

Public Sociology Syllabus

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SUGGESTED CITATION

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Abstract

In Public Sociology, the intent is to teach students how to make sociological knowledge public, that is, accessible to a non-expert or lay audience. The assigned sociological readings are organized using the Sociology Literacy Framework and take an intersectional approach. Students prepare public sociology products, which include a blog that uses free-to-use images and alt text, Twitter threads about their blog posts, and a podcast. Their public sociology products are based on assigned sociological readings.

Public Sociology is a 100% asynchronous online course. The course is organized into 16 Modules. The syllabus is for a 6-week summer course. Each week covers 2-3 modules, therefore, the course can easily be adapted to other semester lengths.

Details

Subject Areas: Other, Visual Sociology

Resource Types: Syllabus

Class Levels: College 300, College 400

Class Sizes: Small

Usage Notes

INSTITUTIONAL CONTEXT

Students are a mix of sociology majors and nonmajors. Past enrollments include students from communications, new media studies, and general studies. The course is capped at 15 students, but has included up to 24 students.

REFLECTION

In a previous iteration of the course, I had students use *Contexts'* in-brief articles as a model. Students were to locate a peer-reviewed article for each blog post and write their post using the in-brief model found in *Contexts*. Students struggled to locate appropriate peer-reviewed articles (despite video instruction on how to do this) and have difficulty reading peer-reviewed research. Further, providing instruction on locating and reading peer-reviewed research may be more sustainable in a 16-week semester compared to a 6-week summer course. I now use *Getting Real about Intersectionality* because this text covers a wide range of sociological topics that are written for an undergraduate audience and due to institutionally negotiated prices with the publisher, is affordable (less than \$30).

I have used group work for all (or most assignments) in the past to manage grading. Another strategy is to reduce the number of required assignments (or increase the number of dropped assignments).

Learning Goals and Assessments

LEARNING GOALS

Explain the purpose of public sociology

Transform academic sociology into public sociology

Use the sociological literacy framework to promote public understanding

ASSESSMENTS

Students will complete quizzes, write blog posts, prepare Twitter threads, and create a 4-6 minute podcast episode.

Resource Files

DOC

Topics in Social Policy: Public Sociology (SOC-S 360 - 3550)

Summer 2022 – 100 % Online Course
IU Kokomo

Instructor Contact Information

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Communication Policy

You may send me a message through Canvas (my preferred mode of communication). I have multiple roles within the university and receiving messages through Canvas helps me stay organized. I will get back to you within 24-48 hours (excluding weekends and holidays when it might take longer to respond).

Office Hours

Zoom conferences can be arranged by appointment at a time convenient to students and instructor. To make an appointment, contact your instructor through Canvas. Give me at least two blocks of time that you can meet so that we can get the meeting scheduled with fewer back and forth emails.

Q & A Forum

A question-and-answer (Q & A) forum has been set up in the Discussions tab on Canvas. Use this forum to post questions related to course setup or course content. I will provide answers to your questions on the forum within the week. If you have a question that you need a response to within 24-48 hours, please use Canvas messages. Students should feel free to respond to each other on the Q&A forum, especially if you know the answer to the question. Please do not post anything personal on this forum.

Course Description and Structure

In Public Sociology, the intent is to make sociological knowledge public, that is accessible to a non-expert or lay audience. In this course, you will select a sociological topic of interest to research. Instead of preparing a research paper, you will prepare public sociology products. These may include a podcast, video, a social media campaign, a series of blog posts, a letter to the editor, an infographic, and so on.

This course is organized into Modules. Typical weeks cover 2-3 Modules.

Prerequisites & Necessary Skills

3 credit hours of sociology or consent of the instructor

Required Computer & Digital Literacy Skills

- Comfort using Canvas, sending email with attachments, downloading and installing software, and using video conferencing tools like Zoom.
- Proficiency using Microsoft Office programs like Word, PowerPoint, and Excel.
- Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
- Properly citing information sources.
- Comfort using new digital tools, like EduBlogs, Audacity, and Otter.ai.
- Proficiency using IU eTexts.

