

#GetEngaged: Assignment for First Year Students

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SUGGESTED CITATION

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<https://trails.asanet.org/article/view/getengaged-assignment-for-first-year-students>.

Abstract

We assign #GetEngaged in Introductory Sociology to increase student engagement with campus and to help achieve institutional goals related to student retention. We select campus and community events for students to attend or participate in to get them more connected to their campus, community, or both. Students prepare an artifact that includes photographic evidence of their participation/attendance and write a narrative (either a 25-50 word caption or a longer essay) connecting what they are learning in our courses with the event. This assignment includes short and long assignment options reflecting the multiple ways in which the assignment could be adapted to meet your students' needs.

Details

Subject Areas: Introduction to Sociology/Social Problems

Resource Types: Assignment

Class Levels: Any Level

Class Sizes: Any

Usage Notes

We both use the assignment differently. As such, we have included both a long version that Oslawski-Lopez uses and a short version that Medley-Rath uses.

We assign the project during the first or second week of the semester so that students can choose events at their convenience over the semester.

Some semesters, there is a campus event that we really want to encourage students to attend (i.e., a guest speaker or an event planned by the Sociology department). When this is the case, we tend to cancel one class during the week of the suggested event to make up for asking students to give up a chunk of their time outside of the course. Further, we provide alternative options to students who are still unable to attend the event (e.g., a TED talk from the same speaker, an alternative campus event, or an alternative community event). Likewise, if an instructor or a department is organizing an event then attendance or even volunteering at the event can be encouraged using this assignment.

Learning Goals and Assessments

LEARNING GOALS

Goal 1: This assignment is designed to get first-year students involved in their campus and broader community.

Goal 2: This assignment encourages students to apply sociological concepts and ideas to the real world.

ASSESSMENTS

As a result of this assignment, students will be able to demonstrate civic engagement through participation in campus and community events.

As a result of this assignment, students will be able to apply sociological ideas or concepts to everyday life.

Resource Files

DOCX

DOCX

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TECHNIQUE

#GetEngaged: Assignment for First Year Students

AS USED BY

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COURSES

Any – written specifically for use in Introductory Sociology

ABSTRACT

Research shows that “out-of-class learning opportunities” (OOCLO) like participating in research, intern or externships, service learning, volunteer work, field trips, campus events like presentations or lectures, and campus clubs can support student learning, better prepare students for life after college, and help with recruitment and retention (Mckinney et al. 2004: 43). Further, OOCLO like calling “elected officials about a course-related issue” (Ghoshal 2019: 51) or providing research services to not-for-profits (Wollschleger 2019) can be enjoyable, increase course engagement, and bolster confidence for future engagement or work. Of course, OOCLO have time costs for both faculty, who often locate or organize experiences, and students, who fit OOLCO into their already busy schedules. Despite these and other concerns, faculty can support OOLCO by tying experiences into course requirements or offering students extra credit for their participation (Mckinney et al. 2004).

Following the findings of past research, we developed and assign a #GetEngaged assignment in Introductory Sociology to increase student engagement with campus and to help achieve institutional goals related to student retention. This assignment also encourages students to apply sociological concepts and ideas to the real world. We select campus and community events for students to attend or participate in to get them more connected to their campus, community, or both. Students prepare an artifact that includes photographic evidence of their participation/attendance and write a narrative (either a 25-50 word caption or a longer essay) connecting what they are learning in our courses with the event. This assignment includes short and long assignment options reflecting the multiple ways in which the assignment could be adapted to meet your students’ needs.

TEACHING/LEARNING GOAL

- Goal 1: This assignment is designed to get first-year students involved in their campus and broader community.
- Goal 2: This assignment encourages students to apply sociological concepts and ideas to the real world.

TEACHING OBJECTIVES

- Students attend or participate in an activity or event on their campus or in their broader community, thus pushing students towards increasing their ties to their campus, community, or both.
- Students take photos of the event or selfies while at the event, serving as evidence that they participated in the activity or event they said they did.
- Students prepare a reflection that connects sociological ideas and concepts with the event or activity in which they participated.

ANTICIPATED LEARNING OUTCOMES

As a result of this assignment, students will be able to

1. Demonstrate civic engagement through participation in campus and community events.
2. Apply sociological ideas or concepts to everyday life.

If the online discussion forum is incorporated:

1. Gain experience using an online discussion forum.
2. Discuss and evaluate their peer's work through participation in an online discussion forum.

If the visual component is included:

3. Practice working with jpgs for educational purposes.

RELATED TRAILS RESOURCES

Medley-Rath, Stephanie. 2017. "Seeing Sociology v. 2 (Updated 2017)." *TRAILS: Teaching Resources and Innovations Library for Sociology*. Washington DC: American Sociological Association. (<http://trails.asanet.org>)

Reid, Matt. 2016. "Photo (Visual) Essay of Social Problems." *TRAILS: Teaching Resources and Innovations Library for Sociology*. Washington DC: American Sociological Association. (<http://trails.asanet.org>)

MATERIALS NEEDED

Students need access to a digital camera or camera phone.

ESTIMATED TIME

20-30 minutes to go over the assignment in class. Students will complete the assignment outside of class.

PROCEDURE

We both use the assignment differently. As such, we have included both a long version that Oslawski-Lopez uses and a short version that Medley-Rath uses.

We assign the project during the first or second week of the semester so that students can choose events at their convenience over the semester.

Some semesters, there is a campus event that we really want to encourage students to attend (i.e., a guest speaker or an event planned by the Sociology department). When this is the case, we tend to cancel one class during the week of the suggested event to make up for asking students to give up a chunk of their time outside of the course. Further, we provide alternative options to students who are still unable to attend the event (e.g., a TED talk from the same speaker, an alternative campus event, or an alternative community event). Likewise, if an instructor or a department is organizing an event then attendance or even volunteering at the event can be encouraged using this assignment.

POSSIBLE PITFALLS

Student-Identified Events

Medley-Rath allowed students to identify events or activities in addition to those listed in the assignment instructions. Tread carefully. I initially used the assignment with a “social justice” focus. One student asked if they could write about their attendance at their church when an anti-Islamic speaker spoke, counter protestors were present, and there was a confrontation between one of the protestors and a local school board member who was attending as a member of the church. I carefully explained that this did not quite fit the goals of the assignment, but said they could use the event for their submission, especially if they focused on the whole event and not just on the speaker. The student ultimately chose other activities for the assignment.

