San José State University
Department of Sociology
Sociology 57: Community Involvement and Personal Growth, Fall 2016

Course and Contact Information

Instructor: Chris J. Cox

Office Location: Sweeney Hall 333 (temporary); DMH 210 (permanent)

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Email: Christopher.Cox@sjsu.edu
        Cj373@hotmail.com

Office Hours: T/Th 12:00 pm – 1:15 pm

Class Days/Time: T/Th 4:30 pm – 5:45 pm

Classroom: Engineering 301

Prerequisites: None

GE/SJSU Studies Category: This course fulfills the Core GE area E (Human understanding and development) requirement. As such, there is a minimum writing requirement of 1500 words.

Course Format: Service Learning (SL) Course

This course is a service-learning course, and students must complete an SJSU Service Learning Plan. You must participate only with an SJSU approved partner organization, and enter all required SL or Internship information in the SJS4-Spartans 4 Service database. More details are available at the links below.

- Definition of service learning: http://www.sjsu.edu/ugs/faculty/curriculum/guide/Courses/servicelearning
- University Policy S02-3 on service learning: http://www.sjsu.edu/senate/docs/S02-3.pdf
- University Policy S16-14 on Internships, Service Learning, and Off-Campus Learning Experiences: http://www.sjsu.edu/senate/docs/S16-14.pdf

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu to learn of any updates.

Course Description

This course will examine the interaction between individual lifespan development and involvement with various formal and informal communities (such as civic and volunteer organizations, ethnic and religious groups,
We will explore factors that shape individual engagement with communities and the development of civic responsibility in our multicultural society. We will also consider evidence on how community engagement influences individual physiological, social/cultural, and psychological well-being.

We will also explore the concept of “social capital” – the notion that social networks have value for both individuals and societies. We will analyze the link between social bonds and life satisfaction for individuals, as well as the impact of civic participation on our society as a whole. Students will participate in and reflect upon a community service experience in an organization serving a multicultural population, and form a life plan for developing social capital through civic engagement. Students will come to understand the university as both a learning center and a multicultural community embedded within a larger social system.

**Course Goals and Learning Outcomes**

**GE Learning Outcomes (GELO)**

The general goals for the GE area E requirement are:

Students will understand themselves as integrated physiological, psychological, and social entities who are able to formulate strategies for lifelong personal development. Courses shall address challenges confronting students who are entering the complex social system of the university, so that students can employ available university resources to support academic and personal development.

Accordingly, there are specific goals and learning objectives set for this course. Upon successful completion of the course, students will meet the following objectives:

1. Students shall recognize the physiological, social/cultural, and psychological influences on their well being. (GELO 1)
   *Activities designed to help you meet this objective:
   - Class readings, discussions
   - Pre- and Post-Assessment paper assignments

2. Students shall recognize the interrelation of these factors on their development across the lifespan. (GELO 2)
   *Activities designed to help you meet this objective:
   - Class readings, discussions
   - Term paper assignment
   - Pre- and Post-Assessment paper assignments

3. Students shall use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals. (GELO 3)
   *Activities designed to help you meet this objective:
   - Class readings, discussions
   - Service Learning project
   - In-class, small group discussion activities (such as active listening exercises and goal-setting exercises)
4. Students shall recognize themselves as individuals undergoing a particular stage of human development and recognize how their well-being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment. (GELO 4) *Activities designed to help you meet this objective:
  - Pre- and Post- Assessment paper assignments
  - Classroom presentations by community partners, campus organizations
  - Class readings, discussions
  - Final Group Presentation

Course Learning Outcomes (CLO)

5. Comprehend the concept, meaning, relationship and value of “community involvement and personal growth” as well as community, service, and learning; also, gain an understanding of citizenship with moral and civic responsibility to society.

6. Know fully a community agency: its organization, service programs, clientele & their needs, volunteer roles, community role, and social problems addressed.

7. Gain a sense of the discipline of sociology, particularly patterns of interactions between individuals, groups, and social institutions, as well as the influences of various cultural norms and values upon such interactions.

8. Demonstrate characteristics of intentional learners who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lifetimes; and, demonstrate the capacity to participate as a socially responsible member of civic, professional, cultural, and other communities.

Given that this is a sociology course, we will focus on individual development in terms of our interactions with other individuals, groups, and social institutions, as well as the influences of various cultural norms and values upon such interactions.

Required Texts/Readings

Textbook

Other Readings
There will be other readings posted onto Canvas.

Library Liaison
Kathryn Blackmer Reyes (408) 808-2097
Course Requirements and Assignments

*SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

*NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

The work in this class consists of two brief assessment papers, a midterm, a research paper, a minimum of 24 hours of community service, and a final exam. The instructions for each written assignment is listed below. Part of the community service grade consists of a journal to be kept by students, and a group presentation during the course. Journal writings will be based on linking students’ service experience with topics covered in the readings or class presentations. Most journal entries will be done for the students’ own edification, but select journal assignments will be given throughout the semester that will be turned in as part of the service portion of the grade. Participation in class discussions and small group discussions is expected.

Instructions for Major Written Assignments

*** (All papers are to be written in ASA, MLA, or APA format)***

Pre-Assessment Paper ~ My Community Involvement

Describe your personal history with civic involvement, volunteerism or community service, whether through participation in school, church, neighborhood, community or national groups or activities, and any advocacy or political action. How did you feel about your involvement? How did this impact your attitudes or perspectives toward others? Who benefited from your service or activity? What changes might you have effected?

