

**Writing Across The Curriculum  
Writing Fellows Certification Seminar  
Application Form**

---

**Directions:** Please fill out this form and attach the syllabus for the course you intend to make more reading and writing intensive.

**Submit electronically in ONE CONTINUOUS DOCUMENT to:** Cheryl Smith and Jason VanOra

**Before filling out this application please be aware of the following:**

- The course you have listed to revise and pilot below must be at least 3 credits.
- You must have taught this course at least once.
- You must have satisfactorily participated in the Writing Fellows fall seminar.

Your name: Siqi Tu

Your home telephone number for emergencies: 3473357405

Name of the course you wish to revise (e.g., SOC 31: Intro to Sociology). SOC 31: Intro to Sociology

Please check (✓) Yes or No for the following statements:

- I am a full-time, tenure-track faculty member. \_\_\_\_\_ Yes     X  No
- If no, what is your current status? \_\_\_\_\_ Adjunct     X  Writing Fellow
- I have my Coordinator's support to participate in WAC.     X  Yes    \_\_\_\_\_ No

**How would you like to participate in WAC certification?**

Please check option A, B, or C below and submit this form with the syllabus checklist and your reflective statement, revised course syllabus, and assignments.

- A. **On-campus, face-to-face seminar.** I am able to attend all 9 sessions. I will post assignments to a blog and submit a course portfolio of my revised syllabus and assignments by mid-February.
- B. **Online tutorial.** I am able to do this work between December and February. I have the online skills and discipline to work independently on a personal blog. I understand the reading and writing assignments of the tutorial will take at least 50 hours, and I must maintain a schedule for module completion that allows me to interact with others online in a timely fashion. I will submit a course portfolio of my revised syllabus and assignments by mid-February.
- X  C. **Portfolio submission.** I intend to assemble a final certification portfolio according to WAC requirements and principles. I understand I will not receive compensation, and I do not have to pilot the course. After receiving certification, I may teach any of my sections/courses at KCC on a writing-intensive basis.

## **WAC Certification Course Portfolio Cover Sheet**

Your Name: Siqi Tu

Department: Sociology

**TABLE OF CONTENTS** (Please arrange your documents in the following order):

- 1. Reflective Statement**
- 2. Syllabus Checklist**
- 3. Detailed Syllabus**
- 4. Copies of Assignments** (what you give to the student)

## **Writing Across Curriculum: Reflective Statement**

Siqi Tu

I have revamped the syllabus for introduction to sociology that I have used for three years, by incorporating WAC pedagogy we discussed and practiced during the fall workshops in 2017. While the original version of the syllabus included some writing, the revised version has included more informal writings and scaffolding assignments and embraced the idea of “writing-to-learn”.

Writing-Across-the-Curriculum pedagogy advocates using writing as a way of discovering ideas, facilitating critical thinking, and “making meanings that are significant, interesting, and challenging” (Bean 2011, 38). That aligns with my goal of teaching introduction to sociology perfectly. Introductory course in sociology is meant to encourage students to discover the meaning-make processes in everyday life and develop “sociological imagination”, i.e., the ability to link a personal trouble to the historical-structural context individuals are embedded in.

### **Design of the WI course**

To achieve these goals, I designed three major assignments as detailed below.

**Reading Reflection:** Each student is required to write a summary on one reading selected from the list of assigned readings, critically reflect on it, and connect it with both their own lives and a societal issue. Students will sign up in advance to “claim” their slots on Doodle and every student will be responsible to lead the reading discussion for article one chooses. Summary writing requires students to separate main ideas from supporting details, and also to listen carefully to the author. The critical reflection gives the students an opportunity to voice out their

own agreement or disagreement based on the evidences author provided. The connection part allows students to apply their sociological imagination to link the course reading to their personal life and the society they are embedded in. This assignment is designed to encourage student-centered learning process and requires students to take responsibility in the materials they signed up for.

***Interactive Written Assignment:*** Students are required to connect three sources of *objective* fact-based evidences to *subjective* experiences of the neighborhood they grow up in, to build up a sociological argument. The three interactive online sources are: 1) SocialExplorer.com, an online mapping tool featuring U.S. Census and American Community Survey data; 2) *New York Times* ' "Where Do You Fit In?"', an interactive tool to illustrate class position of one's family; 3) Pew Research Center's Political Typology Quiz.