Required Materials

1. **IU eText:** Harris, Cherise A. and Stephanie M. McClure, ed. 2022. *Getting Real about Inequality: Intersectionality in Real Life*. 1st ed. SAGE. ISBN: 978-1-5443-7536-6 (For help accessing the eText: <https://kb.iu.edu/d/bflm>.)
2. Howard Becker, *Telling About Society* - Chapters 1, 2, and 11
3. *ASA Style Guide* – Chapters 1 and 2
4. All other required readings are on Canvas or linked in the Detailed Course Schedule (See Appendix)

Technical Requirements

You will need the following to participate in this course:

1. Computer hardware requirements:
 - A laptop or desktop computer
 - An internet connection
 - Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth
 - A webcam or HD webcam - built-in or USB plug-in

- Headphones or earbuds
2. Computer software requirements:
 - Adobe Acrobat or a similar PDF reader
 - Web Browser
 - Desktop version of Zoom
 - [Microsoft Word, PowerPoint, Excel](#) (Free through IUware)
 - [Audacity](#) (free through IUware)
 3. Internet browser requirements:
 - Up-to-date
 - Google Chrome or Mozilla Firefox are recommended
 4. Internet connection speed requirements:
 - Broadband wired or wireless (3G or 4G/LTE)

Course Learning Outcomes

1. CLO1: Explain the purpose of public sociology
2. CLO2: Transform academic sociology into public sociology
3. CLO3: Use the sociological literacy framework to promote public understanding

Overview and Schedule of Assignments

Please view the Appendix for complete requirements and due dates.

Course Orientation

During the First Week of the semester, you need to be sure you know how to use the different tools that we are using in this course. We are using (1) Canvas and (2) Edublogs. Reserve approximately 30 minutes to complete the Course Orientation (Module 01). The Course Orientation tasks are due by the end of the first week of the semester, but will be accepted through the end of the second week of the semester.

Quizzes

There are three quizzes in this course. Two of the quizzes are reading quizzes. One quiz is based on assigned reading but is also a knowledge check on writing, grammar, and blog commenting rules. You may take each quiz up to three times, with your score averaged. Quizzes are open book and open note but must be completed individually. Quizzes are timed. Quiz #1 and 3 have due dates, but may be submitted until the end of Week 5. You must earn at least a 70% on Quiz #2 to proceed in the course.

Blog

You will prepare six blog posts in this course. Most blog posts will be focused on the assigned reading. Each blog post should be 250-500 words (500 words is approximately one single-spaced page). You are expected to read your classmate's posts, comment on their posts, and moderate the comment section of your posts. Blog posts #1-5 are graded using points, with your lowest score dropped. Blog posts #1-5 may be submitted one week after their due date for full credit. Due to the fast pace of a summer course, blog posts submitted more than one week

late will not be graded or reviewed. Blog post #6 is part of the final project and is graded using points and no revision is allowed. The rubric is on Canvas for the Assignment.

Twitter Threads

You will use the Twitter template to create three Twitter Threads based on your blog posts. Twitter Threads #1-2 are graded as complete/incomplete, with your lowest score dropped. You may also revise and resubmit one blog post graded as incomplete. Twitter Threads #1-2 may be submitted one week after their due date for full credit. Due to the fast pace of a summer course, blog posts submitted more than one week late will not be graded or reviewed. Twitter Threads #3 is part of the final project and is graded using points and no revision is allowed. The rubric is on Canvas for the Assignment.

Podcast

We will spend several weeks learning about podcasting. You will listen to podcasts, and complete three worksheets related to your listening. You will plan, revise, and create your own 4 - 8 minute podcast episode. Podcast Planning Worksheets #1-2 may be submitted up to one week late, however, you may not proceed to the next module until you have submitted these worksheets. Podcast Planning Worksheet #3 is due on a Thursday but can be submitted by Monday. You are not able to proceed to the next module until Podcast Planning Worksheet #3 has been approved. These adjusted due dates will allow you to have a full week to complete your podcast. The rubric is on Canvas for the Assignment.

Participation

You are expected to comment on at least two of your classmate’s blog posts (for blogs #1-5) within a week in which the posts are due. You should respond to at least one comment posted on your own blog within a week of the comment being posted. Participation is expected to occur regularly throughout the semester. You are not expected to comment on blog post #6.