Look up the definition of social capital (in Putnam), and looking at these connections, assess your social capital. How connected are you? In what networks are you engaged, and with what groups are you associated beyond family and friends? What community resources do you have at your disposal?

How do you understand community involvement? What are your expectations for this service-learning course? How does community involvement help you develop as a whole person, physiologically, psychologically, social/culturally? (3 to 4 pages of text; 750 – 1,000 words)

Research Paper – Social Issue and Solution: Either (A) Investigate a human need being met by the community organization at which you serve. This service agency is attempting to address a particular social issue or alleviate a social problem within the community such as homelessness, hunger, illiteracy, or poverty (you are not limited to these topics); Or (B) Research social forces that are affecting the community such as
healthcare, immigration, violence, technology, mass media. Describe the social issue and efforts to remedy this problem from various perspectives. Clearly state your major thesis; that is, what is the problem is and what are the potential solutions.

Research this issue using articles and books from the library and the internet. You can also include information gathered at your service site from observations & interviews of employees and clients. Reference current news & media stories when applicable.

Be objective in analyzing the research data for your chosen problem. Be conscious of the physiological, psychological, social and cultural effects of this social problem on individual persons and groups. Provide a bibliography with at least five (5) references, including no more than two websites (5 to 7 pages of text; 1,250 to 1,750 words, not including the title and works cited pages).


Graded on: academic integrity, topic relevance to service, thesis statement, written quality, critical thinking in real world application, research quality, community service inclusion, bibliography, format and length.

Post-Assessment Paper – My Civic Engagement, My Personal Growth – Now and Future

Keeping in mind what you have studied in this class, and your involvement in the community (campus, city, etc), reflect on your experience, your accomplishments, how you have met the course learning objectives, how the course has impacted you, and how you might apply newfound knowledge, understanding or skills. Review the progression of your journal writing over the course of the semester.

What have you accomplished that was significant? What skills did you utilize? What learning objectives (see syllabus page one) were achieved? What feedback was helpful? Have you learned the value of “process” as much as “product”? How has this experience furthered your personal growth and holistic development – physiologically, psychologically, socially, and/or culturally? Which dimensions were influences in this class, and how will you cultivate these human dimensions over your lifespan?

How can you integrate civic participation into your life as a college student, and beyond? Formulate your intentions for future civic engagement. In what ways will you strengthen your social capital, and your connections to various communities of interest? How will these associations help you achieve your personal and professional goals? How will you practice moral and civic responsibility – as a citizen of democracy? What challenges to being an “educated citizen” do you anticipate? What would be your greatest life achievement? What are your hopes for the future of your community or your country ten years from now?

Throughout your paper, cite course readings (two since midterm) and reference “Citizenship Development and the American College Student” (approximately 4 pages; 1,000 words). *[This paper serves as the basis for your Final Group Presentation]

Ideas for Personal Journal Entries
Here are some other aspects to observe and reflect upon:

- Agency Website Visit – describe your perceptions and learning from your agency’s website
- Detailed Field Observation - describe the agency environment in detail and its impact on you
- A Day in the Life - describe in full your service activity on a particular day and its effect on you
- What were highlights of your service this week? What were difficult moments?
- What new challenges did you take on? How did you handle these? What did you learn about yourself?
- What gaps do you recognize in your knowledge and skills related to this experience and/or population? How might you proceed in your learning to fill those gaps?
- Newspaper, periodical, movie or video connection – relate a media issue to your service field
- Career research - investigate, report on such career education, training, and opportunities

**Final Group Presentation – Summation of Learning Outcomes:** You & your group must summarize and demonstrate what you have learned from your course readings, discussions, class activities, research and especially community involvement (refer to your Post-Assessment Paper).

Think developmentally about your service learning over the semester and organize your presentation accordingly. Recall your initial thoughts, and the stages of your service experiences: entering into class, reading class materials, entering into your respective community service sites, etc. Draw all of these experiences together to “make sense” of them – apply the sociological imagination to your understanding of society, thinking of what you’ve learned of most value, how you have grown, and where you may go from here. A framework might be:

- Preliminary expectations and assumptions about community involvement and personal growth
- Where we served, why we served, changes in attitude about service
- What we learned about the community, its people, schools, organizations and social institutions

**Grading Information**

The grade breakdown for the course is as follows:

- Assessment papers: 20%
- Exams: 25%
- Research paper: 25%
- Community service: 30%

The midterm and final exam will be equally weighted.

**Final Examination**

[University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4.pdf) states: “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.”

**General evaluation criteria for assignments:**
- Careful following of instructions
- Accurate and objective representation of theories, concepts, etc
- Thoughtful subjective responses to material, indicating thorough understanding
- Critical thinking in your response, with critical questions and answers to yet resolve
- Integration of concepts and ideas from readings, class discussions, service experiences, and relevant current events
- Proper format for written assignments; proper mechanics, grammar, and punctuation

The grading scale is as follows:

- 98% or up = A+
- 92.1% - 97.9% = A
- 90% - 92% = A-
- 88% - 89.9% = B+
- 82.1% - 87.9% = B
- 80% - 82% = B-
- 78% - 79.9% = C+
- 72.1% - 77.9% = C
- 70% - 72% = C-
- 68% - 69.9% = D+
- 62.1% - 67.9% = D
- 60% – 62% = D-

Students not engaged in service by the midterm risk failing the course. No INC will be issued for failing to complete 24hrs of community service by the last class. No INC will be issued without a passing grade by the end of the term, nor without valid documentation of the reason for which the incomplete is requested.