Oslawski-Lopez assigned some “mandatory” events, only offering alternatives to students who are unable to attend due to school, athletics, family, or work conflicts, and other “choice” events. Some students prefer that the instructor choose appropriate events, even if they are “mandatory,” while others enjoy having choice in how they spend their time and complete the assignment. I find that starting the semester with the “mandatory” event helps students understand the assignment. Ending the semester with the “choice” event(s) allows students more creative freedom. That said, it is worth noting that some students will be unhappy when you assign events, and others will be unhappy if you don’t.

The Busy Lives of Students

Students may not be able to attend events or activities outside of class meetings due to conflicts with other courses, athletic commitments, work, family, or other reasons. Instructors should include options that have enough flexibility to accommodate busy student schedules. For example, an instructor might cancel one class meeting so that students can use the course time to attend a campus or community activity. Or, instructors might allow students who are unable to attend campus or community events the option of completing an online learning module as a way to “#GetEngaged.” For example, Indiana University has online modules through advising about choosing a major, careers, and so on that we can add to our learning management system. Another option for very busy students might be viewing a relevant TED Talk or documentary. Incorporating these kinds of activities that can be completed from home in one’s own

time as options gives students flexibility, yet still gets first year students to engage with campus activities that should increase the likelihood of retention.

Photo Problems

Some students may be opposed to having their photo taken. Instructors should provide students with a reasonable alternative, such as taking a photo of the event and providing a copy of the event's program as proof of attendance. If your campus has sign-in sheets at campus events, this could be used as proof of attendance.

Sometimes, students forget to take photos at the event. For the long-version of the assignment (Oslawski-Lopez), the photo is more critical than for the short-version of the assignment (Medley-Rath). Remind students about taking the photo and be prepared with alternatives or to be flexible when students honestly forget to take the photo.

Word Count

Medley-Rath consistently has students with questions about the word count. Students get confused if they need 400-600 words for each photo/activity or 400-600 words total. In the longer version used by Oslawski-Lopez, students tend to write too many words (more than 25 – 50) for their captions. Be prepared to repeat the word count requirement. Providing an example of a student submission will help address this student question.

The Events

Medley-Rath and Oslawski-Lopez get a lot of questions from students about whether an event will count. By far, most students are asking about campus-level events that they stumble upon, attend for other reasons, or have attended in the past, retroactively asking if the activity counts. Faculty could put the question back on the student - "Can you connect the event back to a topic we've discussed in class?" Sometimes the title of topic or the event will provide enough cues for the instructor to suggest that the student think about issues related to culture, inequality, race, gender, etc. However, if the student is unable to link the event to a course topic, it's best they attend an event with the #GetEngaged requirements in mind.

We also select events that we really want students to attend and list them together in a single pot of choices. This way, we get students to events sponsored by the sociology department or our faculty and still give students options and flexibility.

ASSESSMENT OPTIONS

1. In an online discussion, students post their photo along with a short caption (25 – 50 words) that (1) describes the event and photo and (2) connects their participation to something they learned in the course. Students also comment on at least two of their classmate's submissions (long-version/Oslawski-Lopez).
2. Students submit a short (400-600 word) reflection with their photos that (1) reflects on the activity and (2) connects their participation to something they learned in the course (short-version/Medley-Rath).

REFERENCES

Ghoshal, Raj. 2019. "Call Your Representatives: Connecting Classroom Learning to Real-World Policy Action." *Teaching Sociology* 47(1):51–58.

Mckinney, Kathleen, Karey Vacca, Maria A. Medvedeva, and Janice Malak. 2004. "Beyond the Classroom: An Exploratory Study of Out-Of-Class Learning in Sociology." *Teaching Sociology* 32(1):43–60.

Wollschleger, Jason. 2019. "Making It Count: Using Real-World Projects for Course Assignments." *Teaching Sociology* 47(4):314–24.

Thumbnail Source:

MacEntee, Sean. 2010. "graduation." Oct. 8. Retrieved Dec. 10, 2019 (<https://www.flickr.com/photos/18090920@N07/5061210124>).

#GetEngaged Short Version

LEARNING OBJECTIVES

Students will be able to

1. Demonstrate civic engagement through participation in campus and community events.
2. Apply sociological ideas or concepts to everyday life.
3. Practice working with jpps for educational purposes.

Instructions

Throughout the semester, you are to “Get Engaged” with campus life. You will complete **two** Get Engaged activities this semester (one from each group). You will take a selfie of yourself at the activity or doing the activity – something that proves you were there. You will insert your selfie into a Word document. Then, write 300-500 words reflecting on each activity (and also proving to me that you were there and completed the entire activity) AND connecting your participation to something you learned in this course (600-1,000 words total). This assignment is worth 15 percent of your final grade.

[NOTE: I identify and describe the types of events and activities that students could choose below. Instructors should adapt the choices to what is available on their campus and community.]

Group 1 Choices

For the Group 1 Choices, I choose campus activities that our department wants to have high attendance and provide online modules as alternatives for students unable to attend one of the in-person options.

1. In-person option: Hunger Banquet. Our sociology department sponsors the Hunger Banquet as a common first-year experience. Be sure to include, date, time, and location.
2. In-person option: Girl Scout Space Science Volunteer. Medley-Rath organizes this event and needs upwards of 30 volunteers to make the event run smoothly. Be sure to include, date, time, and location.
3. Online options: Indiana University has created several online “Career EDGE” modules that can be embedded in a Canvas course. I selected two that were most relevant to first-year students about Parallel Planning and You and Your Options (available: <https://expand.iu.edu/browse/ocss/courses/career-edge-self-service>).

Group 2 Choices

For Group 2 Choices, students have a wide range of activities to choose from. I include on-campus choices, but also choices in the broader community. My preference is for students to attend an on-campus activity, but IU Kokomo is a commuter campus so I

want students to have the option to be able to participate in their own community. I only provide examples from our community, but remind students that they could attend the same types of activities in their town.

