Seeing Sociology v. 2 (Updated 2017)

Stephanie Medley-Rath

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SUGGESTED CITATION

When using resources from TRAILS, please include a clear and legible citation

Medley-Rath, Stephanie. 2017. "Seeing Sociology V. 2 (Updated 2017)". *TRAILS: Teaching Resources and Innovations Library for Sociology*, August. Washington DC: American Sociological Association. https://trails.asanet.org/article/view/seeing-sociology-v-2-updated-2017.

Abstract

This is an updated and revised version of Seeing Sociology (Medley-Rath 2013). In this update, I have revised the instructions so that they are better organized with greater clarification to increase ease of use by instructors and students. In this update, I have changed the assignment to a group project as opposed to an individual assignment and include an option for sharing the photos/captions with the class. The grading rubric has also undergone substantial revision and includes options for peer and self-assessment. The instructor's notes include more tips based on several years of using the previous version of the assignment and this revision. The assignment uses visual pedagogy and now includes a lengthy reference section of other examples of visual pedagogy in sociology and beyond the field.

Seeing Sociology v. 2 (Updated 2017) requires students to work in groups of four and make 20 photos with Tweetable captions illustrating concepts from the course. The assignment is suitable for Introduction to Sociology and Social Problems, but could also work in other sociology courses. Major goals of the assignment include getting students to see sociology in their everyday lives and to improve sociological communication and visual literacy among students.

Details

Subject Areas:	Introduction to Sociology/Social Problems
Resource Types:	Assignment
Class Levels:	Any Level
Class Sizes:	Any

Usage Notes

See attached Usage Notes

Learning Goals and Assessments

LEARNING GOALS

Goal 1: This assignment is designed to get students to pay closer attention to the world around them by having them make photographs and captions which demonstrate connections between sociology and the real world.

Goal 2: This assignment encourages students to communicate succinctly and visually.

ASSESSMENTS

Students will work in groups to create approximately 20 photos/captions illustrating sociological concepts.

Resource Files

DOCX
DOCX

TECHNIQUE: Seeing Sociology v. 2 (Updated 2017)

AS USED BY: Stephanie Medley-Rath, PhD
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COURSES: Introduction to Sociology (face-to-face)
Social Problems (face-to-face)
Any

TEACHING/LEARNING GOAL:
- Goal 1: This assignment is designed to get students to pay closer attention to the world around them by having them make photographs and captions which demonstrate connections between sociology and the real world.
- Goal 2: This assignment encourages students to communicate succinctly and visually.

TEACHING OBJECTIVES:
- Students will identify examples of a sociological concepts found in their daily life and record it visually (i.e., make photographs).
- Students will illustrate how their photograph is informed by sociology through a caption.
- Students will formulate a caption that is "tweetable," that is, short yet sociologically rich.

ANTICIPATED LEARNING OUTCOMES:
As a result of this assignment, students will be able to
- Identify sociological concepts using real world examples.
- Defend their selection of photograph and caption as sociological.
- Create a PowerPoint presentation using jpgs.
- Demonstrate the conventions of social media, in this case, Twitter.
- Demonstrate visual literacy skills.
- Develop concise communication skills by summarizing or paraphrasing sociological concepts.

NOTE ON REVISION:
I originally created this assignment as an individual assignment submitted in three parts. The original assignment has been revised and converted into a group project that is much more extensive. The original assignment's citation is:
Medley-Rath, Stephanie. 2013. "Seeing Sociology." Assignment published in *TRAILS: Teaching Resources and Innovations Library for Sociology*. Washington DC: American Sociological Association. (http://trails.asanet.org)
An instructor could still keep the individual assignment component from the 2013 submission, but update the instructional language from the 2017 document.

REFERENCES FOR VISUAL PEDAGOGY:

Bragg, Leicha A. and Cynthia Nicol. 2011. "Seeing Mathematics through a New Lens: Using Photos in the Mathematics Classroom." *Australian Mathematics Teacher* 67(3):3-9.

DeJean, William. 2008. "Picture This: Using Photography to Conceptualize Social Justice." *Multicultural Perspectives* 10(2):105-9.