Course Schedule Summary (Appendix)

Module Number	Module Title	Module Due Date (11:59 pm Eastern)
01	Course Orientation	May 23
02	Reading Good Sociology Blogs	May 23
03	Introduction to Sociology and Intersectionality	May 23
04	Writing, Grammar, and Blog Commenting	May 30
05	What is Public Sociology?	May 30
06	(1) Visual Sociology and Storytelling and (2) Finding free-to-use images	May 30
07	Social Structure Part 1	May 30
08	Social Structure Part 2	June 6
09	Learn about Social Media - Twitter	June 6
10	Learning to Listen Part 1: Podcasts and Storytelling	June 6

Module Number	Module Title	Module Due Date (11:59 pm Eastern)
11	Socialization	June 13
12	Stratification	June 13
13	Learning to Listen Part 2: Elements of Storytelling	June 13
14	Learning to Listen Part 3: Producing a Podcast	June 16 (Thurs.)
15	Social Change and Reproduction	June 20
16	Create and Edit Your Podcast	June 28

Grading

I use a combination of complete/incomplete and points grading. For assignments using complete/incomplete, you may revise and resubmit until you reach completion. Quizzes are graded using points and can be retaken once. The Podcast Recording (and related blog post and Twitter thread) are your final submission. They will be graded using points and no revision/resubmission is allowed.

Please review the Assignment Summary (next section) for details for each assignment type.

Grades will usually be posted in Canvas within one week of the due date. Since Canvas keeps track of all your grades, you should always be able to calculate your current grade in the course. If you need assistance, please contact me. All your assignments will count towards your final score. I do not grade on a curve.

Assignment Summary

Assignment Group	Graded	Revisions Allowed?	Weight (%)
Course Orientation	Complete/Incomplete	No Revisions Allowed	5
Quizzes (3)	Points	Q1 and Q3 – May take three times (Averaged) Q2 – Must earn a 70% (28 points) to proceed in the course	15
Blog Posts (#1-5)	Points Lowest score dropped	No Revisions Allowed	25

Assignment Group	Graded	Revisions Allowed?	Weight (%)
Twitter Threads (#1-2)	Complete/Incomplete Lowest score dropped	May Revise and Resubmit one submission	10
Podcast Worksheets (3)	Points	May Revise and Resubmit	15
Podcast Recording (1), Blog Post #6, Twitter Thread #3	Points	No Revisions Allowed	20
Participation	Points	No Revisions Allowed	10
		Total	100

Late Work

The Course Schedule Summary lists due dates. Please review the Assignment requirements to determine if an assignment may be submitted late. You can submit most assignments late for full credit. I highly recommend sticking with the due dates because to earn an A or A+ in the course, you need to engage with instructor feedback. This feedback will be delayed if you delay submitting your work.

If you need more time to complete any course work, please reach out (smedleyr@iuk.edu). I would rather see you finish out the course this time around rather than take the course again.

Grading Scale

Grade	Equivalent Percentage
A+	100%
A	91%-99%
A-	90%
B+	89%
B	81%-88%
B-	80%
C+	79%
C	71%-78%
C-	70%
D	60%-69%

Grade	Equivalent Percentage
F	>60%

Course Policies

Campus Grading Policies

The following includes highlights paraphrased from several campus or university policies pertaining to grades and grading. For official descriptions of these and other related policies, click the [Campus Course Policies](#) button on your Canvas toolbar and then click the link for IU Kokomo Campus Academic Policies.

Grade Appeal

If you believe the grade received in a course is incorrect, you should follow the [Grade Appeal Policy](#).

Dropping a Course

During the first week of classes you may drop a class with no grade recorded on your transcript. From the second week of classes through the ninth week (the 'auto W' period), you may withdraw from a class with an automatic grade of 'W'. This will be recorded on your transcript, but not included in your GPA.

After the ninth week (and before the final exam period), a student wishing to withdraw with a grade of 'W' must be passing the course at that time. You must complete a 'Drop Only' form and contact the offices listed for signatures before giving the form to the instructor. The instructor will confirm on the form that you are passing at that time for a 'W' grade or that your grade is an 'F'. This 'F' grade WILL be included in calculation of your GPA.

Faculty members are required to report any student who stops attending a class and does not withdraw (with a grade of 'W' or 'F'). Failure of a course due to non-attendance may affect financial aid award amounts.

Visit the [academic calendar](#) for specific withdrawal and refund dates.

Academic Misconduct

Academic honesty is fundamental to the activities and principles of this university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. All submitted written work is to be done by the student her/himself. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from reduction in grade, probation to expulsion. Using someone else's work as if it is your own— plagiarism— is a serious university offense and will be dealt with following university guidelines. You must cite borrowed ideas or text, including lecture material, regardless of whether it is a direct quote or a paraphrasing. When in doubt— cite. ([See section III, Student Misconduct, of the Code of Student Rights, Responsibilities, and Conduct](#), available on the "Campus Course Policies" link, available on the left tab of your courses in Canvas). Honesty requires that any ideas or materials

taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism (Faculty Council, May 2, 1961; University Faculty Council, March 11, 1975; Board of Trustees, July 11, 1975) Source comes from [IU's Policies site](#).