*Students must have a signed Student Service-Learning Plan on file by the second week of community service.

Classroom Protocol

1. Late Assignments: Assignments such as term papers will lose credit for every class meeting that they are late. These assignments must be **turned in by hand during class** (not by email) unless instructed to do otherwise. They must also be **stapled**! Papers over one week late will not be accepted unless a prior arrangement has been made with me. If you foresee a problem with meeting a deadline, you need to speak with me about it **as soon as possible**. Waiting until the last minute is not a good idea. Late exams need to be taken as soon as possible, and I need to be informed of your absence should it occur on an exam date.

2. Academic Honesty: Cheating on exams or written assignments is not allowed and will not be tolerated. Most importantly, this includes plagiarism on the formal written assignments. Basically, plagiarism includes using the words and ideas of others without giving proper credit, as well as the outright copying of others’ work. In cases of substantiated violations of the academic integrity policy (i.e., there is sufficient evidence that you have cheated on any assignment), you will automatically fail the course.

3. General conduct: Cell phones should not be used during class, and your phone’s ringer should be turned off. Text messaging is also not permitted during class. Please show courtesy to your fellow students and your professor by refraining from cell phone use during class. If you are having an emergency for which you need your phone on, come and talk to me before class begins.
* Also, there are times when we may discuss sensitive topics during class, or topics of controversy for which people may have extremely divergent views. Open discussion and debate is encouraged, but maintaining an atmosphere of mutual respect towards all that are in the class is of the utmost importance.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/)

**Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - In order to get my permission for recording, a request must be submitted both verbally and in writing; it should specify whether the request is for the whole semester or on a class-by-class basis. There is no guarantee that such a request will be granted unless it is deemed necessary as an approved accommodation by the Accessible Education Center (AEC).
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university
experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located in the Student Health Center. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
Course Schedule

This is a tentative schedule of all activities and assignments for the semester. It is subject to change with advance notice.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 25</td>
<td>Introduction.</td>
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<tr>
<td>2</td>
<td>Aug 30</td>
<td>Introduction continued. Read “Thinking About Social Change in America;” “The Strange Disappearance of Civic America.” Read Korgen/White chapter 1</td>
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<td></td>
<td>Sep 1</td>
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<td>3</td>
<td>Sep 6</td>
<td>Foundations of Sociology; Theory. The Sociological Imagination Read: Korgen/White ch. 2; “The Sociological Imagination ch. 1: The Promise”</td>
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<td></td>
<td>Sep 8</td>
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<td>4</td>
<td>Sep 13</td>
<td>Civic participation. Read “Citizenship development and the American College Student”</td>
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<td>Sep 15</td>
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<td>5</td>
<td>Sep 20</td>
<td>Civic participation in the Bay Area. Read “Building Community…” Read Korgen/White ch. 3</td>
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<td>Sep 22</td>
<td>Pre-Assessment Paper due Thursday, September 22nd</td>
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<td>6</td>
<td>Sep 27</td>
<td>Personal development (life course); social relationships and health. Read Maslow and Erickson excerpts (on Canvas); Read Korgen/White ch. 5</td>
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<td>Sep 29</td>
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<td>7</td>
<td>Oct 4</td>
<td>Begin Community Service. Read “Kinds of Service” Read “Group Process”</td>
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<td>Oct 6</td>
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<td>8</td>
<td>Oct 11</td>
<td>Read “We Live Through Institutions”; Korgen/White ch.’s 10, 11 Midterm Exam on Thursday, October 13th (Covers readings thus far).</td>
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<td>Oct 13</td>
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<td>9</td>
<td>Oct 18</td>
<td>Participating in social change. Read “We Don’t Have to Be Saints” Read Korgen/White ch. 4</td>
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<td>Oct 20</td>
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<td>10</td>
<td>Oct 25</td>
<td>Stratification. Read Korgen/White ch. 7</td>
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<td>Oct 27</td>
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<td>11</td>
<td>Nov 1</td>
<td>Multiculturalism. Read “Multiculturalism…” and “Immigrant Life…” articles. Research Papers Due November 3rd</td>
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<td>Nov 3</td>
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<td>12</td>
<td>Nov 8</td>
<td>Race, Ethnicity, Gender. Read Korgen/White ch.’s 8, 9</td>
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<td>Nov 10</td>
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<td>13</td>
<td>Nov 15</td>
<td>Read “Hazards” Begin Group Presentations (tentative)</td>
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<td>Nov 17</td>
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<td>14</td>
<td>Nov 22</td>
<td>Read “Widening the Circle” ** No Class November 24th (Thanksgiving)**</td>
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<td>Nov 24</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>15</td>
<td>Nov 29</td>
<td>Read “Campus Compact: Civic Life in the Information Age”</td>
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<td></td>
<td>Dec 1</td>
<td>Read Korgen/White ch. 12</td>
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<tr>
<td>16</td>
<td>Dec 6</td>
<td>Wrap up. Prepare for final exam</td>
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<td></td>
<td>Dec 8</td>
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<tr>
<td>Final Exam</td>
<td>Dec 19</td>
<td><strong>The last day of instruction for the Fall semester is Monday, December 12th</strong></td>
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<tr>
<td>Final Exam</td>
<td>Dec 19</td>
<td><strong>Monday, December 19th at 2:45 pm</strong> in our regular classroom</td>
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</tbody>
</table>
Course and Contact Information