A grading rubric will be given out to students in advance. It has several key elements: incorporation of the evidences (whether the students utilize all three sources of information), subjective description of the neighborhood (whether the students provide a detailed account of their personal experience), development of an argument (whether an argument is developed based on the linkage between the personal experience and fact-based evidences), and organization and writing (whether the students use a topic sentence, check the grammar, and connect between paragraphs).

This assignment has several scaffolding stages: 1) we will explore all three sources of interactive websites together in class; 2) students will submit a first draft; they will discuss their own draft in class with their classmates and get a peer-reviewed grades based on the grade rubric; 3) I will provide comments and suggestions for revision on this draft; 4) students will

submit a revised draft and a revision statement; 5) I will only grade the revised draft using grading rubric.

Such design aims to teach thinking through teaching revision. Students will learn to assess their own work as a reader following the grading rubric, thereby understanding the requirements and the purpose of a writing assignment better. The comments from the teacher will probe more questions on the structure and arrangement of ideas and possibly asking for more detailed information that are not present in prior drafts. Such process will help the students think more deeply and critically about the sociological arguments they are making, and whether they are supporting the arguments with concrete evidences. The process should allow students grow both as a reader, a writer, and a thinker.

**Final Project/Presentation:** Both the interactive writing assignment and the reading reflection can be considered as scaffolding assignments leading to the final in-class presentation. Students have learned to develop a sociological argument based about their own neighborhood in the interactive writing assignment. The reading reflection has prepared them to reflect on the course concepts through a sociological lens, and to connect the reading to a personal and societal issue. The final project provides them an opportunity to *both* make a sociological argument based on evidences and connect the argument to readings and personal and societal issues. It requires them to identify a social issue that they are interested in, connect it with class readings and reading outside of class (at least one of the outside reading needs to from an academic journal or book), and make an argument based on the sources and evidence they found. Students are required to submit a proposal first and will receive comments from me to guide them through the process. It is designed as a group project, though students have the option to do it independently. After the presentation, students are required to do a group assessment and a self-assessment according to

the grading rubric (will be handed out to them before the presentation). Such practice will help them understand the requirements better.

### **Other Pedagogical Concerns**

I plan to incorporate more *informal writings* in this course, which are currently put under the “class participation” section of the detailed syllabus. Students are already required to bring a question to reading to class in my previous teaching. I will continue to do that and require them to ask each other these questions at the beginning of the class. The question they bring into the class cannot be questions that have clear and actual answers. They are asked to bring in questions that confuse them, and they do not necessarily have answers to yet. In order to pose a question like this, the students need to read closely and interact with the text actively. By seeing their questions right before class, I can tilt my teaching to focus on their confusions.

I also plan to dedicate the first two classes to teach students how to *read rhetorically* and annotate the readings. We will read a comparatively short (two to three pages) text together in class. I will annotate the reading with them and show them my reading process. We will discuss what I underline and why. During the process, I will also show them how to question a text, i.e., how to treat the author’s ideas fairly and makes judgments that can be supported by textual evidences. I will also provide the context of the reading at least for these two close-reading class, informing students the historical context of the text, author’s background, intended audience, media of publication (e.g., journal article, newspaper, blog), etc. After these two classes, I will randomly collect their annotation of the course readings. Pop-quizzes of the reading will be implemented occasionally to emphasize the importance of class reading. The informal annotations and reading quizzes will supplement the formal writing of reading reflection to help students read rhetorically.

## Reference

Bean, John C. 2011. *Engaging ideas: the professors guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.

**KINGSBOROUGH COMMUNITY COLLEGE**  
**WAC Syllabus Checklist for Writing Intensive (WI) Sections**

Course Name: Introduction to Sociology

Course Number: SOC 31 # of credits: 3

Department: Sociology, the Department of Behavioral Sciences and Human Services

Prepared by: Siq Tu Date: 3/1/2018

**INFORMAL WRITING:** Indicate which of the following informal “writing-to-learn” activities you plan to use in your WI course. After each item you check, indicate the frequency with which you plan to use each activity. In your packet, please provide some clearly labeled examples of your “writing-to-learn” assignments or activities.

|                                | once/month                          | twice/month              | 1-2/week                 | 2-4/week                 |
|--------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Journal/log writing            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Letter writing                 | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Electronic discussion forum    | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Response to quotations         | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Defining key terms or concepts | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal response writing      | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Summary writing                | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other:                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**FORMAL WRITING:** WI guidelines suggest a minimum of 10 – 12 pages of formal writing in all WI courses. Indicate which of the following formal writing assignments you plan to use in your WI course. Indicate the number of pages of writing you require for each type of assignment.