Attend any event at IUK listed at one of these links:

1. Student Life Events: <https://iuklife.iuk.edu/events>
2. Career Services Events: <http://www.iuk.edu/career-services/>
3. KEY trip / activity: <https://expand.iu.edu/browse/key>
4. IUK Sociology Club Events: <https://iuklife.iuk.edu/organization/sociology>

Get involved with your local community:

5. Kokomo City Council meetings: <http://www.cityofkokomo.org/calendar.php> (or attend in your own community)
6. Kokomo School Board meetings: https://www.kokomoschools.com/kokomo_school_board/future_meetings/ (or attend in your own community)
7. Participate in a fundraising event for a local nonprofit (e.g., CASA of Howard County)

Grading Rubric

Criteria	Ratings					Points
Group 1 choice – Proof	Complete 10			Incomplete 0		10
Group 1 choice – Reflection	Excellent 10	Good 8	Fair 6	Poor 4	No Marks 0	10
Group 1 – Connection to Sociology	Excellent 10	Good 8	Fair 6	Poor 4	No Marks 0	10
Group 2 choice – Proof	Complete 10			Incomplete 0		10
Group 2 choice – Reflection	Excellent 10	Good 8	Fair 6	Poor 4	No Marks 0	10
Group 2 – Connection to Sociology	Excellent 10	Good 8	Fair 6	Poor 4	No Marks 0	10
Format: typed, double-spaced, Arial or Times New Roman 12 pt. font, page numbers.	Excellent 10	Good 8	Fair 6	Poor 4	No Marks 0	10
Format: 600-1,000 words	Excellent 10	Good 8	Fair 6	Poor 4	No Marks 0	10
Total Points						80

Example 1 (Emily Conyers)



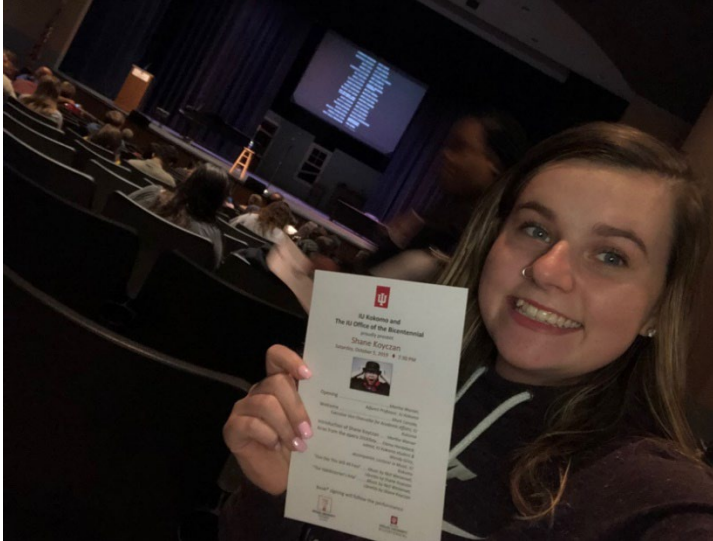
Get Engaged Activity #1

Hunger Banquet

When entering the room, the banquet was held in, I was handed a card that instructed me what social class I was assigned to as well as a code to text to find out more about my character. My character was from El Salvador and I was a bean farmer. I sold my crop to a wealthy man for a low price and did not have much to show for myself. I sat at a diverse table with other students who's character was middle class, high class, as well as lower class like me. Immediately I noticed that two students had salads and tea while the rest of us had water. I assumed that these people were assigned high class and I was correct. The higher-class characters got to eat a well-balanced meal of salad, pasta, breadstick, as well as tea. Middle class got a plate of

rice topped with bean with most people turned their noses up at. I (lower class) received a very small bowl of rice. Once I received my food my group was instructed that (if we were comfortable) to fold our chairs up and sit on the floor to eat our meal without utensils. While high class enjoyed their meal and enjoyed table conversation with middle class, low class sat on the ground away from everyone else. The experience was almost humiliating, but I appreciated it more than I expected to. I realized that low class was much lower than I expected and high class was interpreted as pasta and salad. While some people around us may consider ourselves middle or low class, pasta seems like a normal meal. This event really opened my eyes to the very broad spectrum of wealth and social class.

In our sociology class we have often brought up the topics of social class, poverty and wealth. This banquet really put into perspective the level of poverty in the world, in our own country too. Poverty is everywhere, it is around us, it is far away, it is everywhere. This event really opened my eyes to what sociology really is. It is making a difference, it is being aware, it is as simple as the lives people live around us. Honestly I think that this event really got me more interested in the subject of sociology as a whole and made me realize that you don't have to be a nurse or a police officer or a brain surgeon to impact the lives around you and be great, you can simply be informed and aware. Being homeless or without food or shelter is no longer a private trouble it is a public issue. There is plenty of food grown and harvested on this earth to feed every hunger person, yet every person is not fed. There are so many public issues that go completely unnoticed by so many people and its time to step up for a change. It is time to be heard and it is time to make people aware.



Get Engaged Activity #2

Shane Koyczan

Saturday evening Shane performed here at our very own, Indiana University Kokomo. His performance was considered to be spoken word poetry, this is pretty much free verse poetry he has written and is reading aloud and performing for an audience. Shane's performance was honestly amazing. Shane talked a lot about his upbringing as a lower-class child and the inspiration people in his life like his grandma. Shane talked about how low he had gotten in his life, yet he always seemed to find a way to make things comedic between pieces and we all laughed together as if we could somehow relate to his very dark and odd childhood sense of humor. Shane made himself open to us by sharing the deepest of feelings he has poured out onto a pad of paper and wrote frantically while his mind raced. Shane talked about first love, bullying, self-love, and

support. One of my favorite things about the overall experience was, written on the program was a small disclaimer at the bottom that read something like, “due to the intensity of Shane’s performance, if you find yourself emotional or in need of a moment to take everything in, you can go to havens room across from the bathrooms.” I will honestly agree that this disclaimer reined true to the intensity and beauty of Shane’s overall performance.

In sociology many ideas and concepts overlap such as social class, wealth, and overall happiness. These all go hand-in-hand, right? Maybe not so much, or so I have learned. Sociology is so simple, look at what is happening around you and there’s your answer. Shane took on the idea of bullying and turned it into his own experience in his social world. Shane delves into the sadness and the pain of bullying as a child in the lower class. He was bullied for what he wore and how he acted and his weight. It was hard to cope with, but Shane turned things around. Shane was very honest with himself and realized it doesn’t take being rich to be happy. Shane had his dreams a reality and didn’t conform to people’s standards for him. Shane was deviant, when his teachers said you can be anything... except a writer, Shane wrote. Shane is living and breathing proof that you can exist in this world and you can be something in this world without following social norms and letting your social class define the rest of your life. Overall, Shane really impacted the way I looked at people around me as well as myself. You don’t have to let your situations in life define you, it may be hard, but it’s possible.