According to the [Indiana University Code of Student Rights, Responsibilities, and Conduct \(2010\)](#), a student must give credit to the originality of others and acknowledge indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or

Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Accessibility Services

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to be produced. Please contact your campus office as soon as possible if accommodations are needed. [Find your campus office serving students with disabilities](#).

Title IX and Sexual Misconduct

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Stop Sexual Violence website](#) to learn more. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a [Mental Health Counselor on campus](#).

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those

that need to know to ensure the University can respond and assist. I encourage you to visit stopsexualviolence.iu.edu to learn more.

Civility Statement

Indiana University Kokomo encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives; and supports the free and open exchange of ideas and civil discourse. Our community encompasses the life of the classroom including but not limited to an engagement in student life, service learning, travel abroad, and social media reflections. This community will thrive when we approach each interaction and conversation with an open mind and when each member respects the inherent dignity and worth of all people. Respect and civility should therefore be afforded to all individuals regardless of age, disability, educational background, family status, gender, gender identity and expression, nationality, race/ ethnicity, religion, position, sex, sexual orientation, socioeconomic level, or veteran status at Indiana University Kokomo.

Course Delivery Mode 100% Online (OA)

[100% online \(OA\)](#): Students will never be physically present with the instructor. They can interact with one another asynchronously through discussion forums, recorded video, chat, and scheduled meetings. 100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time. No on-campus meetings are required. Any synchronous live video course activities should be optional and/or recorded for later viewing with no additional penalties or hardships for the student (eg., having to write a paper to “make up” for missing a live video lecture). If you are not able to complete online modules due to reasons involving COVID, you may be required to provide medical documentation to receive extended arrangements. The health and well-being of you and your classmates are priority.

Student Engagement Roster

The Student Engagement Roster (SER; aka FLAGS) is IU’s online platform where faculty inform students of their progress in each course. I will give you constructive feedback on your attendance and overall course performance. I will also give you recommendations that suit your progress. You can use my feedback to reach out to campus offices and services for resources and support. Please see the course schedule for the exact dates when I will enter this feedback. However, because the SER is a 24/7 live system, I may report feedback whenever I feel you will benefit. When I enter feedback, you will receive notification via IU email containing a link to your report.

IU Coronavirus (COVID-19) Updates

For the latest campus information on COVID-19 policies visit [IU COVID-19](#).

Technology and Support

Students who need help accessing Canvas, resetting a password, using email, or with any technology problems, can contact their campus IT Helpdesk using the link below.

- [University Information Technology Services \(UITS\)](#)

Students can also find answers to frequently asked technology questions in the [IU Knowledge Base](#).

Get no-cost access to hundreds of software programs and applications (including Microsoft Office or Adobe Creative Cloud) through IUware and IUanyWare. All you need is your IU email address.

Use [IUware](#) to install software directly onto your hard drive. Use [IUanyWare](#) to stream 400+ apps on your desktop or through the mobile app with your IU login.

Academic Support and Student Services:

IU Online provides quick and easy access to tools, tips, and IU resources to help you succeed in your online courses, including:

- Math and Writing Support: Direct access to IU-trained math mentors and writing consultants
- Libraries and Research: Online access to IU library resources and research librarians
- Technology: A full suite of software, collaboration tools, cloud storage, and training

For more information, visit: [IU Online Academic Support](#)

Course Technology Accessibility Statements and Privacy Policies

- [Canvas Accessibility Statement](#): This course uses technologies that may support accessibility in different ways.
- [Canvas Privacy Policy](#): This course uses technologies that provide privacy.
- Statements for all other IU-supported learning tools can be found in the [Knowledge Base](#).

Student Participation & Online Etiquette

You should login to the course at least three times a week to participate in course activities, interact with your instructor and peers as needed.

It is important to build a class climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may

exclude members of our campus and classroom community.