Eisen, Daniel B. 2012. "Developing a Critical Lens: Using Photography to Teach Sociology and Create Critical Thinkers." *Teaching Sociology* 40(4):349-59.

Eshach, Haim. 2010. "Using Photographs to Probe Students' Understanding of Physical Concepts: The Case of Newton's 3rd Law." *Research in Science Education* 40(4):589-603.

Ewald, Wendy, Katherine Hyde and Lisa Lord. 2012. *Literacy & Justice through Photography: A Classroom Guide*. New York: Teachers College, Columbia University.

Grauerholz, Liz and Marc Settembrino. 2016. "Teaching Inequalities: Using Public Transportation and Visual Sociology to Make It Real." *Teaching Sociology* 44(3):200-11.

Haltom, Trenton M. "Presentation of #Selfie: Evoking Millennial Ideologies in the Sociological Classroom." Teaching/Learning Matters: ASA's Newsletter for the Section on Teaching and Learning in Sociology. Retrieved January 8, 2017 (https://teachingandlearningsociology.files.wordpress.com/2014/07/v44n3.pdf).

James, Alison and Stephen D. Brookfield. 2014. *Engaging Imagination: Helping Students Become Creative and Reflective Thinkers*. San Francisco, CA: Jossey-Bass.

Land, Susan M., Brian K. Smith, Sunghyun Park, Brian Beabout and KyoungNa Kim. 2009. "Supporting School-Home Connections through Photo Journaling: Capturing Everyday Experiences of Nutrition Concepts." *TechTrends* 53(6):61-65.

Marquez-Zenkov, Kristien and James A. Harmon. 2007. "See*ing* English in the City: Using Photography to Understand Students' Literacy Relationships." *English Journal* 96(6):24-30.

Patrick, Patricia and Tammy Patrick. 2010. "Picture This: Taking Human Impact Seriously." *Science Scope* 33(7):28-34.

Reid, Matt. 2016, "Photo (Visual) Essay of Social Problems" *TRAILS: Teaching Resources and Innovations Library for Sociology,* Washington DC: American Sociological Association. Retrieved December 6, 2016 (http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12976).

Sanders, Rickie. 2007. "Developing Geographers through Photography: Enlarging Concepts." *Journal of Geography in Higher Education* 31(1):181-95.

Sargent, Carey and Sarah M. Corse. 2013. "Picture My Gender(S): Using Interactive Media to Engage Students in Theories of Gender Construction." *Teaching Sociology* 41(3):242-56.

Whitley, Cameron T. 2013. "A Picture Is Worth a Thousand Words: Applying Image-Based Learning to Course Design." *Teaching Sociology* 41(2):188-98.

MATERIALS NEEDED:
Instructor:
- At least one digital camera and SD card that you can lend out to students (I have yet to loan mine out).
- Sample images to use in class to practice making sociological captions together.
- Articles as indicated under Procedure.

Students:
- Access to a digital camera (or camera phone). Have students bring their camera to class the day you assign the project.

ESTIMATED TIME:
- One class period to initially assign
- 5-15 minutes at 3-4 points during the semester so that students can touch base with their groups.
- 20-30 minutes during the last class meeting to show the class slideshow

PROCEDURE:

For the Instructor:
I assign this project during the third week of the semester as to not overwhelm students during the first week. The assignment is noted in the syllabus, mentioned during the first class meeting, and the instructions are available on Canvas at the start of the semester for students.

I reserve one class period (1 hour and 15 minutes) during the third week to go over the assignment.

The class period before assigning the project (and include on your syllabus) ask students to bring a camera (or camera phone) to the next class. It is not necessary for all students to have a camera with them.

I have highlighted those sections of the assignment that an instructor would need to personalize.

The instructor should determine the number of photos/captions each group is required to create. This depends on class size and number of groups. Because the instructor is compiling a slideshow to show at the end of the semester, it is important that all units covered in the class are covered by students in this project. For example, in a class of 31 students, I had eight groups of four or five students. I assigned each group two units and 20 photos/captions. In a larger class or with smaller groups, an instructor might be able to assign one unit and 10 photos/captions per groups.