Example 2 (Hannah Harrell)

Get Engaged Activity

Group 1 Choice: Girl Scout Space Science Volunteer, November 14th



I was a volunteer for the Girl Scout Space Science event at IUK. I was a leader of the Orange Stars Cadet Group, where I led ten girls from place to place to different activities throughout the evening. This group went from making a star seekers kit, to learning about light pollution, to seeing the art gallery rural photography exhibit, to the observatory to look through the telescope, then finished with the diffraction and light activity. The star seekers kit allowed them to see the major star constellations for each day – it was the Big Dipper that night. It was hard for them to notice the light pollution or stars from the observatory because it was a cloudy night. The diffraction and light activity was their favorite, where we used prism-like pieces to view the different colors and wavelengths of the lights in the room. This activity connects to the gender module (module 9) of this course because it pertains of girls participating in stereotypical “boy activities.” Most often people would consider going to space or even being interested in it as an activity/career for boys, but girls can do it too. This activity helped bridge the stereotype gap on what extracurriculars girls participate in, which does not always have

to be “girly,” such as playing with dolls or doing hair and makeup. Gender differences affect women more than men because women are “less privileged” than men. Women deal with sexism, pay discrimination, promotion barriers, and have social norms to follow, while men get the upper hand on all of these. This activity was interesting to be a part of since it brought in a group of all girls to do things they are often told they could not simply because of their gender. Not every girl has to have a “pink-collar job,” and this Girl Scout event proved that girls can be whatever they want to be and to defy the standards set for their gender.

Group 2 Choice: Student Life Event- Culture Fest, September 18th



I attended the Culture Fest at IUK and mainly went to the Colombia, Mexico, and Sociology Club booths. There were many other country’s or club’s booths at the Culture Fest, but these three were the main ones I went to. The IUK student life volunteers gave me a BINGO sheet and I had to get at least three stickers on it to get a free t-shirt. At the Colombia booth, I learned more about the country and was able to see what my friend experienced there with her Spanish class. At the Mexico booth, I witnessed her making a homemade tortilla shell and was able to try a variety of authentic Mexican candy. At the sociology club booth, we took Polaroid pictures and decorated clothespins with glitter tape then added a magnet to the back of it. This activity

connects to the culture module (module 3) from this course because the Culture Fest had a variety of cultures represented from all over the world. This was an opportunity to incorporate and learn from other cultures, while comparing their culture to American culture. Some of the cultures represented at the Culture Fest may have given some IUK students culture shock because they may not have realized what the country's food, clothing, decorations, etc. looked like in real life versus how it is portrayed in American food, movies, etc. For example, the tortilla shell I saw being made was different than the tortilla shells at most "Mexican" restaurants in our town. Overall, this activity related to this course by being able to differentiate how we portray other cultures/ethnicities from how they truly are.

Example 3 (Kelsey Burnham)

Get Engaged: Campus Activities

Activity 1: Girl Scout Space Science Volunteer



I volunteered at the Girl Scout Space Science Event. For this event, I was a leader of a group of eight girl scouts ranging in age. As the leader of my own group, my job was to direct and guide the girls from activity to activity throughout campus. My group consisted of daises (first grade), brownies (second grade), and juniors (third and fourth grade). The girls were able to experience activities dealing with light and the science behind it in the physics lab,

constellations out in front of Hunt Hall, the stars in the observatory, as well as the solar system and moon in Alumni Hall. I had assistance leading with one of the other moms/troop leaders who was knowledgeable about girl scouts and told me some of her personal experiences both in and outside of her troop. It was great to get to know the girls and what they loved most about science and girls scouts itself and seeing them have so much fun was awesome! Overall, the event turned out really well and I was glad to have been a part of it!

This event connected to sociology through sociological imagination. What the girls were learning was all about science- the star, how the solar system is made up, the

phases of the moon, and how light is seen. Science is typically only taught in schools where kids are “forced” to learn about it, but at this event science benefitted these girls and the environment (IUK). The girls were able to interact with science itself as the university was also exposed to sharing its resources. All of the outside participants that were able to gather at the event have now exposed IUK, multiple girl scout troops, and Kokomo as a whole to the wonders of space, benefitting our society as we are able to learn outside of the classroom and see how science impacts us directly.

Activity 2: Student Life: S.W.A.B. (Student Wellness Athletic Board) Halloween Event



On Halloween I and the group I was a part of, had a table set up for kids to come and trick or treat. The event had many different clubs participating and we were only one of close to twenty tables that was set up throughout Alumni Hall and the café. The event lasted a total of three hours. The first hour we passed out toys and healthy treats to kids who had different allergies and disabilities. From 6-8, other children from all over Kokomo were able to go

around to all of the tables and trick or treat. It was a lot of fun to both dress up and see all of the kids in their variety of costumes- some were cute, some were scary, and

others were really funny. Before the event started, there was a line of kids out two separate entrances for the first twenty minutes-half hour. It was incredible to see the kind of turn out that the university had and to be able to make so many kids' nights as we gave them candy.

This event connects to sociology through the kids' costumes. Some costumes were very well thought out and handmade, taking a lot of time and effort from the parents to complete them. Others were not as creative or were thrown together last minute. As I was thinking about this, I thought of statuses and how the difference between an ascribed status and an achieved status, even in children at very young ages, is prevalent. Children perceived with an ascribed status and were on the poorer side had costumes that looked last minute and were carrying around grocery bags as their "Halloween bucket". This is simply because their parent/guardian did not have a lot of money, passing that same status down to their kids. A child with an achieved status on the other hand, had handmade costumes that made people's heads turn. This is when it is evident that their parents are a part of an achieved status and had to work toward where they have gotten to be able to handmake their child's costume, giving the impression that that same child will grow to have a drive to work towards things just as their parents did.