- Humor and sarcasm don't translate very well when using email or online discussions. Be careful. I **will delete** any posting that I believe is inappropriate.
- Keep in mind that there's a real, live human being with feelings on the other end of your email or discussion posting--if you were sitting in front of that person would you say to their face what you're saying in your email or discussion posting? Remember that your words are written in an email or discussion posting -- you can't take them back.

- Avoid offensive language, especially comments that might be construed as racist, sexist, or homophobic.
- Remember that the law still applies in cyberspace. Do not commit illegal acts online, such as libeling or slandering others, and do not joke about committing illegal acts.
- Do not post a message more than once.
- Generally speaking, avoid putting words into full capitals. Online, all-caps is considered SHOUTING.
- If you are following up on a previous message or posting, summarize that message or posting. Read existing follow-up postings and don't repeat what has already been said.
- Reveal only information that you are comfortable sharing.

Fair Use Policy

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Dr. Stephanie Medley-Rath is prohibited. All copies and recordings remain the property of Indiana University and Dr. Stephanie Medley-Rath and may not be shared, sold, copied, or republished. IU and Dr. Stephanie Medley-Rath reserve the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or IU policies.

Code of Student Rights, Responsibilities, and Conduct

Students are expected to adhere to the Code of Student Rights, Responsibilities, and Conduct at all times. Any inappropriate behavior, disruptive conduct (e.g., engaging in hostile or disrespectful commentary on the site, or discussing irrelevant evidence) or non-compliance with faculty directions can result in a charge of Academic and/or Personal Misconduct, the consequence of which could be a variety of sanctions either from the instructor or the Dean of Students. For more information see [The Code of Student Rights, Responsibilities, and Conduct](#).

Syllabus Revision

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

Basic Needs Statement¹

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, or has unreliable transportation or childcare, and believes this may affect their performance in the course, is urged to contact the Dean of Students (Audra Dowling, 765-455-9204, aedowlin@iu.edu, KC 210 G) or [Resource Navigator](#) (slcd@iu.edu, 765-455-9353) for support.

Campus Resources:

- [Student in Crisis Fund](#) provides recipients up to \$200 once per calendar year.

¹ Adapted from: Goldrick-Rab, Sara. 2017. "Basic Needs Security and the Syllabus." Aug. 7. <https://saragoldrickrab.medium.com/basic-needs-security-and-the-syllabus-d24cc7afe8c9>

- [Cougar Cupboard](#) is a No Questions Asked cupboard that provides essentials (i.e., non-perishable food, school supplies, and hygiene items).

Community Resources:

- [2-1-1 United Way of Howard County](#) makes referrals to Howard, Tipton, Miami, Clinton, and Cass Counties. You can contact them by dialing 211, or you can text them. To start, text your zip code to 898211 (available 10 am – 4 pm).

Appendix. Detailed Course Schedule.
Modules in Sociology: Public Sociology
(SOC-S 360)
Summer 2022- 100% Asynchronous Online
Dr. Medley-Rath

Course Schedule

Our week runs Tuesday - Monday.

The course schedule provides a general plan for the course; deviations may be necessary. The course schedule provides an overview of major items in Canvas. There may be additional items to complete within Canvas.

Readings and Videos:

Items that are underlined and in [blue font](#) are hyperlinked. Click to open.

NOTE:

The “Learning to Listen” Assignments and Worksheets are adapted from:

Hicks, Justin, Laura Winnick, and Michael Gonchar. 2018. “Project Audio: Teaching Students How to Produce Their Own Podcasts.” *The New York Times*, April 14.
<https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html>

Week 1 - May 16 - 23

Module 01: Course Orientation

MLO1: Recognize the organization and purpose of the course

Due

- ✓ Complete Course Orientation due by Monday at 11:59 pm [Canvas]

Module 02: Reading Good Sociology Blogs

MLO2: Summarize a record of your sociological blog reading and practice writing a blog

Read:

- ✓ Familiarize yourself with blog reading in order to prepare to be a blog writer. Please visit each of the blogs listed below. Read 2-3 posts from each blog. Pay attention to how the blog is organized and what kinds of features are included.
 - [Sociological Images](#)
 - [Everyday Sociology Blog](#)
 - [Family Inequality](#)
 - [Gender and Society Blogs](#)
 - [Council on Contemporary Families](#)
 - [Cyborgology](#)

Due

- ✓ Blog Post #1 due by Monday at 11:59 pm [For Blog Post #1, you will write about your blog reading. What blog posts did you read? What did the blogs do well? What could the blogs do better? Write Blog Post #1 telling the class about your reading. Include hyperlinks to any specific blogs or posts. (Learn [How to Insert a Hyperlink.](#)) Hyperlinking to sources used instead of using a reference section is appropriate in a blog. Blog posts should be 250-500 words. Remember, to participate by reading your classmates' blog posts, commenting on their posts, and responding to comments on your own blog posts.]