Personal essay \_\_\_\_\_ Expository essay \_\_\_\_\_ Book report 3 (Reading Reflection) \_\_\_\_\_

Lab report \_\_\_\_\_ Research paper 8 (Interactive Written Assignment, draft and revised paper) \_\_\_\_\_

Other 1 (Final Presentation Proposal)

Total number of pages of formal writing: 12

**Revision:** Of the total number of formal writing assignments you plan to give in your WI course, indicate the percentage of assignments in which students will have the opportunity to revise and resubmit their work for evaluation.

10 – 25%     26 – 50%     51 – 75%     76 – 100%

What kinds of feedback will students receive?

Peer feedback     Required visit to the CAWS     Written comments from the teacher     A rubric for the assignment

Other (please specify) \_\_\_\_\_

Does your syllabus clearly indicate the type of written work to be completed at particular times during the semester?

Y     N

**ASSESSMENT:** Indicate the total number of exams you plan to give in your WI course. Then indicate what percentage of these exams requires writing by students. (Note: Exams do not need to require writing)

Total: 2 (quizzes) \_\_\_\_\_ With writing: 100%

In determining the final grade for your WI course, indicate what percentage of the grade involves written work by students.

10 – 25%     26 – 50%     51 – 75%     76 – 100%



**SOC 31: Introduction to Sociology  
Fall 2017 Syllabus**

**Time and Room: TBA**

**Professor Siqu Tu**

E-mail: [stu@gradcenter.cuny.edu](mailto:stu@gradcenter.cuny.edu)

Office Hours: e-mail or by appointment

**COURSE DESCRIPTION**

What is sociology? This course intends to answer this question by providing you an introduction to sociological theories as well as many debates on key contemporary social issues, including gender, class, race, immigration and more. In the process of reading about, reflecting on and discussing the topics in the course, you will be introduced to how sociologists tend to think and to produce knowledge.

Sociology gives someone tools both to understand their own life and the issues and conflicts in a larger world around them. Students will develop a “sociological imagination” that enables them to understand how individuals are shaped by the society (social structures and institutions) and how individuals and groups, in turn, recreate society. The sociological imagination allows us to see the world in a different light.

We cannot cover the full range of the sociology in a semester, but this course will introduce you to the tools and models sociologists use. Welcome to the world of sociology. Be prepared to rethink about the “norms”!

**WRITING INTENSIVE CLASS (FORMAT AND PROCESS)**

*This course meets the college’s writing intensive graduation requirement.* This class is built around the premise that writing is less about what the product *is* or looks like, but what the process *does* for the writer: The process helps writers discover ideas (generative writing) and make sense of their own thinking as it becomes increasingly more complex and they move deeper into their coursework (explorative writing). Therefore, much of your learning will happen during your own writing process, through a myriad of informal and formal writing assignments.

As a writing-focused course, this course is **designed to emphasize the process of learning**. There will be a variety of less formal, exploratory writing as well as formal writing assignments designed to get you engaged in this process. The overarching idea is that the process of writing clarifies thinking.

**GOALS**

By the end of this course, you should be able to:

- Read and write rhetorically and think critically.

- Understand that the writing process will help you clarify your thoughts.
- Understand that learning to think critically is a process.
- Understand and apply the “sociological imagination”.
- Understand how social structures reproduce social inequality.
- Understand the basic sociological methods.
- Understand the central concerns and concepts of sociology.
- Critically evaluate the arguments of others based on the evidence they present rather than on your own assumptions.
- Gather, interpret, and assess information from a variety of sources and points of view.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

## **COURSE TEXTS AND READINGS**

All readings will be available on Blackboard or as hyperlinks in the syllabus. Videos and recordings are mostly available on YouTube. Reading and other course materials are subject to change (with advance notice).

### **Required Reading:**

*Introduction to Sociology* by Openstax College. Download for **free** at <http://cnx.org/content/col11407/latest/>

If you would like to own a printed copy of this book, one is readily available at [here](#).

