SOCI 200 Sociological Practice

Course and Contact Information

Instructor: Peter Chua

Email: Please use Canvas <Inbox> for electronic communication.

Communication: Please check your Canvas mail and Canvas announcements regularly.

Office Location: DMH 223

Office Hours: Tuesdays and Thursdays 10:20 – 11:20 a.m. and by appointment

Class Days/Time: Tuesdays 6:00 – 8:45 p.m.

Classroom: DMH 208

Prerequisite: Graduate-level standing

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

SOCI 200 Sociological Practice introduces graduate students to the theoretically informed practices of sociology, with particular emphases on community and institutional research, policy advocacy, program evaluation, and undergraduate teaching. This course develops core MA-level skills in applying sociology to address substantively relevant interpersonal, organizational, community, and societal issues and examines analytical, professional, and political perspectives in applying sociological theories and research.
Course Learning Outcomes (CLOs)
Upon successful completion of this course, seminar participants will be able to:

CLO1: Apply appropriate sociological practice skills in research, teaching, public advocacy, and professional services,

CLO2: Develop research questions based on the evaluation of existing social research findings by:
- Identifying questionable claims in empirical studies, and
- Extracting valid and relevant conclusions from empirical studies,

CLO3: Design and implement basic and applied social research competently at the MA level by:
- Shaping research to meet practical objectives based on sociological questions, community problems, and organizational concerns, and
- Assessing what can or cannot be learned for various data collected and analyzed,

CLO4: Design and teach a student-centered undergraduate course in sociology effectively grounded in relevant concepts, research studies, and practical applications, and

CLO5: Communicate with greater effectiveness in oral and written form.

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

<table>
<thead>
<tr>
<th>PLO1: To comprehend deeper current social issues and social problems in their cultural, historical, and socio-political contexts, and formulate potential solutions to them, drawing on relevant sociological literature</th>
<th>CLO1</th>
<th>CLO2</th>
<th>CLO3</th>
<th>CLO4</th>
<th>CLO5</th>
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<tbody>
<tr>
<td>PLO2: To comprehend deeper the ways in which sociological theories and methods are used outside of academic settings in the practice of sociology and the production of positive social change.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>PLO3: To use social theory to critically interpret and evaluate both published social scientific research and social policies and programs</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>PLO4: To communicate and present effectively sociological knowledge using oral, written, and other technologically driven mediums</td>
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<td>X</td>
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<td>PLO5: To conduct research (qualitative, quantitative, and/or evaluative) using theory-driven research questions and understand the ethical issues involved with various methodological approaches</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>PLO6: To demonstrate expertise in a select subfield of sociology</td>
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Readings and Materials

Required Readings

- Sociology 200: Sociological Practice Readings, Fall 2018. Readings available at the Canvas site in PDF format for seminar participants.
Technology Requirement

Students are required to have regular access to:

- A dependable personal computer with capacity to access the internet and the Canvas learning management system course website
- A dependable web browser with appropriate settings and an updated version for your computer to access and use Canvas, library databases, and other relevant websites
- A dependable personal computer printer to print reports and assignments
- An office software suite with basic word-processing capacities as such Google Docs (Google account required; available for “free” at docs.google.com), LibreOffice (available free at www.libreoffice.org), or Microsoft Office
- An PDF reader app

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.

Course Requirement and Assignments

On active seminar participation: Everyone is expected to engage in regular discussion on the readings and contribute to meaningful understanding and dialogue during the seminar. Make sure to break improper habits of passive learning, passive notetaking, and regurgitation. Think for yourself and learn to take clear intellectual positions within the profession. This means you should verbally take risk to learn and talk in order to be formulate better your ideas.

Evaluation of seminar participation based on the following criteria: raising open-ended questions 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) and reading any materials not related to the discussion. You will not earn any credit related to participation if you miss four seminars.

On facilitation of discussions: For four of the weeks, you will take the role as seminar facilitator for the assigned readings. You are expected work collaboratively with your group to: (a) highlight the major interrelated points, themes, and debates from the readings, (b) raise meaningful and open-ended questions on the authors’ arguments, research method, contribution to the scholarship, and possible areas for improvement, and (c) evaluate and assess the readings’ treatment on major theoretical and methodological issues. Do not summarize just each reading. This is not a formal presentation. Rather, this should be a conversation with the rest of the seminar participants since everyone is expected to complete the readings.