Module 03: Introduction to Sociology and Intersectionality

MLO3: Distinguish the major sociological concepts

Read:

- ✓ **EDIT – Please assign an introductory chapter from whatever Introduction to Sociology textbook that you use to familiarize nonmajors with the discipline.**
- ✓ Getting Real Essay 1: “But Aren’t Some Groups Actually More Oppressed than Others?”
How and Why Intersectionality Matters

Due:

- ✓ Quiz #1 due by Monday at 11:59 pm [Covers assigned readings for Module 3 - Introduction to Sociology and Intersectionality]

Week 2 - May 24 - 30

Module 04: (1) Writing and grammar and (2) Blog commenting

MLO4a: Demonstrate knowledge of ASA writing and grammar rules

MLO4b: Demonstrate knowledge of the norms of blog commenting

Read:

- ✓ ASA Style Guide - Chapters 1 and 2
- ✓ [How to Write](#)
- ✓ [How to Write a Great Blog Comment](#) (there are two pages to this article, make sure to read both)

Due

- ✓ Quiz #2 (covers the reading and videos for Module 1) by Monday at 11:59 pm [Covers assigned readings for writing, grammar and blog commenting. A score of 70% is required before moving to the next module.]

Module 05: What is public sociology?

A style of sociology that engages with the public (or non-academic audiences)

MLO5: Demonstrate knowledge of the purpose of public sociology

Read:

- Howard Becker, *Telling About Society* - Chapters 1 and 2

Due

- ✓ Quiz #3 by Monday at 11:59 pm [Covers reading from *Telling about Society*]

Module 06: (1) Visual Sociology and Storytelling and (2) Finding free-to-use images

MLO6a: Locate and use a free-to-use image to support a sociological narrative

MLO6b: Create an accessible narrative by using alternative text for images

Read:

- ✓ Howard Becker, *Telling About Society* - Chapter 11
- ✓ [Visual Thinking](#)
- ✓ [Image Alt Text vs Image Title in WordPress - What's the Difference?](#)

Watch:

- ✓ [Understanding Alternative Text](#) (5:12)
- ✓ [What are Creative Commons Licenses?](#) (1:57)
- ✓ [Find Copyright Free Images with Google Search](#) (1:56)

Due

- ✓ Nothing is due for Module 06. However, you are expected to include at least one free-to-use image for the remaining Blog Posts and in your Twitter Threads.

Module 07: Social Structure

MLO7: Discuss how social structure matters

Read:

- ✓ Student Choice: Select one of the Essays #5-8 (Law and Social Policy) from “Section II Social Institutions” of *Getting Real about Inequality* to read

Listen:

- ✓ [Ukrainians \(and Russians\) meet US Border Patrol](#) (25:00)

Due

- ✓ Blog Post #2 due by Monday at 11:59 pm [Choose one of the “Questions for Further Discussion” listed at the end of the Essay that you read to answer. Remember, assume that your reader has not read the Essay that you read. Therefore, you may need to define terms and provide specific examples from the reading to explain how you reached your conclusions. ALSO, you should make some connections between your reading and the podcast episode in your blog. Include at least one image in your post following the guidelines for images in Module 06. Blog posts should be 250-500 words. Remember, to participate by reading your classmates’ blog posts, commenting on their posts, and responding to comments on your own blog posts.]

Week 3 - May 31 - June 6

Module 08: Social Structure Part 2

MLO8: Discuss how social structure matters

Read:

- ✓ Student Choice: Select one of the Essays #2-4 (Families and Schools) or #9-10 (Health and Medicine) from “Section II Social Institutions” of *Getting Real about Inequality* to read

Due

- ✓ Blog Post #3 due by Monday at 11:59 pm [Choose one of the “Questions for Further Discussion” listed at the end of the Essay that you read to answer. Remember, assume that your reader has not read the Essay that you read. Therefore, you may need to define terms and provide specific examples from the reading to explain how you reached your conclusions. Include at least one image in your post following the guidelines for images in Module 06. Blog posts should be 250-500 words. Remember, to participate by reading your classmates’ blog posts, commenting on their posts, and responding to comments on your own blog posts.]

