened?
- What was its mission when it was founded, and what is its mission now?
- What problems does the organization seek to solve, or what issues does it address?
- How does your organization try to solve those problems or address those issues?
- Who are the people that your organization serves or helps?
- How does your organization identify its clientele, or how does its clientele come to be served by your organization?
- **If your organization is a school**: What grades does your school include? How many students are there? What is the racial/ethnic composition of the school’s students?
How do the school’s test scores and “report cards” compare to other schools in the district? In the state? [This web site] may be useful.

- Where does the money come from to support your organization?
- How, if at all, is your organization portrayed in the media?
- What will you be doing for your organization this semester, and how do your activities fit into the organization’s mission?

To answer these questions—and you should try to answer all of them—you should combine information from a variety of sources. The organization may have written documents it gives you; it may have a web site; or you may be able to read about it elsewhere. You may also need to talk to people in the organization (e.g., your supervisor, long-time employees, key staff), at least informally. Be sure to cite your sources, and document where you obtained your information.

The essay should be no more than 2 single-spaced pages long (12-point type, 1.0-inch margins, with no weird page or font formatting); your bibliography or references can go on separate pages, and don’t count against your page limit.

The essay is worth 13 points. It will be graded based on how completely and thoughtfully you address the questions above. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Essays turned in up to one week late will receive no more than 6 points; those turned in more than a week late will be read and will receive feedback but will get 0 points. Turn in the essay via the course Moodle page.

5. **Write an Essay about Your Initial Impression of Your CEL Work**

By the start of class on Tuesday, February 27: Write an essay about your initial impressions of your work at your CEL organization. In your essay, answer these questions:

- **Very Briefly, to Remind Me:** What problems does your organization seek to solve, or what issues does it address?
- **Very Briefly, to Remind Me:** How does your organization try to solve those problems or address those issues?
- **Very Briefly, to Remind Me:** What is your role in the organization? Why are you needed?
- **Before you started:** What were some of your preconceptions or beliefs about the people the organization serves?
- **Now:** Have those preconceptions or beliefs turned out to be true so far? Explain.
- **How do you differ from the people that your CEL organization serves (in terms of your background, prior life experiences, advantages and disadvantages you may have, etc.)?**
- **Before you started:** What fears, if any, did you have about your work at your CEL organization? Have you overcome those fears? If so, how?
- **Now:** What fears, if any, do you have about your work there the rest of the semester?
What do you think will be your biggest challenge in your work at your CEL organization?
What do you hope to gain from this experience?

The essay should be no more than 3 single-spaced pages long (12-point type, 1.0-inch margins, with no weird page or font formatting); your bibliography or references can go on separate pages, and don’t count against your page limit.

The essay is worth 10 points. It will be graded based on how completely and thoughtfully you address the questions above. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Essays turned in up to one week late will receive no more than 5 points; those turned in more than a week late will be read and will receive feedback but will get 0 points. Turn in the essay via the course Moodle page.

6. Write a Progress Report

By the start of class on Thursday, March 22: Write an essay about your work at your CEL organization. In your essay, answer these questions:

- Very Briefly, to Remind Me: What problems does your organization seek to solve, or what issues does it address?
- Very Briefly, to Remind Me: How does your organization try to solve those problems or address those issues?
- Very Briefly, to Remind Me: What is your role in the organization? Why are you needed?
- What have been your main activities at your CEL site over the past few weeks?
- What do you think will be the most valuable service you can offer for your CEL organization over the next few weeks? Is there something more you could do to contribute to the organizations’ mission?
- What have been your biggest challenges so far in your CEL work? How have you dealt with those challenges?
- Have you had any unexpected reactions to your CEL work, or have there been any unexpected events?
- What have you observed and learned at your CEL site over the past few weeks? Over those weeks, how has your understanding of the problems the organization tries to solve changed? What caused your understanding to change?
- What are your future professional goals? What are you doing in your CEL work right now that you think will be important for your profession?