Example 4 (Kallie Mennen)

Get Engaged

Group 1:

My chosen activity from the first category was to participate in the Girl Scout Event hosted by Indiana University Kokomo. My role in this event was to be a leader of the Cadet group and take them from station to station where they would learn about different space activities. We visited the observatory, Hunt Hall to learn about gases, and Alumni Hall which held different activities for the girls. This event helped the girls to be able to receive a badge. I actually really enjoyed being able to help with this event and thought that it was an awesome opportunity for these girls to see and learn about space outside of the classroom.

My participation in this activity relates to the idea of socialization, which we covered in detail in Module 4. Socialization occurred throughout this event by the girls interacting with one another and sharing their opinions on the various topics that were discussed throughout the space event. Socialization was also revealed through the volunteers working together to make the event run smoothly. Another topic covered in this class was the idea brought forward by George Herbert Mead. He explained that self-development comes in different stages of life according to age. The preparatory stage, ages two and under, is where children are just beginning to learn and imitate behaviors that they see around them. The play stage, ages two to six, is where children have a better understanding of self-development and begin role-playing and are more aware of their role in others lives. The game stage, ages seven and up and also the

ages of the Cadets in my group, is where children begin to learn about their role in relation to others. This game stage was revealed by the girls being put in a group or team and having to work together and communication about the different activities throughout the event.



Group 2:

I chose to participate in the events held within the quad on the first week of school. Being a freshman and new to the idea of college, I was very nervous. I knew I had to involve myself early into this new chapter in my life or I never would. I was able to step outside of my comfort zone and meet new people through this event. I participated in the big trampolines that were set up and got to visit the different clubs and the booths they set up. Although Indiana University Kokomo is small in comparison to other colleges, it is still so different than high school. I loved the idea of this event

because it broke down any wall that people might have had. I was able to meet people from my own apartment, which made living on my own a little bit easier.

From what we learned in Module 5, I was able to relate my experiences through the first week festivities. Being so used to my primary group in high school, I was exposed to a new secondary group being the freshman class at IUK. I got to mingle with those who I connected with who have now developed into my new primary group. Without this experience, I would not have been forced to make these new relationships which would have caused me to struggle mentally with the stress of college. I am now able to share my struggles with my peers and work through our struggles together. Like in Module 4, I was able to socialize with other students during my first week on campus and I got to experience things I would have never done without this event. I'm excited for my next 3 years on campus where I can socialize with others that will be in the same situation and build more relationships.



Example 5 (April Chrisman)

Option 1: I attended the Hunger Banquet on September 23 in KC130. The event's purpose was to show how social class, race, etc. affects people's access to food and the worldwide issue of hunger. The presentations were very informative and provided a lot of statistics that were definite eye openers. A lot of the people that attended were pretty stunned at how the U.S. has a lot of problems with hunger, as it is usually thought that it is a problem faced solely by 3rd world countries. When you entered the room, you were given a card that had a certain situation on it that categorized you into three classes. These classes were of someone in poverty, middle-class, and upper-class. I got the middle class one. The meals were served according to each person's card. The lowest category got rice, the middle class got rice and beans, and the high-class got pasta, salad, and bread. The people in the lowest category also didn't have silverware or a chair to sit in. After we ate, there was a discussion where those who talked about what they thought were given t-shirts. I talked about how I found myself being content with what I had but being slightly envious of those who got a full meal.

If I were to connect this event to something I learned about in class, it would be the module over poverty and social class. This module covered how those who are in poverty have little to no access to proper living conditions, such as clean water, food, shelter, etc. The module also connected how social class is a direct cause of poverty and living struggles among certain races, genders, etc. There are a lot of problems within children being born into certain families that cannot provide them with the proper nutrition, which is something that was also discussed in the presentation. Something

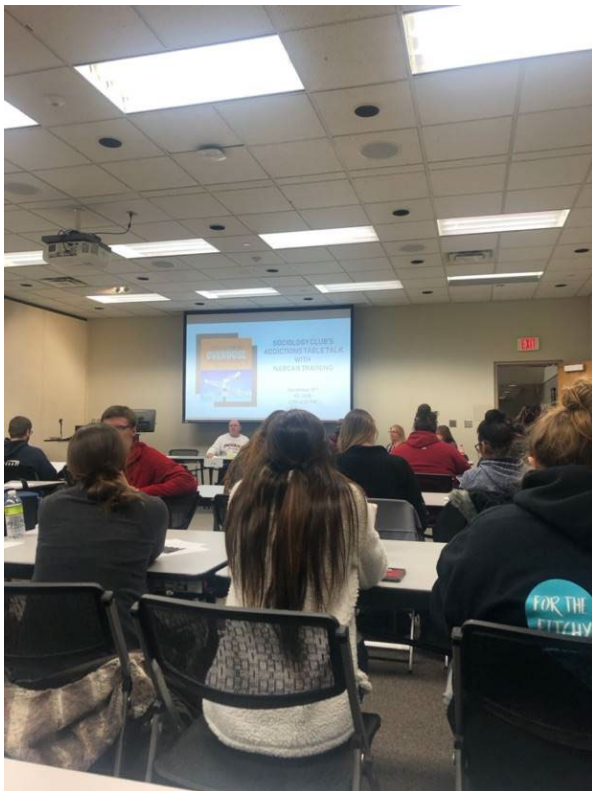
else that we learned in class that appeared in the banquet was the module over race and inequality. The presentation discussed how race can affect the probability of living in poverty. We also went over this in class, as there are certain locations that increase the chances of poverty, which is based on social class. The presentation at the banquet did a good job at explaining these statistics in a clear, understandable way. I personally enjoyed how they handled the banquet, and if they do it again next year I would definitely attend! I think that along with what we discussed in class, this should be something a lot of people need to bring their attention to, especially for our community.



Option 2: I attended the Table Talks on Addictions on November 18th in KC130B. The event's purpose was to better educate students on the problems brought on by addiction and the societal stigma surrounding addiction. The panel was comprised of 5 people who were/are facing addiction, and everyone was allowed to ask them appropriate questions regarding their stories and how their lives were affected by their addictions. Each person was from a different background and had different experiences with addiction. It was very interesting to learn about these people and what they had to overcome, and I was shocked to learn about just how many years of their lives were spent recovering from it. There weren't very many questions from the audience, but I feel like the topic was a little difficult to discuss because of how personal it was. There were also a TON of people there, and the hosts had to get more chairs for everyone to sit in. There were also snacks. That was nice. Anyway, the discussion provided many answers to questions that aren't always easily brought up. I learned a lot about how those who have faced addiction view it, and how they would like others to treat them. One of the panel speakers said that he didn't like it when people sympathized with those who have been addicted, as he felt it was important for others to empathize with them and be there for them.