Module 09: Learn about social media - Twitter

MLO9: Modify a blog post for social media

Read:

- ✓ [How to Create a Social Media Strategy in 8 Easy Steps](#)
- ✓ [How to Use Hashtags: A Quick and Simple Guide for Every Network](#)
- ✓ [5 Easy Ways to Make Your Social Media More Inclusive](#)
- ✓ Examples of Informative Twitter Threads:
 - [Alyasah Ali Sewell, Associate Professor of Sociology at Emory University](#) on racial theory
 - [Bharat Ramamurti, Member Congressional Oversight Commission](#) on wiping out student loan debt
 - [Amanda Knox, Exoneree](#) on Wrongful Imprisonment

Explore:

- ✓ Twitter Lists:
 - [Howard County Community](#)
 - [Podcasts - Sociology](#)
- ✓ Twitter Hashtags:
 - [#RealCollege](#)
 - [#SocTwitter](#)
 - [#NonProfitTwitter](#)

Watch:

- ✓ [Twitter Template](#) (4:48)

Due

- ✓ [Make a copy of the Twitter template](#) and create a Tweet thread based on Blog Post #3. You will turn in Tweet Thread #1 of at least two Tweets (i.e., slides) and using at least one hashtag based on Blog Post #3 by Monday at 11:59 pm

Module 10: Learning to Listen Part 1: Podcasts and Storytelling

MLO10a: Observe the production elements of podcasts

MLO10b: Identify the production elements of a podcast of sociological interest

Listen and Complete:

- ✓ While listening to each of these three short podcast excerpts (between one and three minutes), you will complete the [Podcast Worksheet #1 - Listening Activity](#) on both the episode topic (what is being said or discussed) and the production elements (the various aspects of the podcast that create the listening experience). You will submit this for feedback.
 - Modern Love [“R We D8ting? | With Krysten Ritter”](#) (Segment: 1:00 - 3:16)
 - The Daily [“The Right to Bear Arms”](#) (Segment: 0:00 - 2:36)
 - Still Processing [“Take a Knee if You Agree”](#) (Segment: 0:00 - 1:27)
- ✓ Locate a [podcast episode](#) of sociological interest and listen to it. Pay special attention to the introduction of the podcast and consider how it is similar or different from the three

excerpts above. Listen to the full episode.

Due

- ✓ Submit the Podcast Worksheet #1 - Listening Activity by Monday at 11:59 pm

Week 4 - June 7 - 13

Module 11: Socialization

MLO11: Demonstrate how socialization matters

Read:

- ✓ Student Choice: Select one of the Essays from “Section IV Social Identities and Social Interaction” of *Getting Real about Inequality* to read

Listen:

- ✓ [What’s in a Dad?](#) (28:00)

Due

- ✓ Blog Post #4 due by Monday at 11:59 pm [Choose one of the “Questions for Further Discussion” listed at the end of the Essay that you read to answer. Remember, assume that your reader has not read the Essay that you read. Therefore, you may need to define terms and provide specific examples from the reading to explain how you reached your conclusions. ALSO, you should make some connections between your reading and the podcast episode in your blog. Include at least one image in your post following the guidelines for images in Module 06. Blog posts should be 250-500 words. Remember, to participate by reading your classmates’ blog posts, commenting on their posts, and responding to comments on your own blog posts.]
- ✓ [Make a copy of the Twitter template](#) and create a Tweet thread based on Blog Post #4. You will turn in Tweet Thread #2 of at least two Tweets (i.e., slides) and using at least one hashtag based on Blog Post #4 by Monday at 11:59 pm

Module 12: Stratification

MLO12: Discuss how stratification matters

Read:

- ✓ Student Choice: Select one of the Essays from “Section III Intersections and Presentation of Self in Everyday Life” of *Getting Real about Inequality* to read

Due

- ✓ Blog Post #5 due by Monday at 11:59 pm [Choose one of the “Questions for Further Discussion” listed at the end of the Essay that you read to answer. Remember, assume that your reader has not read the Essay that you read. Therefore, you may need to define terms and provide specific examples from the reading to explain how you reached your conclusions. Include at least one image in your post following the guidelines for images in Module 06. Blog posts should be 250-500 words. Remember, to

participate by reading your classmates' blog posts, commenting on their posts, and responding to comments on your own blog posts.]