On readings assignments: You are expected to complete the weekly assigned readings before the seminar for every session.

On skill-practice assignments: You are expected to complete several short skill-practice assignments. Directions are listed below. Submit these assignments in class.

On the research proposal: Directions to complete this requirement will be provided during the semester. The proposal will be about 15-pages or more (over 4,000 words), using American Sociological Association (ASA) style and referencing system. Consider this major assignment as preparation for the final exam.
On the in-class presentation: The presentation will be based on your research proposal. Directions will be provided during the semester.

The University Policy S16-9, Course Syllabi (http://www.sjsu.edu/senate/docs/S16-9.pdf) requires the following language to be included in the syllabus:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination
The exam is comprehensive, evaluating your knowledge, understanding, and application of sociological practice. More details are found in University policy S17-1 states that: “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Requirement</th>
<th>Due</th>
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<tbody>
<tr>
<td>20%</td>
<td>Seminar participation and facilitation</td>
<td>Weekly from Aug 21 to Nov 27</td>
</tr>
<tr>
<td>20%</td>
<td>Readings and skill-practice assignments</td>
<td>Weekly from Aug 21 to Nov 27</td>
</tr>
<tr>
<td>15%</td>
<td>Course syllabus, lesson plan, &amp; rationale</td>
<td>Due Nov 27</td>
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<tr>
<td>25%</td>
<td>Research proposals</td>
<td>Due Dec 4</td>
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<tr>
<td>5%</td>
<td>In-class presentation</td>
<td>Due Dec 4</td>
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<tr>
<td>15%</td>
<td>Final exam</td>
<td>On Dec 18</td>
</tr>
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</table>

Grading Criteria

A+ 98-100 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.

A 93-97 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.

A- 90-92 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.

B+ 88-89 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.

B 83-87 Demonstrates serious deficiency in competing 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.

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 (a) passing the course with a C or better, (b) present a legitimate, non-academic reason to the instructor, and (c) 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 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 the seminar so we can discuss them in detail.** This means that you are familiar with the assigned readings and are able to 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:
  - 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 dishonesty, 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](http://www.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](http://www.sjsu.edu/gup/syllabusinfo/) at http://www.sjsu.edu/gup/syllabusinfo/” Make sure to review these policies and resources.

### SOCI 200 FALL 2018 COURSE SCHEDULE

This is the tentative schedule, subject to change with fair notice through seminar announcements.

**Key to readings:**
- **C** = Course readings posted on Canvas website
- **FC** = Greenwood and Howard’s *First Contact.*
- **DLR** = Hart’s *Doing a Literature Review*, 2nd ed.
- **SD** = Luker’s *Salsa Dancing into the Social Sciences*.
- **RSC** = Clive's *Researching Society and Culture*, 4th ed.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>SEMINAR READINGS AND ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td><strong>Approaches to Sociological Practices</strong></td>
<td><strong>Aug 21</strong></td>
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<tr>
<td>Date</td>
<td>Assignment</td>
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<tr>
<td>Aug 28</td>
<td><strong>Assignment #1:</strong> Write a double-spaced analytical essay (about 600-650 words) discussing how you expect to practice sociology by synthesizing themes in the readings of weeks 1 and 2. In this essay, consider these questions: which audiences are you interested in engaging with or responding to? how might you do this concretely? what are some of the issues you think are most relevant related to your anticipated sociological practices? Use an academic referencing style consistently for in-text citation and for reference list.</td>
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<td>Sept 4</td>
<td><strong>Assignment #2:</strong> Write a double-spaced analytical essay (about 600-650 words) describing how you expect to teach an undergraduate sociology course by synthesizing the themes in this week's readings. In this essay, explain what is important for you in terms of student learning outcomes, your course design (content quality, assignments, and assessment), and your teaching style and approach (student engagement with sociological materials). Also, consider how you would negotiate institutional constraints and personal expectations. Use an academic referencing style consistently for in-text citation and for reference list.</td>
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</table>