I have used the assignment in Introduction to Sociology and Social Problems (both online and face-to-face). This assignment is easily adaptable to other sociology courses. I do not assign an additional research paper when I use this assignment in the lower level courses. I have not used the assignment in an upper level course or a

graduate level course. An instructor would need to determine if they need to make the assignment more rigorous to use in place of a research paper in an upper level course or adjust this assignment and the research assignment so that they are both manageable in an upper level course.

On the day the project is assigned:
1. Go over the instructions for the assignment (10-15 minutes).
2. Hold a discussion about privacy, consent, and power using photography (10-15 minutes). If the instructor is unfamiliar with these issues, they should review the following resources before this class meeting:
   - Rose, Gillian. 2012. "Ethics and Visual Research Methodologies." Pp. 328-344 in *Visual Methodologies: An Introduction to Researching with Visual Materials*. Los Angeles: Sage.
   - Price, Hayley. 2012. "Model and…Prop? Racial Representation in a Fashion Catalogue." Feb. 3. Retrieved January 8, 2017 (https://thesocietypages.org/socimages/2012/02/03/model-and-prop-racial-representation-in-a-fashion-catalogue/).
   - Sharp, Gwen. 2011. "More Exoticization of People and Places in Fashion." Nov. 14. Retrieved January 8, 2017 (https://thesocietypages.org/socimages/2011/11/14/more-exoticization-of-people-and-places-in-fashion/).
   - Wade, Lisa. 2017. "Travel, Privilege, and the Crush of the Tourist Gaze." May 5. Retrieved May 11, 2017 (https://thesocietypages.org/socimages/2017/05/05/travel-privilege-and-the-crush-of-the-tourist-gaze/).

   The instructor might consider assigning either the article from Price, Sharp, or Wade for students to read before class.
3. Students should also be assigned to groups on the day this project is discussed. Reserve 10-15 minutes for students to meet as a group and exchange contact information.
4. In advance, you should determine how many photos/captions students should submit. In a class with eight groups of 4-5 students in each group, I assigned each group to take photographs that illustrated twenty different sociological concepts from two of the course modules (otherwise all modules would not be assigned to a group). I assigned the modules to the groups and took care to make sure that groups had a module from the beginning of the course and one towards the end of the course. It would be unfair for one group to only have early or later modules.
5. Optional: Invite a campus photographer, instructor, or professional photographer to campus to give a 15-20 minute quick tips for taking photographs to help improve quality of photos.

For the final project:
Make sure to make the final due date at least one week prior to the last class meeting. The instructor will need time to compile student submissions into one large PowerPoint presentation for the last day of class. Therefore, students should submit their projects

electronically. I use my campus' learning management system. The instructor will need to do the following to set-up the slideshow:

1. Download all the submissions from your learning management system.
2. Copy and paste the slides into one PowerPoint presentation.
3. Delete or move any reference slides to the end of the slideshow (I delete these altogether for the purposes of the slideshow).
4. Add slide transitions (transitions tab). Make sure the slides will advance on their own. I find that eight seconds per slide is sufficient.
5. Review all photos with regard to privacy. I delete slides that indicate where students graduated from high school or show their mailing address or other information they may want to keep private. I error on the side of overly cautious on this point. You could edit the photo and blur out the information that might cause concern about privacy.
6. Quickly review captions for accuracy (you are not grading at this point yet). If a term is used incorrectly, I delete the slide so that students do not have incorrect information in front of them prior to taking the final exam the following week.
7. I play music during the slideshow. I created a "Seeing Sociology Soundtrack" in Youtube to play in the background: https://www.youtube.com/watch?v=I1wg1DNHbNU&list=PL6ptj2TvIrbjAbsuoOHwKy GGsLjeSJkQV. The length of this playlist is sufficient for 110 slides with eight seconds of viewing time for slides. Do not feel compelled to share all of your students' slides. It is better to keep the presentation closer to 20 minutes than to have every slide viewed in class.
8. I play the slideshow and music towards the end of the last regular class meeting. Reserve 20-25 minutes for this step.
9. Please note, that in larger classes, you will have more photos/captions than you can show in a reasonable timeframe during class. You could grade submissions first and only include the top projects in the slideshow. You could ask each group to submit what they consider to be their top 2-3 slides in a separate submission area for the slideshow.