Instructor: Peter Chua
Email: Please use Canvas mail for electronic communication
Communication: Please check your Canvas mail and Canvas announcements regularly
Office Location: DMH 223
Office Hours: Tuesdays and Thursdays 12 noon-1:15 p.m. and by appointment
Class Days/Time: Tuesdays and Thursdays 1:30-2:45 p.m.
Classroom: DMH 226A
Prerequisite: Satisfaction of the ELM requirement
Soci 15 meets the mathematical concepts G.E. requirement (Area B4), you must have passed the ELM placement test—or have been exempted from it—before enrolling in the course. Instructor cannot waive this requirement. Failure to meet this prerequisite will result in University canceling your enrollment in the course and denying credit regardless of any grade earned.
GE Category: Core G.E. Area B4 Mathematical Concepts
Please note that only a C or better in the course satisfies the G.E. requirement. Grades of C- and below do not. Semester grades of C- to D- are passing and earn three-unit credit, but they do not satisfy the Area B4 Mathematical Concepts requirement.
Course Website: sjsu.instructure.com
SJSU operates a web-based learning management software called “Canvas by Instructure.” This course uses Canvas as its website to distribute reading materials, selected handouts and assignments, and other instructional materials and to submit selected assignments.
To familiarize yourself with the login process and security, go to www.sjsu.edu/at/ec/canvas/index.html
To log-in, use:
- Your 9-digit SJSU ID number as the username.
- Your SJSUOne password as the password.
To reset your password, go to sjsuone.sjsu.edu/sjsuone/resetpassword/
For technical support, go to isupport.sjsu.edu/ecampus/ContentPages/Home.aspx
Contact me if you have course-specific questions.
Course Description
This course gives you a working knowledge of the ideas and tools of practical statistics for social inquiries. Its emphasis is on conceptual understanding, the evaluation of statistical claims, and the effective communication of results drawn from basic statistical analysis.

We will first focus on the methods and strategies for looking at data by exploring, organizing, and describing data using graphs and numerical summaries to shed lights on variation and aspects of social reality. We will then discuss techniques for producing data that may provide answers to sociological questions by focusing on issues of sample selection, research design, and collection of numerical data. Finally, we will turn to the probabilistic logic of making inference from numerical data and to the common uses of statistical inference. We will emphasize the use of readily available technology to develop conceptual understanding and analyze real-world data.

Catalog Description: “Introduction to statistical applications, particularly statistical inference, including central tendency, variation, normal distributions, probability, estimation, hypothesis testing, measures of association, correlation, linear regression and the analysis of variance. GE Area: B4. Prerequisite: Satisfaction of ELM requirement. Units: 3.”

Required Readings and Materials
Textbook (to be purchased at the campus bookstore)

Optional Readings on Introducing Statistics

Reference Readings on Introducing Sociology and Social Problems

Technology Requirement
Students are required to have regular access to:
- A dependable personal computer with capacity to access the internet, the Canvas learning management system course website, data for exercises (to store it on your hard drive at reasonable size), and data analytic websites (to run specialized open-source data analysis apps)
- A dependable web browser with appropriate settings and an updated version for your computer to access and use Canvas, Google Sheet, and data analysis websites
- A dependable personal computer printer to print charts, tables, and reports
- The Google Sheet app (Google account required; available for “free” at docs.google.com) is an online spreadsheet software with basic charting and statistical analysis tools
- An office software suite with basic word-processing capacities as such Google Docs, LibreOffice (available free at www.libreoffice.org), or Microsoft Office
- An PDF reader app
<table>
<thead>
<tr>
<th>General Education Learning Outcomes (GELOs)</th>
<th>Course Learning Outcomes (CLOs)</th>
<th>Course activities/experiences to assess specific and measurable actions, capabilities or skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, students will be able to:</td>
<td>Upon successful completion of this course, students will be able to:</td>
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<tr>
<td>GEL01: Use mathematical methods to solve quantitative problems</td>
<td>CLO1: Throughout the course, we will use basic mathematical operations and a calculator to solve statistical problems. We will use many statistical formulas and you should be familiar with basic algebraic operations. Test items will typically be short answers and essays, including word problems.</td>
<td>Discussion/Quizzes, Exercises, and Exams</td>
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<tr>
<td>GEL02: Use mathematics to solve real life problems</td>
<td>CLO2: Practice problems and tests questions will be, in most cases, derived from everyday life. Also, some data will be made up but designed to reflect true-to-life situations and contemporary events.</td>
<td>Discussion/Quizzes, Exercises, and Exams</td>
</tr>
<tr>
<td>GEL03: Arrive at conclusions based upon the numerical and graphical data</td>
<td>CLO3: Arriving at conclusions based upon the numerical and graphical data. This includes a familiarity with the organization and representation of quantitative data in various forms: tables, graphs, rates, percentages, and measures of central tendency and spread.</td>
<td>Discussion/Quizzes, Exercises, and Exams</td>
</tr>
<tr>
<td>GEL04: Apply mathematical concepts in one or more areas</td>
<td>CLO4: After covering introductory concepts and procedures, the course will focus on probability and statistical inference. These concepts and methods are central to statistical analysis. By applying statistical inference, students will see how analytical techniques underscore many of the claims that they learn in sociology courses. For example, when sociologists teach that the poor spend a larger percentage of their income on life's necessities, they do so with confidence because other sociologists performed solid statistical analyses that support this claim.</td>
<td>Discussion/Quizzes, Exercise, and Exams</td>
</tr>
<tr>
<td>GEL05: Incorporate issues of diversity</td>
<td>CLO5: Expect classroom examples and test items to frequently deal with issues of diversity. Expect examples that incorporate variations or diversities of race, ethnicity, national origin, religion, sex, physical abilities, age, marital status, citizenship, economic levels, and/or sexual identities.</td>
<td>Discussion/Quizzes, and Exercises</td>
</tr>
<tr>
<td>GEL06: Writing requirements (minimum 500 words)</td>
<td>CLO6: In clear and concise language, you’ll be interpreting what your results both in assignments and when responding to short answer and/or essay questions on your exams. Your writing skills are important. The thoroughness of your explanations, your coherence and your conciseness will be considered in evaluating this part of your work.</td>
<td>Exercises</td>
</tr>
</tbody>
</table>