### **The New York Times (daily M-F).**

CUNY students may subscribe for free using their CUNY email addresses at: <https://myaccount.nytimes.com/verification/edupass>

## **REQUIREMENTS AND GRADING**

### ***Class participation—20%***

Class participation is the cornerstone of this class. Everyone is expected to have done the reading, come to class with the reading and **to bring at least one question to class that can stimulation discussion**. When you walk in to class you must **hand me your question of the day, with your name**. This is how I will take attendance, and will be essential to your grade. If you are more than 10 minutes late I will not accept the question, and hence you will be marked absent. Throughout the semester, there will be *in-class pop-quizzes* on reading materials. You will also be randomly selected to hand in your *annotation of the course reading*.

### ***Reading Reflections—20%***

You are required to turn in a 3-page reflection paper on one of the class reading during the whole semester. The reflection paper should be a *typed* paper using 12-point font, 1" margin, and double-spaced, with bibliography.

Every student will sign up in advance to “claim” his or her slot on *Doodle*. You will also be responsible to lead the reading discussion for article you claimed. We will start the class by sharing your reading reflection. I may call on others to provide additional questions throughout the class.

Your reflections must contain four key elements (approximately one page each for the first three elements):

1. Refer to the reading and display that you understand the main concept or concepts. In essence, this is a *\*summary\** of the reading.
2. Critical reflection on the reading—at least one aspect of the reading you disagreed with or did not understand and an explanation of why.
3. Discussion of how the material helps you to *reinterpret* a personal issue (like an experience of discrimination) or a contemporary social issue (like inequality).
4. Use proper APA or MLA citation.

### ***Interactive Writing Assignment—40%***

In this assignment, you will incorporate three interactive sources of information to understand the neighborhood you grew up in. You will connect *objective* fact-based evidences to your *subjective* experiences of the neighborhood and gain a new sociological understanding of it.

Use SocialExplorer.com and *New York Times*’ “Where Do You Fit In?” to examine the class composition of a community you grew up in and the class composition of your family. Take the Pew Research Center’s Political Typology Quiz (<http://www.people-press.org/quiz/political-typology/group/61e61312>) to figure out your political leaning.

We will use interactive web pages to understand your surroundings and yourself more objectively. Use census data to compare information like your neighborhood’s income distribution, median home price, range of education, and employment sectors to the state, the nation, or other areas. Write a 4-page paper, double-spaced, to present the personal, family and community profile and discuss social issues related to the profiles. You need to make a thesis statement. Some examples are how class, or any other factors explains the challenges or advantages the community face, how your class position in the community related to your experiences there, in college, or at work (or not), how your background influences your political leaning (or not). You will be asked to submit a first draft at the end of week 7 and I will provide comments and suggestions for revisions. You will submit a revised draft and reflection statement at the end of week 10. More details will be provided in class.

### ***Final Presentation—20%***

Select a current social issue, and analyze it using sociological tools. Your topic could be anything from Stop and Frisk to police in public schools to domestic violence. You can find inspiration from your NY Times Writing Assignment. **A one-page proposal** outlining your topic

is due at the end of Week 12. The final week of class will be dedicated to presentations. Your presentation could be a group work with up to four people or an individual project. Depending on the size of the class, your presentation could be anywhere from 5 to 10 minutes, followed by questions. Be prepared to teach us what you have learned!

Your presentation must contain the following:

1. Reference to at least three readings from the course
2. Reference to at least three articles relevant to your topic, at least one scholarly, which are *not* from the course.
3. Either a handout or a PowerPoint/Prezi presentation or a video

Note: If you have an alternative idea for a final project, feel free to come see me. I am open to supporting something you would like to work on.

If you want to select an alternative final project, please propose something to me in writing (a paragraph should do) by Week 10. If I haven't heard from you by then, you'll have to do the standard presentation. I reserve the right to modify or reject your proposal if it does not seem appropriate or rigorous enough for this class.

#### *Extra Credit*

There are no extra credits for this class. Do the assignments from the very beginning and keep track of your grade throughout the semester.

#### *Final Grade*

If you attend all classes; it is clear that you have done the readings; you turn in quality assignments on time; and you conduct a meaningful presentation, then you will earn an A in this class. If you fail to do any of these things, then you will earn less than an A, perhaps significantly less. If there are any questions about grading, feel free to ask. But the message here is: do the work and you'll be fine.

The grading scale for the course is as follows:

A= 95-100

A-=90-94.99

B+=86-89.99

B = 83-85.99

B-=80-82.99

C+=76-79.99

C = 73-75.99

C-=70-72.99

D+=66-69.99

D = 63-65.99

D-=60-62.99

F = 59 and below

\*\*\*Syllabus is subject to change based on instructor's discretion\*\*\*

## **COURSE RULES**

### **Policy on Attendance and Lateness**

Attendance is mandatory and will be taken at each class meeting.