For the Students:
See the assignment's instructions.

INTERPRETATION:
Most students get it. Some are really creative in the photograph they use and their captioning. I am always surprised by at least some of the submissions because they make sociologically connections to photographs that I would have overlooked.

Students like doing a project that involves less writing and something creative. Thus far, there have been no student complaints regarding the assignment.

Students appear to pay attention during the slideshow. I would highly recommend taking the time to do this step.

POSSIBLE PITFALLS:
Most students get the difference between *word* count and *character* count, but not all do. I tend to grade leniently on the first submission for this reason. I also do not count characters to make sure that captions are 140 characters or less. I eyeball it and only count those captions that appear to be noticeably over 140 characters (by copying and pasting the caption into Word and having Word do the character count).

Students may be tempted to just type a concept into Google and copy a photo from the Internet. The assignment explains they are not to do this and I remind students that I can search for their image if I am suspicious (Instructions: https://support.google.com/websearch/answer/1325808?hl=en). Most students do not do this. I have only encountered a handful of students out of several hundred who have copied a photo from the internet. Be sure to reiterate whether or not you will accept screenshots and under what conditions. Students may feel that they can just screenshot a photo and that is acceptable. I require all screenshots to be approved by me in advance.

In the past, I allowed students to use photographs they already had made. I no longer do this to make the assignment more challenging. A content analysis of student submissions found multiple photos of weddings, families, and graduations illustrating the concept of marriage, family, and achieved status. I want students to be more intentional about what they turn in and not just rely on what they already have.

You may have to provide additional tech support to the occasional student who takes a photo on her or his phone, yet does not know how to get the photo off their phone and onto a computer. The easiest solution is that they email the photo to themselves and then download the photo onto a computer. Having students work in groups should encourage the students to teach each other how to use this technology and reduce the need of you providing tech support.

The 2017 version of this assignment is a group assignment instead of an individual assignment. Normal pitfalls of group work apply here. Make sure you include peer grading as a component of their grade. I also encourage students to leave off the name of students who did not participate on the final project. Students should be able to produce emails, texts, or phone records demonstrating their participation if they feel they were left off the final project. Thus far, this has not been an issue.

ASSESSMENT EXAMPLES:
I do not do any additional assessment associated with this assignment beyond the assignment.

THUMBNAIL SOURCE:

Katie. 2011. "Smena Symbol." Sept. 17. Retrieved May 11, 2017
        (https://www.flickr.com/photos/invisible_helicopter/6159298940/in/photolist-
        aoh1Zj-yPeTB-9HcafD-7jczq7-reBRrr-agjsLi-7LEvMZ-mN2qzt-daUjZQ-gD5o8k-

7aoYRm-bPdk6a-3CKwq7-9rFW4M-8qq95e-88JM38-b88P-6cKfw9-qatmKC-8x9Srr-6J9cYc-8bWDTS-4FK1Zm-8qtkFq-4evuyX-bugRmc-4MADzH-rMfJHJ-dJ51GX-bw7ofq-iz47pj-5hphMR-uxqF6-sTVQW-8ojLzd-et89Eo-onX92X-cXvUjb-6WNSt-aeeK1Y-aZTTgk-dywUDe-bCAVsy-7aoWHJ-qrRf92-7Ft9gx-mN4pBm-9fVYxT-fd1juR-q3yWNk).

Seeing Sociology

A Guide for Students Enrolled in Introduction to Sociology

Dr. Stephanie Medley-Rath

5/11/2017

SUMMARY

For this assignment, you will create a visual-based PowerPoint presentation. Within a group, you will take photographs that illustrate ten different sociological concepts from one of the course modules. For each photo, you will include a sociologically-rich and tweetable description of the photo. Your slideshows will be shared with the class at the end of the semester. This guide provides you all the details of the assignment, answers to frequently asked questions, and examples of the assignment.