If I were to look at this topic through something discussed in class, I would choose the modules that covered societal stigma and stereotypes. There are a lot of stereotypes that go along with people who were addicted, such as people think it was a voluntary "choice", attention-seeking, only applicable to those who are poor or colored, etc. None of these assumptions are true, as there are instances that occur with anyone and everyone. Addiction is something that affects people of any race, background,

income, etc. There is also that stigma that surrounds addictions, as people believe that it should be “hidden” or “hushed” instead of having discussions and talking about the issue. People are also quick to assume that addiction only affects certain groups, therefore they shouldn’t care about something that will never affect them. This is also untrue because no matter who you are, you can end up addicted or even a friend/family member can. The sociology club did a great job at hosting the event, as it was very professional and informative! I enjoyed this event and all of the things I learned from it, and I would definitely recommend it to another IUK student. There are no good reasons to not broaden your daily perceptions of the world and help motivate yourself to learn and eventually help people around you, as we should all realize the importance of community development and others’ potential.



#GetEngaged Long Version

[NOTE TO INSTRUCTORS: HIGHLIGHTED IN YELLOW ARE ASPECTS OF THE ASSIGNMENT THAT YOU MAY WANT TO EDIT BEFORE USE.]

LEARNING OUTCOMES

As a result of this assignment, you will be able to

1. Demonstrate civic engagement through participation in campus and community events.
2. Apply sociological ideas or concepts to everyday life.
3. Gain experience using an online discussion forum.
4. Discuss and evaluate your peer's work through participation in an online discussion forum.
5. Practice working with jpgs for educational purposes.

Instructions [15% of the final grade]

The #GetEngaged assignment requires that you attend **three** campus or community events. This assignment is worth **15 percent** of your final grade.

The Events: Options

I encourage you to choose an event from the **First, Second, and Third** options listed below for the **First, Second, and Third** #GetEngaged posts (bolded events are especially encouraged). Because we all have busy lives, I understand that some students may need additional alternatives. If you find yourself in this situation, you can choose one substitute event from the list provided below in place of one of the **First, Second, or Third** options. Please see me if you need additional options or guidance in choosing events.

First #GetEngaged options include:

- [Insert list of campus events happening before first #GetEngaged initial post deadline]

Second #GetEngaged options include:

- [Insert list of campus events happening before second #GetEngaged initial post deadline]

Third #GetEngaged options include:

- [Insert list of campus events happening before third #GetEngaged initial post deadline]

Substitute options include:

- Attend an additional event on campus:
 - [Provide link to your campus student life website]
 - [Provide link to your campus's career center programming]
 - [Provide link to other student clubs / organizations / events]
- Get involved with your local community [localize the list of examples below]:

- Attend a city council meeting (link here to the City of Kokomo's meeting calendar): <http://www.cityofkokomo.org/calendar.php>
- Attend Howard County Health Department's Overdose Rescue Kit Program:
http://www.howardcountyin.gov/files_uploaded/website%20infodoc.pdf
- Attend a school board meeting (link here to Kokomo's school board website / meeting calendar):
https://www.kokomoschools.com/kokomo_school_board/future_meetings/
- Run / walk a 5K (or other distance) race for a good cause
- Volunteer at a local organization, for example, CASA of Howard County:
<http://www.howardcountyin.gov/juvenile-services/casa/>
- You might have additional ideas not on this list - just clear them with me first!

What to do During the Event

During the event, you will take notes using a worksheet (Appendix A) and take a photo or selfie. Then, you will post your photo and a 25-50 word caption on a Canvas discussion board. You will also reply to at least two of your classmate's posts on the Canvas discussion board.

- In your 25-50 word caption, you will (1) describe the event, (2) describe your picture or selfie that you choose to share, and (3) clearly and accurately connect the event and photo to Sociological ideas / concepts. The worksheet will help you draft your post. See Appendix B for examples of submissions.
- If you are unsure of how to check your word count before you post, you can follow these instructions: <https://support.office.com/en-us/article/show-word-count-3c9e6a11-a04d-43b4-977c-563a0e0d5da3>
- For information about how to embed images into your posts, follow this link: <https://community.canvaslms.com/docs/DOC-10700-4212190965>

You will also post two substantive replies to at least two of your classmate's posts. Substantive replies 1) are at least one sentence long, 2) engage with the content of the post beyond mere agreeing vs. disagreeing.

Bonus Opportunity

If you volunteer at an event and not just attend, you may earn 5 bonus points on your submission.

If you turn in a hardcopy of your completed worksheet prior to the two replies deadline, you may earn up to 5 bonus points on your submission.

End of Semester Reflection

At the end of the semester, you will turn in a reflection of the assignment. (See Appendix C.) You will complete the reflection on Canvas via a course survey. Your reflection will be graded as Complete/Incomplete.

Assignment Grading Rubric (100 Points Total)

Criteria	Rating				Points
Student attended or volunteered at event	Yes, attended [10 points] Yes, volunteered [+5 Bonus points]		No, did not volunteer or attend [0 points]		10 [+5 bonus]
Student has posted a picture OR a selfie from the event	Yes [5 points]		No, no picture or selfie posted [0 points]		5
Caption describes the campus/local event	Yes [5 points]		No, not present [0 points]		5
Caption describes the picture or selfie shared on Canvas	Yes [5 points]		No, not present [0 points]		5
It is clear what sociological ideas / concepts are addressed in the caption	Yes [15 points]	Mostly [10 points]	Somewhat [5 points]	No, unclear [0 points]	15
Caption accurately uses a sociological idea or concept	Yes [15 points]	Mostly [10 points]	Somewhat [5 points]	No, not accurate [0 points]	15
Caption demonstrates how the event, the image, and the Sociological idea/concept connect	Strong connections [15 points]	Average connections [10 points]	Below average [5 points]	No, event, image and caption not connected [0 points]	15
Caption is 25-50 words	Yes [5 points]		No [0 points]		5
Caption is free from spelling and grammar errors.	Yes [5 points]	One – two errors [2.5 points]	Three + errors [0 points]		5
Student has posted substantive replies to two classmates' posts.	Yes [10 points]	One reply [5 points]	No replies [0 points]		10
Initial Post Submitted by Deadline	Yes [5 points]	Initial post submitted by reply deadline [2.5]	No [0 points]		5
Two Substantive Replies Submitted by Deadline	Yes [5 points]		No [0 points]		5
Worksheet completed and turned in a hardcopy before two replies deadline	Complete [+5 points bonus]	Partially complete [+2.5 points bonus]	No [0 points bonus]		[+5 points bonus]