The following table indicates how this course supports in ensuring your successful completion of the B.A. sociology program outcomes (PLOs):

<table>
<thead>
<tr>
<th>PLO1: Be able to think sociologically about the relationship between social structure, interaction, identities, &amp; inequalities</th>
<th>CLO1</th>
<th>CLO2</th>
<th>CLO3</th>
<th>CLO4</th>
<th>CLO5</th>
<th>CLO6</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO2: Be able to identify and explain major sociological theories and apply them to everyday life</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PLO3: Be proficient in qualitative and quantitative research design, data collection and data analysis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PLO4: Be proficient in oral and written communication skills appropriate to the discipline</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PLO5: Be able to practice sociology as educated and civically engaged persons</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
The SJSU Library and Our Library Liaison

The library provides online tutorials on using the library and academic integrity (see library.sjsu.edu/online-tutorials). See login.libaccess.sjlibrary.org/login to get online access to library databases. Kathryn Blackmer Reyes (Kathryn.BlackmerReyes@sjsu.edu), the Library Liaison to sociology, is available by appointment and for consultation.

My Approach in Facilitating Your Learning

You deserve, need, and will be offered more than a plug-and-chug, memorize-the-recipes experience!

1. **Statistics is not number-crunching.** Contrary to its popular perception as a black box collection of arcane magic tricks, statistics involves much more than numerical computations. The emphasis of the course will be on understanding statistical concepts and on interpreting and communicating the results of statistical analyses. In other words, you will be expected to learn to construct and analyze numerical arguments. In contrast to most courses, we will be using phrases such as “there is strong evidence that...” and “the data suggest that...” rather than “the exact answer is...” and “it is therefore proven that...” To alleviate the computational burden, we will often use software apps and learning websites to perform calculations and produce graphical displays. You will find that interpreting and explaining are more important than mere calculations for this course.

2. **Analysis of real-world numerical data.** You will analyze real data to internalize the applicability of statistics for social research.

3. **Understanding results from investigation and discovery.** Class meetings will be designed for you to actively engage with the material, rather than passively taking notes while I lecture. We will work through activities carefully designed to lead you to discover statistical concepts, explore statistical properties, and apply statistical methods. Please come to class expecting to participate, think, and learn.

Course Requirements and Assignments

This is not a class where you only come each day, listen, watch, and take notes!

- The primary method for learning new statistical concepts and methods will be by reading provided materials before class, participating in class activities and discussions, and working through homework assignments.

- This course makes extensive use of small group and large group activities and discussions to introduce ideas and content, as well as to deepen your understanding of material encountered in the readings. Your learning experience is thus dependent—to some extent—on your classmates and vice versa. Because of this, it is essential that you not only attend class each day and participate in the activities and discussions, but that you show up prepared having completed the homework and reading assigned.

- Internalizing the logic of statistical analysis to solving problem may be a time-consuming process, with the keyword being "process." It is not something that can be learned in a semester, or even year-long, course. Learning statistics takes much more than memorizing formulae or software commands. **It requires active participation and questioning both in and out of the classroom.** I will provide you with many opportunities to learn the material through class activities, readings, and homework assignments. But in the end, you must do the work of learning that material.
Active in-class participation & problem-solving sessions (to assess CLO#1, #2, #3, #4, and #5): Required readings and in-class activities provide introductory insights and important details on the topic. Take good notes on your questions. Please bring your questions and the readings to class so we can discuss them closely. If you do not understand specific readings, I urge you strongly to meet with me in my office so we can discuss them more thoroughly. Mini-lectures focus on substantive materials and analysis and expand on the materials introduce in the readings. The lectures relate to but not necessarily cover every important aspect of the readings. Make sure not to form improper habits of passive listening, passive notetaking, and regurgitation. Evaluation of class participation and analytical creativity based on the following criteria: raising open-ended questions you based on the readings, your attention to details in the readings, your ability to synthesize discussions, and your overall contribution to the discussion. Factors that aid in your participation include completing the assigned work before class, arriving to class on time and staying for the whole time, paying attention, and actively and respectively listening to the discussion. Factors that may limit your full participation include digital and mobile distractions (checking your phone, messages, emails, or online websites), reading any materials not related to the discussion, and not staying awake. You may not earn any credit related to participation if you miss ten or more class sessions.