Learning Outcomes:

At the completion of this assignment students should be able to:

- Identify sociological concepts using real world examples.
- Defend their selection of photograph and caption as sociological.
- Create a PowerPoint presentation using jpgs.
- Demonstrate the conventions of social media, in this case, Twitter.
- Demonstrate visual literacy skills.
- Develop concise communication skills by summarizing or paraphrasing sociological concepts.
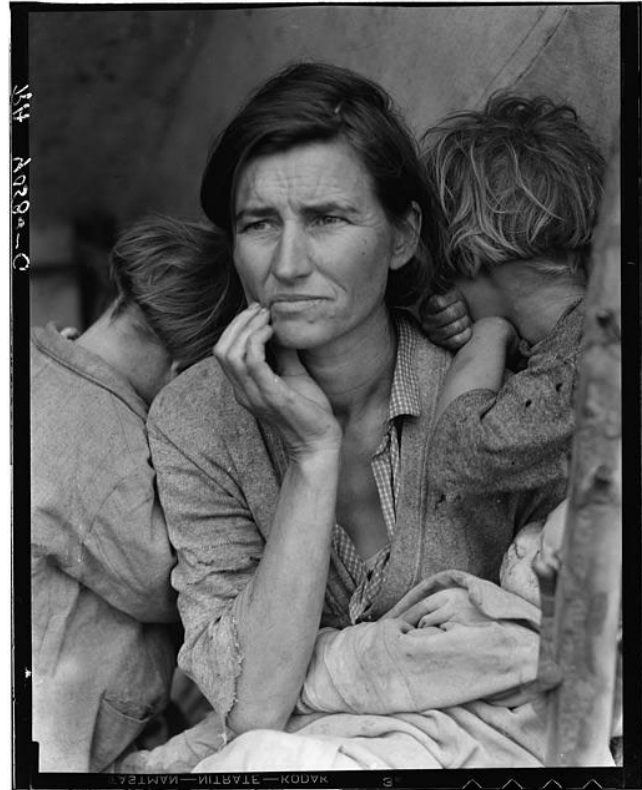
Why tweets?

Twitter has 313 million monthly users and the service allows users to share something with the world in 140 characters or less.[1] The point is to share information concisely. The challenge is to communicate as much detail as necessary in this limited amount of space. Our attention is increasingly fragmented and pulled in a variety of directions. If we want to communicate to others and get their attention, we have to be quick and to the point. Following the conventions of Twitter, gives us practice doing this.

Why photographs?

Sociology is all around us and photographs are an excellent way to communicate (sociological) information. For example, take a look at the photo above.[2]

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[1] Twitter. 2016. "It's What's Happening?" June 13. Retrieved Jan. 8, 2017 (https://about.twitter.com/company).

[2] Lange, Dorthea. 1936. *Destitute pea pickers in California. Mother of seven children. Age thirty-two. Nipomo, California*. Library of Congress. Retrieved Aug. 2, 2012 (http://www.loc.gov/pictures/resource/fsa.8b29516/).

This photo of Florence Thompson, a migrant farm worker with her children during the Great Depression was taken by Dorthea Lange in 1936. The woman in the photo was 32-years-old and a mother of seven children. This photo communicates poverty, desperation, motherhood, family, how childhood has changed, aging, and so on. To this day, people are still moved emotionally by this photo.

1. **The Captions:**

   1.1 What is a sociologically-rich caption?

   Your tweetable-caption should include direct references to sociological concepts. Use your course materials (i.e., readings, lectures, audio recordings, Canvas links) to help you identify the specific concept or concepts your image portrays. Be specific. Make sure it is clear to me and your audience what concept is being illustrated in your caption. Your caption will be graded for the following content:
      a. Image/Caption: Does your caption and image reflect each other?
      b. Sociological communication: Is it clear what sociological concepts are being addressed by the image/caption?
      c. Accuracy: Are sociological concepts are always used accurately?
      d. Sociological knowledge: Does the caption reflect in-depth sociological knowledge?