Module 13: Learning to Listen Part 2: Elements of Storytelling

MLO13a: Observe the storytelling elements of podcasts

MLO13b: Identify the storytelling elements of a podcast of sociological interest

Listen and Complete:

- ✓ Storytelling is a key ingredient in many podcasts. While listening to at least one of the podcast episodes listed below, you should complete the [Podcast Worksheet #2 - Elements and Techniques of Effective Storytelling](#) on what elements and techniques of storytelling are being used. You will not submit this for feedback.
 - ["When the Civil War Ended, She Was My Age"](#) from StoryCorps
 - ["The Coal Miner"](#) from The World According to Sound
 - ["Seeking an End to Cycles of Abuse"](#) from Radio Rookies
- ✓ Locate a [podcast episode](#) of sociological interest and listen to it. Pay special attention to the storytelling features of the podcast and consider how it is similar or different from the podcast you listened to from above. Listen to the full episode. This episode should be different from the one you listened to for Learning to Listen Part 1. Discuss the storytelling features used in this episode. Do you think you will try to use any of these storytelling features in your podcast?

Due

- ✓ Submit the Podcast Worksheet #2 -Elements and Techniques of Effective Storytelling by Monday at 11:59 pm

Week 5 - June 14 - 20

Module 14: Social Change and Social Reproduction

MLO14: Discuss how social change and social reproduction matters

Read:

- ✓ Essay 20 " 'Things Will Get Better Over Time, Besides, What Can I Do?' Coalition-Building Across Categories of Difference"

Due

- ✓ Nothing is due for Module 14, however, you will use the reading for your assignment under Module 15 and 16

Module 15: Learning to Listen Part 3: Producing a Podcast

MLO15: Outline a plan for producing a podcast

Listen and Complete:

- ✓ Just like writers do before starting an essay, podcast producers typically make an outline or plan before they start recording and editing. They brainstorm how they want to turn their ideas into an audio story. What components will they need: spoken stories, interviews, narration?
- ✓ Use the [Podcast Worksheet #3 - Podcast Planning Form](#) to practice and plan your own podcast. Remember, your podcast will be 4 - 6 minutes in length. You will submit this form for feedback.

Due

- ✓ Submit the Podcast Worksheet #3 - Podcast Planning Form for instructor approval by **Thursday** at 11:59 pm
- ✓ Do not begin recording your podcast until you have instructor approval

Week 6 - June 21 - 27 (& Final, June 28)

Module 16: Learning to Listen Part 4: Create Your Podcast and Edit

MLO16: Produce a sociologically informed podcast for a non-expert audience

Create and Edit your podcast:

Once you have received instructor approval on your Podcast Worksheet #3 - Podcast Planning Form:

- ✓ Gather any additional sound files you want to use in your podcast. Be sure to use non-copyrighted sound effects or music. You can find royalty-free music and sound effects on [Bensound](#) and [Freesound](#), or you can create your own beats or melodies using your audio editing software.
- ✓ Once you have all your needed sound files, the last step is to use audio editing software to pull the pieces together into a final podcast, 4 - 6 minutes in length. Please be forewarned: Editing can be a time-consuming process.
- ✓ Use the [Editing Instructions](#) to learn how to edit your podcast.
- ✓ You will use Audacity to edit your podcast. Audacity is free to use and available at [this link](#). If you already know how to use a different audio editing software, feel free to use it.
- ✓ You should create a transcript for your podcast. Transcripts help make audio and video accessible to more people. You can sign up for a free <https://otter.ai/login> account to transcribe audio. You upload your audio file and it will produce a transcript. You can then upload a copy of the transcript to your blog post.

Due

- ✓ Submit Blog Post #6 by Tuesday of Finals Week at 11:59 pm, which includes your podcast episode and a transcript [You will upload your audio file to your blog. Remember, your podcast should be 4 - 6 minutes long. For this post, you do not need to spend a lot of time writing a post, but you do need to share a brief (3-5 sentence) summary of your podcast episode, the audio file, and the transcript of the podcast. Include at least one image in your post following the guidelines for images in Module 06. Blog posts should be 250-500 words. Remember, to participate by reading your classmates' blog posts, commenting on their posts, and responding to comments on your own blog posts]
- ✓ Using the Twitter Template, submit Tweet Thread #3 with at least five Tweets and using at least one hashtag for your Podcast by Tuesday of Finals Week at 11:59 pm

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<https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html>
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