Canvas reading preparation quizzes (to assess CLO#2, #3, & #4): These will be based on your comprehension of concepts in the assigned readings and will assess your preparation for class. Online quizzes should be completed before the start of class sessions. The two lowest grades will be dropped, providing a buffer for unexpected circumstances: so, there are no make-up quizzes.

Canvas statistical-sociological journal entries (to assess CLO#2, #3, #4, & #5): You should write reflection (about five to ten minutes) entries by providing, for example, general comments on:
• Course content (assigned readings and online quizzes, in-class activities and discussions, results of statistical investigations, and so on)
• New conceptual insights
• Matter you need clarification, things you don’t understand, or challenging questions
• Experiences of trying to explain course material to a friend or family members
• Finding and commenting on news articles or sociological studies about topics relevant to the course
• Making connections between what went on in class and experiences in your own life
• Anything interesting and imaginative about social data analytics
Entries serve as a mean to track insights and questions and reduce any math “anxiety.” They can act as concrete records of your progress and serve as vents for feelings. The entries help you grasp that you can now accomplish compared to one month ago you thought was impossible and help you clarify which learning techniques worked best.

Entries will be evaluated with the following mark: check, check plus, check minus, or missing:
• A check-plus shows unique/exemplary insight in the reflection
• A check indicates a thoughtful and engaging reflection
• A check-minus shows below minimal effort in reflecting on readings and course materials
• Missing indicates no reflection was completed before class

Skill-practice exercises (to assess CLO#1, #2, #3, #4, #5, and #6): Problem-solving and solution-making practice is important to understand and apply course concepts. You are expected to complete several short skill-practice assignments. The assignments ask you to apply and synthesize the assigned readings and aim to deepen your grasp of analytical tools and techniques. Directions will be provided during the semester.
**In-class exams** (to assess CLO#1, #2, #3, and #4): The exams, which consists of short-answer questions, evaluate your conceptual comprehension, and the interpretation and application of statistics to social science data.

**Project report, group presentation, and individual reflection** (to assess CLO#1, #2, #3, and #4): The term report is to formulate a social survey study and conduct a review of the sociological literature for this study. You are encouraged to come up with your own ideas for the project. You will need to work outside of class to meet and communicate with your group members. More details will be given later in class.

**Final Examination or Evaluation**
The final exam consists of short-answer and essay questions tentatively and evaluates your application of statistics to social science data. More details can be found in University Policy S06-4 (www.sjsu.edu/senate/docs/S06-4.pdf) which states that: “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.”

**Grading Information**

**Evaluation Principles**
Your final grade derives from multiple methods of evaluation and several opportunities for practice, improvement, and learning with on meaningful feedback. Evaluation is fair and just, reflecting your effort and learning based on clear directions and criteria.

**Determination of Your Course Grade**
The satisfactory completion of the following requirements determines your overall grade:

- 19% Participation and problem-solving sessions
- 16% Online reading quizzes & journal entries
- 9% Skill practice exercises (3% each)
- 36% Three in-class exams (12% each)
- 20% Project Report (10%), presentation (5%), and reflection (5%)

**Grading Criteria**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>Demonstrates excellent understanding of the course materials. Embodies a sociologist-in-training who is highly ethical, competent, and professional or equivalent. Consistently contributes in promoting class discussion and the learning of others and deepens learning that is self-initiated.</td>
</tr>
<tr>
<td>A-</td>
<td>93-97</td>
<td>Demonstrates good level of understanding of the course materials. Embodies a sociologist-in-training who is ethical, competent, and professional or equivalent. Shows some gaps in argumentation, writing, and completed tasks. Contributes to class discussion, yet in a limited manner.</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>Demonstrates an acceptable yet uneven level of understanding of the course materials. Embodies a sociologist-in-training who is satisfactorily ethical, competent, and professional or equivalent. Shows major gaps in argumentation, writing, and completed tasks. Contributes to class discussion minimally.</td>
</tr>
<tr>
<td>B-</td>
<td>83-82</td>
<td>Demonstrates poor but passing understanding of the course materials. Embodies a sociologist-in-training who is not quite ethical, competent, and professional or equivalent. Shows highly significant gaps in writing, assignments, and participation.</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>Demonstrates serious deficiency in completing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
<td>Demonstrates poor but passing understanding of the course materials. Embodies a sociologist-in-training who is not quite ethical, competent, and professional or equivalent. Shows highly significant gaps in writing, assignments, and participation.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>Demonstrates serious deficiency in completing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</td>
</tr>
</tbody>
</table>
Request for an Incomplete Grade

To receive an incomplete for the course, you must inform the instructor in person seven-days before the last day of instruction. A grade of incomplete will only be considered for students who are:

- Passing the course with a C or better,
- Present a legitimate, non-academic reason to the instructor, and
- Have only one major assignment left to finish.

Promotion of Caring, Accessible, Enriching and Mutually Respectful Learning Environment for All

My pedagogical values...