The essay should be no more than 3 single-spaced pages long (12-point type, 1.0-inch margins, with no weird page or font formatting); your bibliography or references can go on separate pages, and don’t count against your page limit.
The essay is worth 10 points. It will be graded based on how completely and thoughtfully you address the questions above. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Essays turned in up to one week late will receive no more than 5 points; those turned in more than a week late will be read and will receive feedback but will get 0 points. Turn in the essay via the course Moodle page.

7. Write ANOTHER Progress Report

By the start of class on Tuesday, April 10: Write an essay about your work at your CEL organization. In your essay, answer these questions:

- **Very Briefly, to Remind Me**: What problems does your organization seek to solve, or what issues does it address?
- **Very Briefly, to Remind Me**: How does your organization try to solve those problems or address those issues?
- **Very Briefly, to Remind Me**: What is your role in the organization? Why are you needed?
- What have you observed and learned at your CEL site over the past few weeks? Over those weeks, how has your understanding of the problems the organization tries to solve changed? What caused your understanding to change?
- How does your CEL work relate to the learning objectives of the course and to other course materials (e.g., readings, videos, class discussions)?
- How have other course materials changed your understanding of your CEL work, and how has your CEL work changed your understanding of other course materials?
- What are your future professional goals? What are you doing in your CEL work right now that you think will be important for your profession?

The essay should be no more than 3 single-spaced pages long (12-point type, 1.0-inch margins, with no weird page or font formatting); your bibliography or references can go on separate pages, and don’t count against your page limit.

The essay is worth 10 points. It will be graded based on how completely and thoughtfully you address the questions above. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Essays turned in up to one week late will receive no more than 5 points; those turned in more than a week late will be read and will receive feedback but will get 0 points. Turn in the essay via the course Moodle page.

8. Send an Email to Your CEL Supervisor to Warn Them You Are Leaving Soon

By the start of class on Tuesday, April 17: copy me (warre046@umn.edu) on an email to your supervisor at your CEL organization in which you remind them that you will end your service to them at the end of the semester.
Do not assume that your organization knows you will be leaving because the end of the semester is coming up. Treat this as you would a job and send an email with a two-week advance notification of the end date of your service. Copy me.

Note: This is a great opportunity to provide feedback and a note of thanks for the experience, and to ask if you can contact your supervisor in the future for a letter of recommendation.

This part of the CEL assignment is worth 3 points. You will lose points if you fail to send the email on time or if your email is unprofessional.

9. Write an End-of-Semester Essay Reflecting on Your CEL Experiences

By the start of class on Thursday, May 3: Write an essay reflecting on your CEL experience. In your essay, answer these questions:

- Very Briefly, to Remind Me: What problems does your organization seek to solve, or what issues does it address?
- Very Briefly, to Remind Me: How does your organization try to solve those problems or address those issues?
- Very Briefly, to Remind Me: What is your role in the organization? Why are you needed?
- What have you learned about your community from your CEL work?
- What impact did you have on the community through this work? What did you contribute?
- What have you learned about yourself through your CEL work? How have you been challenged? How did you grow or change as a person?
- What values, opinions, or beliefs of yours changed as a result of your CEL work?
- What was the most important lesson learned you learned from this work?
- What do you think are the long-term solutions to the problems and issues your CEL organization addresses through its work? How does the work of your CEL organization fit into the long-term solution?
- Pretend that you’re in a job interview and your potential employer asks you what you learned during your CEL experience. How would you respond? (Note: the CEL experience may have provided an opportunity to practice “soft-skills” as well as to develop more tangible or technical skills.)

The essay should be no more than 3 single-spaced pages long (12-point type, 1.0-inch margins, with no weird page or font formatting); your bibliography or references can go on separate pages, and don’t count against your page limit.