Lateness is not only disruptive, but also disrespectful. Chronic lateness will not be tolerated: you will be excluded from class activities.

### **Statement on Plagiarism**

The following is the CUNY Policy on Academic Integrity: “Simply put, plagiarism is intellectual theft, using someone else’s ideas and words without clearly acknowledging that these words and ideas are not your own. We will learn the appropriate protocols for acknowledging that we have borrowed other people’s words and ideas. It is your responsibility, however, never to take someone else’s work, words, and ideas and pretend that they are your own. If you do this, you have committed plagiarism, and the penalties are severe. You will be reported to the Office of Academic Affairs and will receive an F for the offending work. If the offense is repeated, you will receive an F for the course. A full definition of Academic Dishonesty, as well as procedures for imposition of sanctions for violations of the CUNY Policy on Academic Integrity, may be read at [www.kbcc.cuny.edu/Academic\\_Integrity\\_Policy.pdf](http://www.kbcc.cuny.edu/Academic_Integrity_Policy.pdf). As a CUNY student you are responsible for knowing and adhering to this policy. If the policy is unclear to you, speak to a professor or academic counselor. To avoid inadvertent plagiarism, make sure that you always cite the source where you found your material. Internet sources must be footnoted and are not allowed in all classes.”

Don't do it. Please take it **VERY seriously**. I will know. You will fail, and you could get booted out of the college. Here's how it works, FYI: I run your paper through a program that basically has access to everything that humans have ever written. You can't beat this program.

### **A Note on Contacting Your Professor**

I try to respond to email as promptly as possible. That being said, I do have a life. Please email questions with an understanding that there may be up to a 24hr lag in response time. Weekends count as one 24hr block. Basically, don't email two hours before an assignment is due. Also, when you email me, PLEASE never leave subject line blank. Write professionally. Email is different from text messaging.

Also, you can make an appointment with me to discuss any issue. Most likely I will try to meet with you before and after classes in my office.

In general, I will try to get exam grades to you within one week, and graded assignments back to you within 2 weeks. Check Blackboard regularly for your grades.

### **Late Work**

Deadlines generally end up being good things. Likewise, while extension often seem like a good thing in the short term but end up being a bad thing in the long term. Late work will be accepted, but it will be penalized harshly. Late work will be downgraded 10% for each day late.

### **Student Services**

If you experience difficulty in a course for any reason, please don't hesitate to consult with your professor. In addition to the resources of the academic departments, a wide range of services is available to support you in your efforts to meet course requirements and succeed in college. A few essential offices are: Counseling Resource Center, D102, (718) 368-5975; Access-Ability Services, D205, (718) 368-5175; Center for Academic Writing Success, L219, (718) 368-5405.

## COURSE SCHEDULE

### Part 1: Introduction to Thinking Sociologically

#### **Week 1** Introduction to the course: Why Sociology? The Sociological Imagination

- Read C. Wright Mills, *Sociological Imagination*, ch.1

#### **Week 2** Theoretical Perspectives

- Read *Introduction to Sociology* ch.1.3
- Read Karl Marx and Frederick Engels, Excerpt from *The Manifesto of the Communist Party* (1848)

#### **Week 3** Research Methods

- Read *Introduction to Sociology* ch.2
- Read Charles Ragin, Excerpt from *Constructing Social Research*

### Part 2: What Unites Us? What Divides Us?

#### **Week 4** Socialization and Culture

- Read Čapek, Stella M., *Ten Lessons* Ch. 3

#### **Week 5** Social Stratification/ Class

- Read *Introduction to Sociology* ch.9
- Read Giddens et al. ch.8
- Use the interactive graphics on class at <http://www.nytimes.com/pages/national/class/index.html>
- We will examine Census data using SocialExplorer.com, which you will use for the first paper.