**Collaborating in the Development of Sociology with Varying Partners and Audiences**


Brown, Phil. 2013. "Integrating Medical and Environmental Sociology with Environmental Health: Crossing Boundaries and Building Connections." *Journal of Health & Social Behavior* 54(2):145-64. [C]


**Passing On Sociology: Teaching and Preparing To Teach**


<table>
<thead>
<tr>
<th>Honing Your Ideas for Competent Sociological Practice</th>
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<tr>
<td>Library Training Session (tentative)</td>
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<td>Sept 11</td>
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<tr>
<td><strong>Assignment #3:</strong> Write a double-spaced analytical essay (about 600-650 words) discussing major issues about the social world that worry and concern you by synthesizing the themes in this week’s readings. In this essay, consider the following: what topic concerning the social world would you like to investigate if you were absolutely guaranteed not to fail? Be ambitious, and true to your heart. For instance, consider: what kinds of specific questions are you interested in answering? what could you see yourself interested in studying for a semester? Use an academic referencing style consistently for in-text citation and for reference list.</td>
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<tr>
<th>Strategies, Paradigms &amp; Designs in Developing Sociological Practices</th>
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<tr>
<td>Sept 18</td>
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<tr>
<td><strong>Assignment #4:</strong> Write a double-spaced analytical essay (about 600-650 words) examining different research strategies to answer possible variations of your research question (in assignment #3). In particular, consider how might positivist and interpretivist strategies differ, in terms of their understandings of the question and how to go about answering it. In addition, consider how a critical transformative research question would different from positivist and interpretivist questions. Use an academic referencing style consistently for in-text citation and for reference list.</td>
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**“1: Rethinking Introduction to Sociology,” pp. 1-18. [FC]**

**“1: Salsa Dancing? In the Social Science?” and “2: What’s It All About?,” pp. 1-39. [SD]**

Silverman, David. **“3: Research and Theory,” pp. 25-43. [RSC]**


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**“3: An Ode to Canonical Social Science” and “4: What Is This a Case Of, Anyway?,” pp. 40-75. [SD]**

Seale, Clive. **“2: Philosophy, Politics, and Values,” pp. 9-24. [RSC]**


Chapters 1-3, pp. 1-91. [DLR]

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<th>Date</th>
<th>Assignment Details</th>
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<tr>
<td>Sept 25</td>
<td>Assignment #5:</td>
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<td>(a) For your research topic (based on a particular research strategy), draw yourself the “daisy” of concepts and sub-topics that Luker discusses, and then list of all of the “petals” of the daisy, noting which you think may overlap.</td>
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<td>(b) Based on the systematic search of the appropriate scholarly literature, discuss the major theoretical debates and traditions and their trends as related to each petal listed in part (a). In addition, identify possible ways for you to engage and question existing orthodoxy and conventions related to the “petals” and their overlaps. The length of the double-spaced essay may be about 600-650 words. Use ASA referencing style consistently for in-text citation and for reference list.</td>
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<tr>
<td>Oct 2</td>
<td>Preliminary Literature Review Due: You will write a double-spaced literature review (about 1,300-1,500 words) on theoretical traditions and debates and their trends appropriate for your research topic and your pre-determined research strategy. At the end, discuss how the literature review informs your research question. Use ASA referencing style consistently for in-text citation and for reference list.</td>
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</table>
### Planning Your Research: Ethical Considerations, Writing a Research Proposal, and Gaining Grant Support

**Oct 9**

- **SJSU IRB.** N.b. *Human Subject IRB Procedure*. San Jose, CA: San José State University. [C]
- **Chapters 5, pp. 119-156.** [DLR]
- **Bhatt, Chetan.** "8: The [Masters] Dissertation,” pp. 123-152 [RSC]

**Assignment #6:** Write a double-spaced analytical essay (about 600-650 words) examining what ethical and power relations issues do you think might emerge for the research study you are designing by synthesizing the themes in this week’s readings. In this essay, consider what are some ways of addressing these ethical and power relations questions. Use *ASA* referencing style consistently for in-text citation and for reference list.