- I have high expectations for your performance in class and on assignments and for every student to be competent sociologists. I believe you can do the work, and I will coach you through the process. I demand a lot from you because I seek to develop you further academically and professionally.
- I think learning should be fun, exciting, and challenging.
- I am interested in your academic development and personal well-being.
- I think that learning and teaching are complex, endlessly fascinating collaborations.

As the instructor, I expect myself...

- To work hard to help you succeed in the course
- To be available if you need extra help
- To share my knowledge, training, and professional experiences and show how to make use of course content
- To model professional skills, ethics, and values
- To treat all students fairly, justly, and reasonable, particularly related to grading
- To provide meaningful feedback on your work
- To take lead in maintaining a positive, challenging learning environment

As students, you are expected...

- To be motivated and have a positive attitude to learn the course materials
- To be open to the open-ended numerical and quantitative play and exploration. Don’t accept the misconception that equates “intelligence” with “getting” statistical ideas quickly. Deep learning takes time to grasp about many analytical facets of social problems.
- To commit a reasonable amount of effort to complete the readings and assignments, persevere, and have fun in learning the materials and to grow from mistakes
- To be prepared and participate verbally every class session. The prerequisite for such active participation is attendance.
- To lead class discussion as part of your participation
- To read the assigned materials before coming to class so we can discuss them in detail. This means that you are familiar with the assigned readings and can raise thoughtful questions that encourage an interactive-learning and student-centered discussion.
- To complete required readings and assignments on time — that is, before coming to class. Written work should be proofread and edited. Assignments are due at the beginning of class. There will be substantial loss of credit for late work. Do NOT email them to me. Do NOT turn them in to the department office; this is a College of Social Sciences policy. Do NOT slide them under my office door.
- To be responsible in your learning and conduct yourself professionally by:
  o Attending class regularly. If you missed class, talk with your peers to learn what happened and get notes. After talking to classmates, if you have additional questions, talk with me in person.
- Not disrupting the learning environment and the learning by your peers
- To contribute in maintaining a positive, respectful, and challenging learning environment and ensure a thoughtful and respectful engagement with the subject matter
- To cooperate and collaborate with your peers in teams, in class, and outside of class
- To practice academic integrity and your owned intellectual work. Academic dishonestly such as plagiarism and cheating violates university regulation. It will not be tolerated. Do give proper acknowledgement to ideas, facts, and arguments that you did not initially construct or demonstrate. This applies to in-class discussions and all written work. Notwithstanding this warning, you are strongly encouraged to discuss the class readings with students in or out of class, but acknowledge the ideas you received from others regardless of how casually you come to such ideas. Note: Your written work in this course may be evaluated for plagiarism using Turnitin.com, a plagiarism detection service contracted by SJSU
- To prevent class disruption and student inattentiveness resulting from the personal use of cell phones, smart phones, laptop computers, and other mobile communication devices during the class. Please leave the classroom to send and read text messages and make personal phone calls.
- To use laptop computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at www.sjsu.edu/gup/syllabusinfo/
# SOCI 15 Spring 2017 Course Schedule

This is the tentative schedule, subject to change with fair notice through in-class announcements.

<table>
<thead>
<tr>
<th>Class Session and Date</th>
<th>Topics</th>
<th>Reading before Class</th>
<th>Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART ONE: EXPLORING SOCIAL DATA</strong> (VARIABLES, DISTRIBUTIONS &amp; ASSOCIATION)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1: Jan 26</td>
<td>Introduction to the Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: Jan 31</td>
<td>Statistics and the Social Research Process</td>
<td></td>
<td>Canvas quiz #1</td>
</tr>
<tr>
<td>3: Feb 2</td>
<td>Exploratory Data Analysis: An Introduction</td>
<td></td>
<td>Ch. 2 and 3</td>
</tr>
<tr>
<td>4: Feb 7</td>
<td>Exploring Data with Numerical Summaries</td>
<td></td>
<td>Canvas quiz #2 &amp; entry#1</td>
</tr>
<tr>
<td>5: Feb 9</td>
<td>Exploring Data with Numerical Summaries (con't)</td>
<td>Ch. 5 (pp. 135-137; 143-163)*</td>
<td></td>
</tr>
<tr>
<td>6: Feb 14</td>
<td>The Normal Distributions</td>
<td></td>
<td>Canvas quiz #3</td>
</tr>
<tr>
<td>7: Feb 16</td>
<td>[class cancelled]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8: Feb 21</td>
<td>Scatterplots and Correlation</td>
<td>Ch. 13 (pp. 413-441; 443-444)*</td>
<td>Canvas quiz #4 &amp; entry#2</td>
</tr>
<tr>
<td>9: Feb 23</td>
<td>Regression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10: Feb 28</td>
<td>Regression (con't)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11: Mar 2</td>
<td>Review</td>
<td></td>
<td>HW#1 Due</td>
</tr>
<tr>
<td>12: Mar 7</td>
<td><strong>Exam #1</strong> (covering sessions #1-#9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13: Mar 9</td>
<td>Two-Way Tables</td>
<td>Ch. 10</td>
<td>Canvas quiz #5</td>
</tr>
</tbody>
</table>