#### **Week 6** Race and Ethnicity

- Read *Introduction to Sociology* ch.11
- Read W.E.B. Dubois, Excerpt from *The Souls of Black Folk* (1990)[1903]
- Coates, Ta-Nehisi. *The Case for Reparations*. 2014. *The Atlantic*.  
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

#### **Week 7** Class and Race Intersect

- Read excerpt from Mary Pattillo, *Black on the Block: The Politics of Race and Class in the City* at <http://press.uchicago.edu/Misc/Chicago/649313.html>
- Read Loïc Wacquant, *Practical Tips for Reading Sociology* at <http://gsi.berkeley.edu/media/Practical-Tips-for-Reading-Sociology.pdf>

**Note: Due date for the Interactive Written Assignment Draft; In-class discussion of the draft (peer-review)**

#### **Week 8** Structure vs. Agency: A Culture of Poverty?

- Read Venkatesh, Sudhir, *Off the Books*, Introduction and ch.1

- Read Cohen, Patricia, 'Culture of Poverty' Makes a Comeback at [http://www.nytimes.com/2010/10/18/us/18poverty.html?\\_r=1&scp=1&sq=poverty culture&st=cse](http://www.nytimes.com/2010/10/18/us/18poverty.html?_r=1&scp=1&sq=poverty culture&st=cse)

### **Week 9** Gender and Sexuality

- Read *Introduction to Sociology* ch.12
- Read Candace West and Done H. Zimmerman, Excerpt from *Doing Gender* (1987)
- Read Berlatsky, Noah interviewing Judy Y. Chu at <https://www.theatlantic.com/health/archive/2014/06/how-boys-teach-each-other-to-be-boys/372246/>
- Read Collins, Patricia Hill, excerpt from *Black Feminist Thought* (2000)

### **Week 10** Social Institutions: Corporations and the State

- Read Braine, Naomi, *Ten Lesson* Ch. 4.

**Note: Due date for the Interactive Written Assignment (Revised)**

### **Week 11** Social Institutions: Marriage and Family

- Read *Introduction to Sociology* ch.14
- Read Andrew J. Cherlin, Excerpt from *The Deinstitutionalization of American Marriage* (2004)

### **Week 12** Social Institutions: Government and Politics

- Read *Introduction to Sociology* ch.17
- Read Drier, Mollenkopf and Swanstrom. *Place Matters*. ch.7

**Note: One-page proposal for final presentation due**

## **Part 3: How Do Societies Change?**

### **Week 13** Social Movements

- Read *Introduction to Sociology* ch.21
- Read Evgeny Morozov, 'Texting Toward Utopia: Does the Internet Spread Democracy?' on *Boston Review* (2009)

### **Week 14** Global Dynamics

- Read Gould, Kenneth, *Ten Lessons* Ch.9
- Read Barndt, Deborah, Excerpt from *Tangled Routes: Women, Work, and Globalization on the Tomato Trail* (2008)

### **Week 15** Public Sociology: Final Presentations

- Final Presentations and Wrap-up Discussion: Public Sociology



## Reading Reflection Writing Assignment

KINGSBOROUGH COMMUNITY COLLEGE

Department of Sociology

Prof Siqi Tu, Writing Intensive Section

### SOC 31: Introduction to Sociology

Every student will sign up in advance to “claim” his or her slot on *Doodle*. You will also be responsible to lead the reading discussion for article you claimed. We will start the class by sharing your reading reflection. I may call on others to provide additional questions throughout the class.

Your reflections must contain four key elements (approximately one page each for the first three elements):

1. Refer to the reading and display that you understand the main concept or concepts. In essence, this is a *\*summary\** of the reading.
2. Critical reflection on the reading—at least one aspect of the reading you disagreed with or did not understand and an explanation of why.
3. Discussion of how the material helps you to *reinterpret* a personal issue (like an experience of discrimination) or a contemporary social issue (like inequality).
4. Use proper APA or MLA citation.

**Audience:** Write for a general audience, i.e., your classmates or your parents

**Role/Purpose:** Write to explain to your friends or family members the concepts you learned from class reading, critically reflect on that, and share with them how that helps you to connect to your own personal or societal life.

**Format:**

- a *typed* paper, 3-page, double-spaced, 12-point font, 1” margin
- Includes citation of the original reading

**Grading:**

- This is 20% of your grade and will be graded on a 20-point scale.
- Late submission will result in a one-point deduction per day.