Appendix A. #GetEngaged – Worksheet

Print this worksheet and take it to the campus or community event of your choosing. Take notes during the event. Complete the worksheet prior to posting your initial #GetEngaged Post. **If you turn in a hardcopy of your completed worksheet prior to the two replies deadline, you may earn up to 5 bonus points on your submission.**

SPACE FOR NOTES:

Task 1

Describe the event. (Provide the title, location, and nature of the event. What is your role in the event – are you a volunteer, a participant, an attendee, a speaker? Why did you choose to attend this event?)

Task 2

Describe the pictures and/or selfies you took while attending the event. (What aspects of the image do you want viewers to notice? What might viewers not know about the picture unless you told them? Why did you choose to take these pictures/selfies?)

Task 3

Connect the event to an idea or concept you learned in **Introduction to Sociology**.

(a) Circle the ideas and concepts that seem most strongly related to the campus / local event you attended.

Agency vs. constraint

The sociological
imagination

Social theory

Research methods

Culture

The self

Socialization

Social structure

Inequality

Race

Ethnicity

Social class

Gender

Sexuality


Social change

(b) Next, brainstorm additional ideas and concepts discussed in class and the readings by writing them below.

(c) Lastly, choose the ideas and concepts from parts (a) and (b) that are most relevant to your event. Write the ideas or concepts that you have selected for your submission:

(d) In the shaded Box below, define each idea or concept you wrote for “*Task 3 Part C.*” You will need to refer to the textbook and assigned readings to do so. Make sure you place quotations marks around direct quotes and include source information and page numbers for each definition.

(e) For each concept you defined in the shaded box below, draw an arrow → that leads to an explanation of how this sociological idea / concept connects to the campus or local event you attended.

<u>Define Sociological Ideas / Concepts</u>		<u>Connect Ideas / Concepts to Event</u>

Task 4

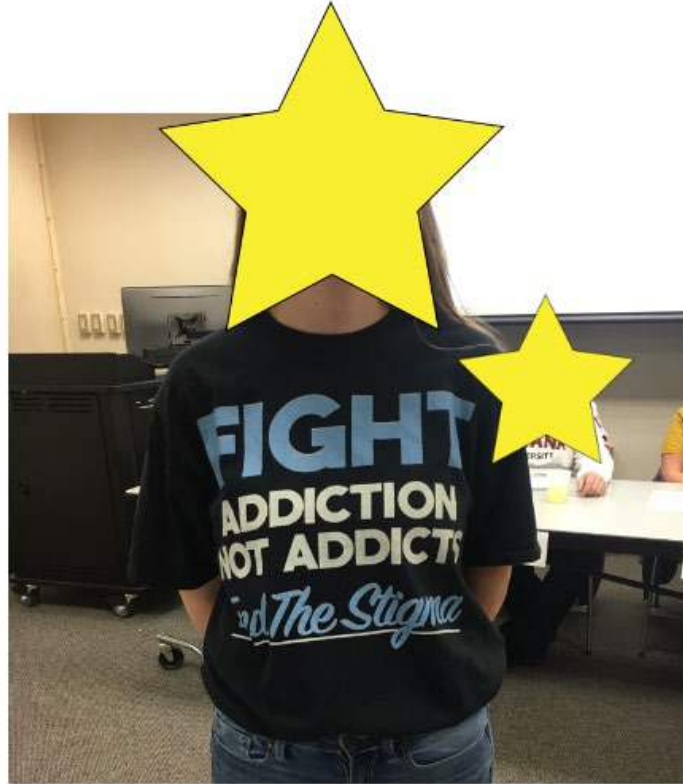
In the space below, write a draft of your #GetEngaged Discussion post that connects the campus or community event to what you are learning in **Introduction to Sociology**. In your post, be sure to

- a. Describe the event,
- b. Describe the picture or selfie that you choose to share,
- c. Clearly and accurately connect the event and photo to Sociological ideas / concepts.

You are limited to 25-50 words, which means your post must be selective and succinct.

Appendix B. Example Images and Posts.

STUDENT EXAMPLE 1: MADELINE VAN HUSS



One of the Narcan Event's main purposes was to eliminate stigma against addicts. Many of them face inequality from others because of their struggles, even though the stigma should instead be directed to the addiction itself. #supportaddicts #endthestigma