   1.2 Why 140 characters?

   This is a limitation of Twitter and a challenge for you. Keep in mind that your limit is 140 *characters*, not 140 *words*. Characters include letters, spaces, and punctuation. An example:

   This sentence includes 37 characters.

   How to determine how many characters you have used:

      1. Type your caption in Microsoft Word.
      2. Highlight your caption.
      3. Go to the Review tab in Microsoft word.
      4. Click Word Count.
      5. Review the fourth item on the list: characters (with spaces). This tells you how many characters you have used. If the number is 140 or less, you are good. If the number is 141 or higher, you need to cut something out of your caption.
      6. Copy (CTRL+C) and paste (CTRL+V) your caption into you PowerPoint slideshow.

   To do this assignment well, you should write out everything you could possibly say about your image that is sociological. Then, edit. And edit some more. Keep only those words that matter. You only have 140 characters to work with.

1.3 Can I write a one-word caption?

Yes, but I wouldn't recommend it. Succinctly make your point, yet make sure your description is sociologically-rich. Tell me as much as you can in as few characters as possible.

1.4 Can I use texting language, emoticons, or emoji?

Yes, you can use language such as LOL or ☺.

1.5 Do I need a Twitter account?

No. If you already have a Twitter account, feel free to share your photos with your classmates via Twitter *in addition to turning your assignment as stipulated in this guide*. If you share your images on Twitter, include the hashtag #seesoc so the rest of us can find it. You can also tag me @learnsociology (https://twitter.com/#!/learnsociology) in your tweet and I will retweet it via my feed.

2. <u>**The Photographs:**</u>

2.1 Can I use a photo I didn't actually take?

No. You may only use a photograph that you or a member of your group has taken.

2.2 Can I use an older photo?

No. You must take photographs specifically for this assignment. I can view the metadata on the photo to determine when a photograph was taken.

2.3 Can I use a screen capture?

Maybe. Are you taking a screen capture of a text messaging conversation you find relevant to this assignment? Then, yes. Are you taking a screen capture of an image? No. You need to take your own photo. Are you taking a screen capture of an image along with some surrounding context (i.e., news headlines)? Then, maybe. All screen captures need to be cleared with me before submitting them for a grade.

2.4 Are there any images that are off-limits?

Yes. Refrain from using photographs of nudity, pornography, or obscenity. If you went to a strip club and found the experience illustrates the concept of gender inequality, then take a photo of the sign over the strip club. Be creative, but no photos of people actually stripping.

If you share photos that implicate yourself or others in illegal activity, then I may have to report you. If you share photos where others have been at risk of being or actually being harmed, then appropriate authorities will be notified.

Do not put yourself in danger to take your photograph (e.g., no photographs made while driving).

Make sure to protect your own and other's privacy in your photographs (e.g., blur out the name of your high school if that is part of your photograph).

2.5 Do I need permission to take someone's photo?

Legally, if you are in public, then you usually do not need the person's permission to take their photo. However, for this assignment, you should ask permission and explain to the person that this photograph will be shared in class. You should not share this photo on Twitter unless you have also asked for permission to do so. Be smart, however. Do not put yourself in danger to take a photo for this class and be respectful of other's right to privacy.

2.6 Are there any ethical issues to consider?

Yes. Be sure to not use people—especially people that you have power over—as props in your photographs.[3] You may have gender, racial, age, social class or another type of power or privilege over others. Be careful not to exploit this power.

2.7 What if I don't have a camera?

You can use a film camera, a disposable camera, or a camera phone to take your photos. Contact me (smedleyr@iuk.edu) as soon as possible to make other arrangements if you do not have access to a camera.

3. **The PowerPoint Presentation:**

   ### 3.1 How do I add a photo to a PowerPoint presentation and create a slideshow?

   a. Use the "insert a photo album" feature in PowerPoint (instructions: https://support.office.com/en-us/article/Put-your-photos-into-PowerPoint-fdf2070b-bde8-4845-9acc-b52357afc1c0)
   b. A couple of notes, make sure you change "Album Layout" to 1 picture and check the box under "Picture Options" to include captions. After your album is created, you will edit your captions in include your tweetable captions.
   c. Do not use any animation on your slides.