|  | Below expectations | Meets expectations | Exceeds expectations |
|--|--------------------|--------------------|----------------------|
| <p><b>Clarity of the summary (6 points):</b></p> <p>Student displays a clear understanding of the main concept or concepts.</p>  | 2                  | 4                  | 6                    |
| <p><b>Critical Reflection (6 points):</b></p> <p>Student demonstrates the ability to critical reflect on the reading, i.e. explain whether you agree or disagree with certain points in the reading or raise unresolved issues from the reading.</p> | 2                  | 4                  | 6                    |
| <p><b>Connection to a Personal or Societal Issue (6 points):</b></p> <p>Students discusses the linkage between the reading to a personal and societal issue.</p>   | 2                  | 4                  | 6                    |
| <p><b>Bibliography (2 points):</b></p> <p>Bibliographic references are in consistent MLA or APA format.</p>  | 0.5                | 1.5                | 2                    |

## Interactive Written Assignment (revision required)

KINGSBOROUGH COMMUNITY COLLEGE

Department of Sociology

Prof Siqi Tu, Writing Intensive Section

### SOC 31: Introduction to Sociology

In this assignment, you will incorporate three interactive sources of information to understand the neighborhood you grew up in. You will connect *objective* fact-based evidences to your *subjective* experiences of the neighborhood and gain a new sociological understanding of it.

Interactive website acquired:

1. Census Data and Mapping: <http://www.socialexplorer.com/ezproxy> (log in with your CUNY account via proxy and then create your own account on SocialExplorer).
2. Political Typology: <http://www.people-press.org/quiz/political-typology/group/6b966341>
3. NYT “Where Do You Fit In?”  
[http://www.nytimes.com/packages/html/national/20050515\\_CLASS\\_GRAPHIC/index\\_01.html](http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_01.html)

Components of your assignment:

1. Report the relevant statistics. i.e. your neighborhood’s income distribution, median home price, range of education, rate of certain race and ethnical group, poverty rate, crime rate, percent of certain occupation you are interested in (using social explorer to pick up those statistics that are relevant to your argument); your family position (using NYT interactive site); your political leaning (via pew research center quiz).
2. Explain the statistics and link it to your personal experiences. For example, describe your experiences of growing up in a certain neighborhood, to be more specific, the school quality in your own neighborhood, the neighbors, and facilities in your neighborhood, whether you feel safe around and why your family chooses to stay in that neighborhood. Also, if you have not yet covered your family while addressing your findings in NYT class section, you can talk more about your family, for example, parents’ occupation and whether the family position has influenced your education or work. The idea here is to link the individual experiences with the public issues.

3. Link the facts you find on the websites to your personal experiences and make an argument about what make who you are. Some examples are how class, or any other factors explains the challenges or advantages the community face, how your class position in the community related to your experiences there, in college, or at work (or not), how your background influences your political leaning (or not). You can also explain whether the data are different from what you perceived and what you think causes the differences.

**Audience:** Write for a general audience, i.e. your classmates, your parents, and friends.

**Role/Purpose:** Keep in mind that this is an essay after all. Do not use bullet point to report data. Instead, use the data and personal perceptions and observations to back up your argument. Let the logic flow and apply your sociological imagination. The above arguments are merely some suggestions. Tell your own story and come up with your own argument.

**Format:** Include all relevant information about your expectations concerning presentation

- a *typed* paper, 4-page, double-spaced, 12-point font, 1” margin
- Include necessary citations

**Revision Process:**

1. Submit a first draft at **week 7** and discuss your draft in-class and get a peer-reviewed grade from your classmates based on grading-rubric.
2. I will provide comments and suggestions for revisions.
3. Submit a revised draft and a *reflection statement* at the end of **week 10**. In the revision statement, you need to discuss the changes you made based on my comments or suggestions, or the reasons for not making changes.
4. \*\*\* Consulting with a Writing Fellow at Center for Academic Writing Success is strongly recommended. Include the session summary sheet with the Writing Fellow in your assignment submission should you visit CAWS.

**Grading:**

- This is 40% of your grade and will be graded on a 40-point scale.
- Late submission will result in a one-point deduction per day. If you do not submit a first draft, you will lose half of the points.
- I will not provide a tentative grade for the 1<sup>st</sup> draft. But you can do a self-assessment based on the grading rubrics below.