WORD COUNT: 38

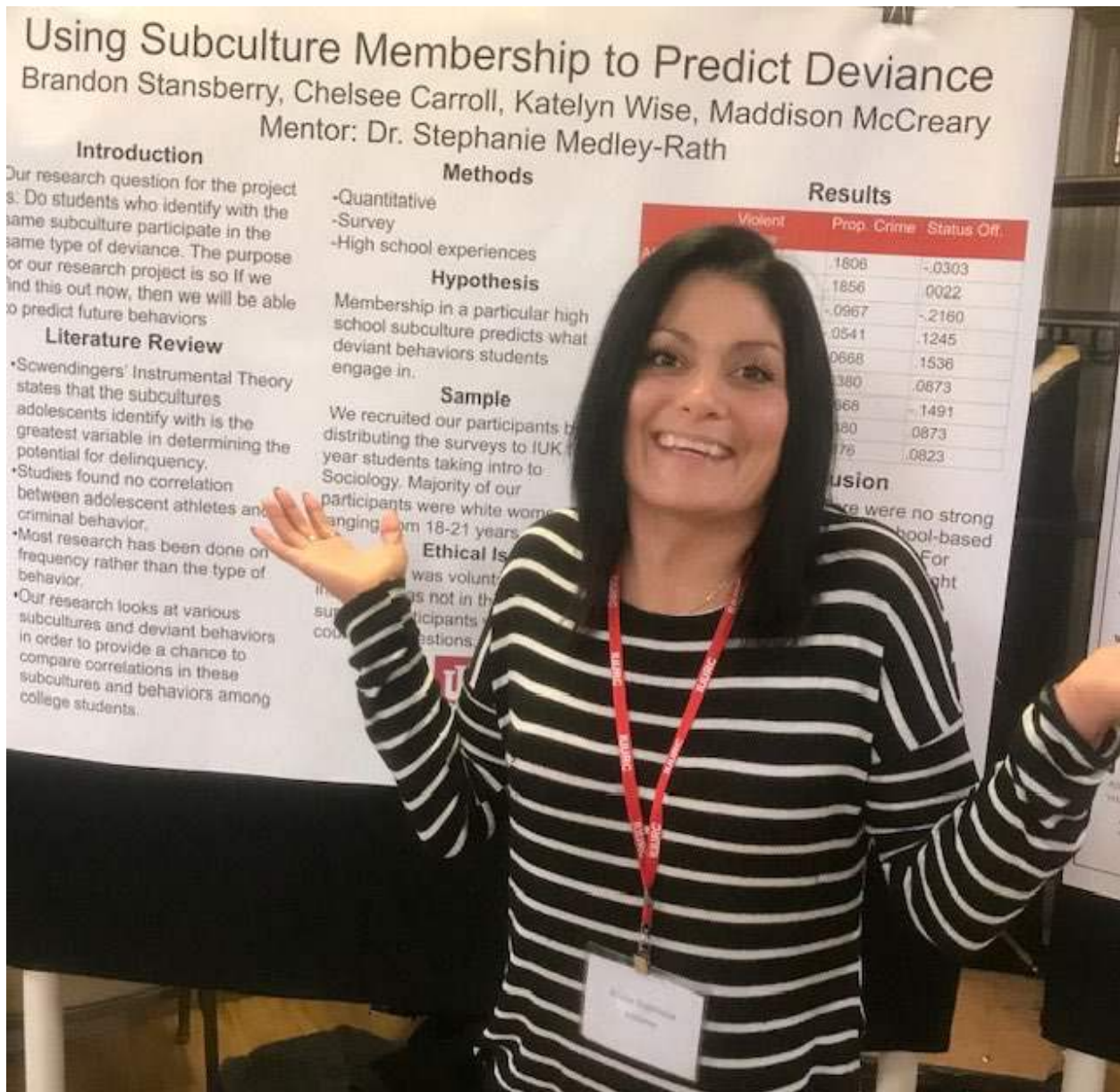
STUDENT EXAMPLE 2: SAMANTHA STEWART



I attended a table talk about economic insecurity in the 21st century. One of the speakers stated that poverty can be passed from generation to generation. By changing the mindset by which parents and their children think, it can help aid in families breaking the cycle of generational poverty.

WORD COUNT: 49

STUDENT EXAMPLE 3: ALICIA ESPINOSA



The Undergraduate Research Conference included projects covering a plethora of topics. My research sought to find a correlation between activities that adolescents partook in growing up and their likelihood to engage in deviance. Adolescent deviant behavior may be heavily determined by parental relationships and unfavorable attachments.

WORD COUNT: 46

STUDENT EXAMPLE 4: AUSTIN GALLAGHER



Hannah Brencher visited campus on Valentine's Day. Pictured here speaking about her More Love Letters campaign, she tells us about a retired war nurse and a girl with a bone marrow disease that received letters. Brencher uses her campaign as a social movement for love. #MoreLoveLetters

WORD COUNT: 46

INSTRUCTOR EXAMPLE 1



I walked through the Black History Mobile Museum. The image shows a disturbing, overtly racist "White Power" rally. A symbolic interactionist might study the rally focusing on symbols and interaction, while conflict theorists might examine racial inequalities and social change.

WORD COUNT: 40

INSTRUCTOR EXAMPLE 2



Culture Bash immerses participants in diverse cultures. This image shows the Sociology table displaying childhood material culture like games, jump ropes, and books. Material and non-material culture reflect one another; Americans idealize childhood as fun and carefree. #myIUK

WORD COUNT: 38

INSTRUCTOR EXAMPLE 3



I was the Sociology faculty lead for a Disney KEY Trip in 2018. Although work and family often conflict, my husband and daughter (pictured here) were also able to join the trip. This allowed me to meet the demands of both my work and family roles and associated responsibilities.

WORD COUNT: 49

Appendix C. #GetEngaged Reflection

[NOTE: The instructor should create a graded survey in their Learning Management System to collect the reflections. You may share Appendix C with students in advance, but it is not necessary.]

1. How did you feel about the #GetEngaged assignment?
 - a. I liked the #GetEngaged Assignment
 - b. My feelings were between like and dislike
 - c. I disliked the #GetEngaged assignment
2. Explain your previous answer: why did you feel this way about the #GetEngaged assignment?

3. Using the scale below, rate how strongly you agree or disagree with the following statement: I was civically engaged with the campus and/or community through my participation in the #GetEngaged assignment.
 - a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly Disagree
4. Explain your previous answer: why did you feel this way about your civic engagement with the campus or community through your participation in the #GetEngaged assignment?

5. I felt confident that I could apply sociological ideas/concepts to campus and local events after I completed my posts for the #GetEngaged assignment.
 - a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly Disagree

6. Explain your previous answer: why did you feel that way about your ability to apply sociological ideas/concepts to real life events after completing your posts for the #GetEngaged assignment?

7. I gained experience using online discussion forums by completing the #GetEngaged assignment.
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly Disagree

8. I feel confident discussing and evaluating my peer's work in an online discussion forum after completing the #GetEngaged assignment.
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly Disagree

9. Explain your previous answers: why did you feel that way about the #GetEngaged assignment's online discussion forums?

10. I feel confident working with jpeg images for educational purposes after completing the #GetEngaged assignment.
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly Disagree

11. Explain your previous answers: why did you feel that way about working with jpeg images for educational purposes after completing the #GetEngaged assignment?

12. I felt that I learned more about Sociology after completing the #GetEngaged assignment than I might have if our class was more traditional, and relied solely on lectures and textbook reading.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree

13. Explain your previous response: why did you feel this way about your learning?

14. Please name one thing that you learned by completing the #GetEngaged Assignment.

15. Please list one thing that can be improved for future iterations of the #GetEngaged assignment.