* For the 6th edition (red cover), read the following for class:
  5: Feb 9 — Ch. 5 (pp. 132-134; 139-168)
  8: Feb 21 — Ch. 13 (pp. 399-402; 425-426)
<table>
<thead>
<tr>
<th>Class Session and Date</th>
<th>Topics</th>
<th>Reading before Class</th>
<th>Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART TWO: PRODUCING SOCIAL DATA AND DEVELOPING INFERENCES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14: Mar 14</td>
<td>Randomness, Sampling &amp; Observational Studies</td>
<td>Ch. 7 (pp. 206-215)*</td>
<td>Canvas quiz #6 &amp; entry #3</td>
</tr>
<tr>
<td>15: Mar 16</td>
<td>Basic Probability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16: Mar 21</td>
<td>Introduction to Sampling Distribution</td>
<td>Ch. 7 (pp. 216-219); Ch. 8*</td>
<td>Canvas quiz #7</td>
</tr>
<tr>
<td>17: Mar 23</td>
<td>Inference for a Single Proportion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18: Apr 4</td>
<td>Inference for Means</td>
<td>Ch. 7 (pp. 220-230)*</td>
<td></td>
</tr>
<tr>
<td>19: Apr 6</td>
<td>The Use of Confidence Intervals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20: Apr 11</td>
<td>Review</td>
<td></td>
<td>HW#2 Due</td>
</tr>
<tr>
<td>21: Apr 13</td>
<td><strong>Exam #2</strong> (covering sessions #10-#18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22: Apr 18</td>
<td>Tests for Significance</td>
<td>Ch. 9</td>
<td>Canvas quiz #8 &amp; entry #4</td>
</tr>
<tr>
<td>23: Apr 20</td>
<td>The Use and Abuse of Significance Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24: Apr 25</td>
<td>Comparing Two Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25: Apr 27</td>
<td>Inferences for Two-Way Tables</td>
<td>Ch. 11 (pp. 303-363)*</td>
<td>Canvas quiz #9</td>
</tr>
<tr>
<td>26: May 2</td>
<td>Inferences for Regression</td>
<td>Ch. 13 (pp. 441-455); Ch. 12 (pp. 388-98)*</td>
<td>Canvas quiz #10 &amp; entry #5</td>
</tr>
<tr>
<td>27: May 4</td>
<td>Introduction to Multiple Regression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28: May 9</td>
<td><strong>Project Presentation</strong></td>
<td></td>
<td>HW#3 Due</td>
</tr>
<tr>
<td>29: May 11</td>
<td><strong>Project Presentation</strong> (con’t)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30: May 16</td>
<td>Closing Remarks &amp; Review</td>
<td></td>
<td>Team Report &amp; Individual Reflection Due</td>
</tr>
<tr>
<td><strong>May 23</strong></td>
<td><strong>Exam #3</strong> (covering sessions #19-#27)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* For the 6th edition (red cover), read the following for class:
  14: Feb 9 — Ch. 7 (pp. 196-205)
  16: Feb 21 — Ch. 7 (pp. 206-209), Ch. 8
  17: Feb 9 — Ch. 7 (pp. 209-226)
  24: Feb 21 — Ch. 11
  26: Feb 9 — Ch. 13 (pp. 402-453); Ch. 14 (pp. 454-464)
SJSU CAMPUS EMERGENCY PROCEDURES

FIRES, EARTHQUAKES AND OTHER DISASTERS

- **Call 9-1-1** or use a blue light telephone to summon University Police assistance for any campus police, fire, or medical emergencies. Give your **name**, the nature of the emergency, and your **specific location**. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for **minor fires**. If a fire appears **uncontrollable**, **close all room doors** to confine the fire, **pull the building fire alarm lever**, **evacuate** the area or building, and then **call 9-1-1**.
- **Remain calm** during an earthquake. “**Duck, cover and hold**” under a desk or table, or stand in a doorway or against an interior wall. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- **Help disabled persons** evacuate the building. Follow instructions of Building Emergency Team members and University Police. Do not use elevators.
- **Tune to radio** station KSJS 90.5 FM for campus information. A campus information line will be set up as soon as possible after a major emergency — call 924-SJSU (924-7578) for instructions, information, and updates.

MEDICAL EMERGENCIES

- **Call 9-1-1**. Give your name, the nature of the emergency, and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.).
- **Assist the victim** until help arrives. If you, or someone in the area, are trained in CPR, perform CPR if necessary. Stop bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. **Do not leave victims unattended**. Be careful about contaminating yourself and others if hazardous materials may be involved.
- **For minor first aid**, report in person to the Student Health Center weekdays from 8 a.m.-5 p.m. or call University Police at 924-2222.

BUILDING EVACUATION

- **Leave** by the nearest safe exit when you hear the building emergency alarm (fire alarm), or if you are told to do so by University Police or a Building Emergency Team member.
- **Take keys**, books, **wallets**, prescription **medicines** and important personal belongings with you in case you cannot re-enter immediately. Move at least 150 feet away from all structures. **Do not smoke**.
- **Use the stairs**. Do **not** use elevators—in case of fire or earthquake, many elevators stop in place and you may be trapped or exposed to deadly smoke.
- Re-enter a building only after University Police or Building Emergency Team members tell you that it is safe to do so.

POLICE - FIRE - MEDICAL EMERGENCY

DIAL

9 – 1 – 1

For further information visit the University Police Web site at:
http://www.sjsu.edu/police/