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[3] See for examples https://thesocietypages.org/socimages/2012/02/03/model-and-prop-racial-representation-in-a-fashion-catalogue/ and https://thesocietypages.org/socimages/2011/11/14/more-exoticization-of-people-and-places-in-fashion/

3.2 How should the slides be formatted?

a. Your captions need to be at least 28 pt. font in Arial.
b. Your titles should be at least 32 pt. font in Arial. Your title should be 1-2 words that identify the main sociological concept illustrated by your caption/photo.

3.3 Do I need a reference page?

Yes. Your reference page should include two types of information:
a. First, each photo must be referenced with photograph details. Give each photo a title and then include who took the photo, the approximate date the photo was made, and the location where the photo was taken.
b. Second, include any references to any sources used in your captions. You should follow ASA format (https://owl.english.purdue.edu/owl/resource/583/1/) or APA format (http://owl.english.purdue.edu/owl/resource/560/01/) in your reference section

3.4 How many slides do we need?

Your slideshow should be at least 12 slides. Your first slide will be your title slide where you will include the name of each member of your group you participated in the completion of the project. Then, you will have one slide for each of your ten concepts. Your last slide(s) will be your references.

4. Due Dates and Grading (40 percent of final grade):

4.1 Step 1 (10 points of Seeing Sociology grade) [Feb. 15]

Your group will turn in two photos and captions using PowerPoint. This submission will be graded as complete/incomplete. Your group is expected to make any revisions suggested by me and resubmit these photos/captions with the final project.

4.2 Step 2 (70 points of Seeing Sociology grade) [Apr. 19]

Next, your group will turn in the complete project, which includes a title slide, 10 photos/captions, and reference slide(s). It is expected that your group made revisions from Step 1 in Step 2.

4.3 Step 3 a & b (15 points of Seeing Sociology grade) [Apr. 26]

Each member of the group will submit a peer and self-evaluation, which will figure into your individual grade on the project (see Appendix B and C). Your submission of the peer and self-evaluation form will be graded as complete/incomplete (5 points of Seeing Sociology grade) (Step 3a). Ten points of your Seeing Sociology grade will be based on this evaluation (Step 3b).

4.4 Step 4 <mark>(5 points of Seeing Sociology grade) [Apr. 26]</mark>

I will compile all submissions into a slideshow to share with the class during our last regular class meeting. I will exclude photos/captions that use terms incorrectly or that raise privacy concerns (e.g., the photo shows your home address). You are expected to attend the whole slideshow on <mark>April 26.</mark> Only absences due to extenuating circumstances approved by me will be excused. Attendance this day will be part of your Seeing Sociology grade and graded as complete/incomplete.

4.5 Where will I turn in my Seeing Sociology assignments?

Seeing Sociology will only be accepted and graded through <mark>Canvas.</mark>

4.6 Is there a grading rubric?

You will find the grading rubric on the last page of this document (Appendix B).

4.7 Can I turn my assignment in late?

No. I will not accept any assignments late under any circumstances. Don't ask.

5. **Examples:**

5.1 Example 1

What goes in a trashcan is common sense, yet their labels imply we need to be socialized regarding environmentally-friendly norms. #seesoc @learnsociology

5.2 Example 2

Though American culture emphasizes a two-gender system, some cultures recognize a 3rd gender, like berdaches by Native Americans. #seesoc @learnsociology

Appendix A. Peer Assessment

I use the Peer Assessment form from Baker, Diane F. 2008. "Peer Assessment in Small Groups: A Comparison of Methods." *Journal of Management Education* 32(2): 183-209 (Appendix B).

Appendix B. Self-Evaluation.

On a separate sheet of paper type your answers to the following questions and upload to <mark>Canvas</mark> assignments. Keep your self-assessment under one page and number your answers.

1. Please describe what your contribution was to your group's Seeing Sociology project.

2. Discuss your contribution to the project on the following points (1) preparation, (2) participation and communication, (3) helping the group excel, and (4) being a team player.