The essay is worth 13 points. It will be graded based on how completely and thoughtfully you address the questions above. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your
writing is not clear. Essays turned in up to one week late will receive no more than 6 points; those turned in more than a week late will be read and will receive feedback but will get 0 points. Turn in the essay via the course Moodle page.

10. **Talk About Your CEL Experiences in Class**

In class sessions toward the end of the semester, I will randomly select CEL organizations. The students who served in that organization will then make a presentation about that organization and their activities in it. Each group will get about 15 minutes for their presentation.

You should summarize for the class your answers to the questions posed above for the “End of Semester Essay” assignment. Somebody in the group should begin by describing the organization, its mission, its clientele, etc. Then each student should describe their own activities and their answers to the other questions in the “End of Semester Essay.”

This part of the CEL assignment is worth 5 points. You will receive points based on how thoroughly and thoughtfully you communicate your answers to the questions posed in the “End of Semester Essay” assignment. Students not in class on the day their organization is selected will not be allowed to make up the assignment.

11. **Complete the Online End-of-Semester Evaluation**

The Center for Community-Engaged Learning is constantly trying to improve the services they offer. Please complete an end-of-semester evaluation through the online system at [http://csl.umn.edu/](http://csl.umn.edu/) by 10:00am on Tuesday May 8.

This part of the CEL assignment is worth 3 points. You will lose points if you fail to send me this information on time. **Note:** You do not need to do anything to prove to me that you fulfilled this requirement on time; the CEL office will let me know.

See below for more information about academic integrity as it applies to community-engaged learning; about accommodations for students with disabilities; about confidentiality and privacy issues within the community-engaged learning context; about criminal background checks; and about non-discrimination and religious service.
There are two writing assignments (besides those that make up the community-engaged learning component of the course).

1. *Beginning of Semester Statement of Beliefs*

By the beginning of class on **Thursday, January 25**: Write an essay of between three and four single-spaced pages long (12-point type, 1.0-inch margins, with no weird page or font formatting) that responds to the questions listed below.

This essay should reflect your true experiences, beliefs, and feelings ... not what you think anybody else might want to hear. The essay will not be graded based on what you say ... it will be graded on the basis of whether you took it seriously and answered the questions coherently, completely, and to the best of your ability.

Questions:

a. Describe the education you have received from when you were born until today. Consider all the schools you have ever attended, the teachers you have ever had, and other educational influences in your life (e.g., churches, family, coaches). What kinds of schools did you have? What kind of teachers did you have?

b. Did you have more opportunities than most people ... or fewer? Better quality schools and teachers ... or worse? In what ways did you have better opportunities, teachers, schools, etc.? In what ways did you have worse?

c. Were your educational opportunities and experiences influenced by...
   i. ...where you happened to live (i.e., what town or neighborhood you lived in, whether you lived in a rural or suburban or urban area, etc.) when you were growing up?
   ii. ...how much money your family had while you were growing up?
   iii. ...your racial or ethnic background and your country of birth?
   iv. ...your gender?
   v. ...your sexual orientation?

In each case, explain.

d. To what extent have your educational successes—you’ve all made it to college, so you’re all successful to some extent—been because of your own merits (e.g., your own hard work, intelligence, and perseverance)? To what extent have your educational successes been due to the fact that you were born to a certain family and happen to have certain attributes (e.g., being female, being gay, being Latina)? To what extent have your achievements been due to luck or chance? Explain your answers.
e. Many people argue that *anybody*—regardless of their gender or race/ethnicity or other attributes and regardless of the family they were born to—can succeed in America’s schools and education system if they just work hard and persevere. What do you think? Can anybody succeed in America’s schools and education system? Explain.

This essay is worth **10** points. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Essays turned in up to one week late will receive no more than **5** points; those turned in more than a week late will be read and will receive feedback but will get **0** points. Turn in the essay via the course Moodle page.

**2. End of Semester Statement of Beliefs**

By the beginning of class on **Tuesday, April 17**: Write a **first draft** of an essay of between three and four single-spaced pages long (12-point type, 1.0-inch margins, with no weird page or font formatting) that responds to the same questions (a) through (e) above—but after you have experienced most of Sociology 3452.