### Answering Research Questions (I): Sources and Practicalities in Data Collection

**Oct 16**

- **Bryne, Bridget.** "12: Qualitative Interviewing," pp. 217-236. [RSC]
- **Tonkiss, Fran.** "13: Focus Groups,” pp. 237-256. [RSC]
- **Walsh, David and Clive Seale.** “14: Doing Ethnography,” pp. 257-274. [RSC]
- **Seale, Clive.** “15: Grounded Theory,” pp. 275-284. [RSC]
- **Gidley, Ben.** “16: Doing Historical and Documentary Research,” pp. 285-304. [RSC]

**OPTIONAL:**


**Assignment #7:** Assume you are using interpretivist research strategy for your project. Write a double-spaced analytical essay (about 600-650 words) examining how might you study your project as a “case” by synthesizing the themes in this week’s readings. Consider the following in this essay: how would you tweak your research question to be suitable for your research strategy? What would be an appropriate sample for this study? How do you expect to collect quality data to answer your research question and the literature? How might you “generalize” from the data you plan to collect for your project? Use *ASA* referencing style consistently for in-text citation and for reference list.
Survey and Multivariate Research

Oct 30

Focus on writing positivist hypothesis and understanding logic of probabilistic causation, theory testing, and falsification.


Focus on understanding dependent variables, independent variables, control variables, and testing rival hypothesis and interpreting regression tables and graphs.

**Assignment #8**: Assume you are using positivist research strategy for your project. Write a double-spaced analytical essay (about 600-650 words) examining how would you tweak your research question to make it more suitable by synthesizing key points and themes in this week’s readings? What would be an appropriate sample for this study? What concepts would drive your study, and how would you best measure them? What would be appropriate hypotheses based on your research question and the literature? What are some alternative hypotheses to yours? How might you test these hypotheses? Use ASA referencing style consistently for in-text citation and for reference list.
### Answering Research Questions (II): Sources and Practicalities in Data Analysis

**Nov 6**

Assignment #9: Write a double-spaced analytical essay (about 600-650 words) examining how might you analyze the data you plan to collect for your project by synthesizing the themes in this week’s readings. Consider how might you extrapolate — either theoretically, empirically or both — from your data? Discuss this extrapolation with reference to this and previous week's readings. Use ASA referencing style consistently for in-text citation and for reference list.

| --- | --- |

*Mini-Proposal Due:* Develop a double-spaced mini-proposal that describes and situates an issue in which you are interested based on a particular research strategy. The mini-proposal will include a short literature review (about 2,000-2,200 words), drawn from your earlier literature review, and a short double-spaced section (about additional 600-650 words) on research design (research questions, design frame, sampling, ethics, power, and reflexivity, plan for data collection, and plan for data analysis). Use ASA referencing style consistently for in-text citation and for reference list.
Assessing the Quality and Impact of Sociological Practice

Nov 27


Sociology Syllabus Due: Develop an appropriate syllabus for an undergraduate course in "Introduction to Sociology" (see First Contact) or "Social Problems" for a particular campus/department.

Lesson Plan Due: Develop a detailed concrete lesson plan (see lesson plan chart) for a 75-minute undergraduate class session on introductory sociology topic that you select. Determine appropriate readings for students and key readings for the instructor based on literature. Determine appropriate teaching method, student learning activities/assignments, and assessment of student learning.

Rationale and reflection for the Sociology Syllabus and Lesson Plan Due: Provide a 5-page rationale for your course design and lesson plan in terms of what you want students to learn (content and skills), how you expect to teach, your assigned readings and learning activities, and the assessment of student learning. Make explicit in your reflection your pedagogical assumptions and approach and what you are including and excluding in terms of content and why. Use ASA referencing style consistently for in-text citation and for reference list.

Presentations Dec 4

Proposal Due: Using feedback on your mini-proposal, write full proposals that suggests how you would go about researching your topic. Each proposal will include a short literature review and a methods section that specifies research design (see detailed assignment sheet). You will also briefly present this proposal to the class.

Final Exam Dec 18

5:15 p.m. – 7:30 p.m.
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 9-11.
- 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/