3. Is there anything I should know about the project or your group?

Appendix C. Grading Rubric for Step 1 and Step 2

	Excellent	**Satisfactory**	**Weak in one or more areas**	**Fails in one or more areas**
Image/Caption	The image/caption always accurately reflects the module, reflect each other, and are original. Any screen captures were approved by the instructor. Photos were taken since the start of the semester.	The image/caption mostly somewhat reflects the module, somewhat reflects each other, and are original. Any screen captures were approved by the instructor. Photos were taken since the start of the semester.	The image/caption sometimes somewhat reflects the module or somewhat reflects each other, but is unoriginal. Photos were taken by others or screen captures were used without instructor approval. Some photos were taken prior the start of the semester.	The image/caption usually do not reflect the module or each other. Photos were taken by others or screen captures were used without instructor approval. Some photos were taken prior the start of the semester.
Sociological Communication	It is always clear what sociological concepts are being addressed by the image/caption.	It is sometimes clear what sociological concepts are being addressed by the image/caption.	It is mostly unclear what sociological concepts are being addressed by the image/caption.	It always unclear what sociological concepts are being addressed by the image/caption.
Accuracy	All sociological concepts are always used accurately.	Some of the sociological concepts are used accurately or all of the concepts are used semi-accurately.	Some of the sociological concepts are used either accurately or inaccurately and some are used inaccurately.	Sociological concepts are usually used inaccurately.
Sociological Knowledge	Each caption reflects in-depth sociological knowledge.	Most captions reflect in-depth sociological knowledge.	Some captions reflect in-depth sociological knowledge.	Most captions reflect superficial sociological knowledge—if at all.
References	Each photo/caption has an entry in the reference section. Each reference includes a title for the photo, who took the photo, approximate date the photo was taken, and the location where the photo was taken. Any additional references were in APA or ASA format.	Each photo/caption has an entry in the reference section. However, entries were missing details (e.g., a title for the photo, who took the photo, approximate date the photo was taken, and the location where the photo was taken) or any additional references were not in APA or ASA format.	Each photo/caption has an entry in the reference section. However, entries were missing details (e.g., a title for the photo, who took the photo, approximate date the photo was taken, and the location where the photo was taken) and any additional references	Photo references were missing. APA or ASA format may or may not have been followed.

			were not in APA or ASA format.	
Organization	All of the slides did conform to all of the following elements: title indicating which module the image/caption came from, the caption is in 28 pt. font/Arial, the title is in 32pt. font/Arial, and a consistent layout was used throughout the slideshow.	Some slides did not conform to one or two of the following elements: title indicating which module the image/caption came from, the caption is in 28 pt. font/Arial, the title is in 32pt. font/Arial, and a consistent layout was used throughout the slideshow.	Most slides did not conform to one or two of the following elements: title indicating which module the image/caption came from, the caption is in 28 pt. font/Arial, the title is in 32pt. font/Arial, and a consistent layout was used throughout the slideshow.	All of the slides did not conform most of the following elements: title indicating which module the image/caption came from, the caption is in 28 pt. font/Arial, the title is in 32pt. font/Arial, and a consistent layout was used throughout the slideshow.
Caption Mechanics	The caption is 140 characters (not words) or less. There are no spelling or grammatical errors unless intentional to conform to mechanics of online writing.	The caption is more than 140 characters (not words) or there are minimal spelling or grammatical errors unless intentional to conform to mechanics of online writing.	The caption is more than 140 characters (not words) and there are minimal spelling or grammatical errors unless intentional to conform to mechanics of online writing.	The caption is more than 140 characters (not words) and there are numerous spelling or grammatical errors unless intentional to conform to mechanics of online writing.
Revisions (Step 2 only)	Step 2 incorporates all instructor feedback from Step 1.	Step 2 incorporates most instructor feedback from Step 1.	Step 2 incorporates some instructor feedback from Step 1.	Step 2 incorporates no instructor feedback from Step 1.
Title Slide	Title slide is included and identifies the module and **only** the names of participating students.		Title slide does not contain complete information.	Title slide is missing.

The Seeing Sociology Guide provides a general plan for the assignment; instructor deviations may be necessary.