In this essay, focus on how course materials, in-class discussions, and your CEL work changed your answers to the questions above. If your beliefs and feelings changed, what caused them to change? If they did not change, how do you respond to arguments or evidence that contradict your thinking and beliefs?

You will get feedback on the first draft of this essay by Thursday, April 26. Revise your essay based on that feedback, and then turn in the **final draft** by 10:00am on **Tuesday, May 8**.

The **first draft** of this essay (due on **April 17**) is worth **10** points. First draft essays will be graded based on how complete and well-developed they are. Essays turned in up to one week late will receive no more than **5** points; those turned in more than a week late will be read and will receive feedback but will get **0** points. Turn in the essay via the course Moodle page.

The **final draft** of this essay (due on **May 8**) is worth **10** points. It will **not** be graded based on the content of *what* you say ... it will be graded based on (1) whether you took it seriously and answered the questions coherently, completely, and to the best of your ability and (2) whether you revised the essay considering comments on your rough draft. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Late essays will not be accepted! Turn in the essay via the course Moodle page.
EXTRA CREDIT

There are three ways to get extra credit in this course. First, you can do a pre-service workshop at the Center for Community-Engaged Learning. This workshop will greatly enhance the value of your community-engaged learning experience in this course. Second, you and a small group of students can take me to lunch/coffee—and have the College of Liberal Arts (CLA) pay for it! What better way to get to know your professor and classmates than to eat a (free!) meal with them? Third, you can go listen to a presentation about education-themed research on campus. Take advantage of the fact that you are at a major research university!

1. **Attend a Pre-Service Workshop at the Center for Community-Engaged Learning**

If you are new to community-engaged learning, I recommend you attend a session of “Community Involvement in Practice.” If you have previously been in courses that featured community-engaged learning, I recommend you attend a session of “Critical Perspectives on Community Involvement.” For schedules and to sign up, see this web page.

You will get **8** points of extra credit for attending one of these courses. **Note:** You do not need to do anything to prove that you attended a workshop; the CEL office will let me know.

2. **Take Your Professor to Lunch!**

_Downsides_ of attending a major research university: Students rarely get to have extended one-on-one interactions with their professors _and_ it can be hard for them to get to know other students. Fortunately, and to combat this: For undergraduate students in a class of 30 or more, the College of Liberal Arts will _pick up the bill_ when they and at least two other classmates take their professor to lunch.

**Note:** CLA only pays for one lunch per student per semester.

You will get **8** points of extra credit just for going to lunch with me and at least two other classmates. _Use this signup sheet_ to register. I will email to confirm the time and location of each lunch; if fewer than three students sign up for a lunch, it might get cancelled.

3. **Go Listen to Education Researchers Talk about their Current Research**

_A benefit_ of attending a major research university is that there are faculty, students, and others doing education amazing research all around you. Periodically, these people describe their ongoing research at seminars, workshops, or other venues. You can get extra credit for going
to listen to how researchers share their education-relevant scholarship and respond to questions and criticisms. (These events usually also feature free food!)

I will post on the course website information about when and where education-themed presentations of research will occur. You will get 6 points of extra credit for doing the following:

a. Attend the presentation. Take a photo of yourself in the seminar room or have someone take a picture of you and share it with you. Listen to the presentation. Enjoy the snacks.

b. Write a one page (maximum!) summary of what the researcher talked about. Answer these questions: (i) What was their research question? (ii) Why do they argue it is an important question? (iii) What did they find or conclude? (iv) How do their questions and findings relate to themes in our course’s readings and discussions?

c. Email (i) the one-page summary and (ii) the photo of you at the presentation to me at warre046@umn.edu.

You can credit for attending up to 2 of these presentations during the semester, for a maximum of 12 extra credit points. To get credit, you need to send the above information by May 8.