| Grading Rubrics   | Below expectations | Meets expectations | Exceeds expectations |
|---|--------------------|--------------------|----------------------|
| <p><b>Incorporation of the evidences (12 points):</b></p> <p>Do you incorporate all three sources? Do you report relevant statistics regarding your neighborhood using Social Explorer? Do you report your class position based on NYT website? Do you report your political leaning based on the pew research center quiz?</p> | 6                  | 9                  | 12                   |
| <p><b>Subjective description of your neighborhood (12 points):</b></p> <p>Do you describe your personal experience in the neighborhood? Is your description detailed? (e.g. school quality, safety, grocery stores, transportation, etc.)</p>   | 6                  | 9                  | 12                   |
| <p><b>Development of an Argument (12 points):</b></p> <p>Do you develop an argument based on your sociological observation of your neighborhood? Do you link it to your personal experience and the fact-based evidences?</p>   | 6                  | 9                  | 12                   |
| <p><b>Organization and writing (4 points):</b></p> <p>Do you have a topic sentence? Do you connect between paragraphs? Have you checked your grammar?</p>   | 2                  | 3                  | 4                    |

## Final Presentation Guidelines

### SOC 31: Introduction to Sociology

KINGSBOROUGH COMMUNITY COLLEGE

Department of Sociology

Prof Siqi Tu, Writing Intensive Section

Select a current social issue, and analyze it using sociological tools. Your topic could be anything from Stop and Frisk to police in public schools to domestic violence. You can find inspiration from your NY Times Writing Assignment. A **one-page proposal** outlining your topic is due at the end of Week 12. The final week of class will be dedicated to presentations. Your presentation could be a group work with up to four people or an individual project. Depending on the size of the class, your presentation could be anywhere from 5 to 15 minutes, followed by questions. Be prepared to teach us what you have learned!

Your presentation must contain the following:

- Reference to at least three readings from the course
- Reference to at least three articles relevant to your topic, at least one scholarly, which are *not* from the course.

Note: If you have an alternative idea for a final project, feel free to come see me. I am open to supporting something you would like to work on.

If you want to select an alternative final project, please propose something to me in writing (a paragraph should do) by Week 10. If I haven't heard from you by then, you'll have to do the standard presentation. Please make sure you read my comments on the proposal and adjust your presentation accordingly.

**Audience:** Present for a general audience, i.e. your classmates, your friends, and families.

**Role/Purpose:** You can be creative about the format of your presentation. What matters is you have a specific and manageable topic, demonstrate how you agree (or disagree) with existing **research** related to your topic, apply different sources to analyze the social issue with the sociological imagination. Presenting the issue is important, but remember to bring in the sociological theoretical angle for your analysis.

**Format:**

- For those presenting in class, please provide either a handout or a PowerPoint/Prezi presentation or a video
- For those students writing a paper, the page requirement will be 5-7 pages (excluding the bibliography), typed, double-spaced, with one-inch margins on all sides. Please submit a hard copy on the last day of class and upload a copy to Blackboard.

**Peer-review Process:** Please self-assess your work after presentation (or after you submit your writing) according to the rubrics below. For groups, you will also assess your group members' work using a team-work assessment sheet. I will assess it using the same criteria as well.

|  | Below expectations | Meets expectations | Exceeds expectations |
|--|--------------------|--------------------|----------------------|
| <p><b>Clarity of the research project (3 points):</b></p> <p>Student present a manageable research project and clearly define a specific social issue.</p>   | 1                  | 2                  | 3                    |
| <p><b>Supporting data (5 points):</b></p> <p>Points are supported by sociological data. Sources of data are indicated. Facts and theories presented by the authors are cited. At least three sources are from Professional Sociology Journals.</p> | 2                  | 3.5                | 5                    |
| <p><b>Integrating class material (5 points):</b></p> <p>Substantive and theoretical points from the course readings, lectures, and online class discussions are utilized (at least use three class materials).</p>                                 | 2                  | 3.5                | 5                    |
| <p><b>Organization and writing (3 points):</b></p> <p>Student presents a clear argument and writes at a university level.</p>  | 1                  | 2                  | 3                    |
| <p><b>Bibliography (2 points):</b></p> <p>Bibliographic references are in consistent MLA or APA format.</p>  | 0.5                | 1.5                | 2                    |

**Grading:**

- This is 20% of your grade, the proposal counts as 2 points, and the final project counts as 18 points.
- Late submission will result in a one-point deduction per day.

**Final Presentation Group Response Sheet<sup>1</sup>**  
**SOC 31: Introduction to Sociology**

1. Who were the members of your group?

2. Did you perform equal amounts of work?

3. What percentage did each group member contribute to this project?

4. On a scale of 1 to 10 (10 being the highest), rate each group member's performance of this project.

Name \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10

Name \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10

Name \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10

Name \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10

---

<sup>1</sup> Adapted with permission from Cheryl Hogue Smith.