

Course Information

Title: **Sociology**

Location: **Portsmouth Room 424** Schedule: **M 5pm-8:40pm** Semester: **Spring 2016, Late Start (12-weeks, 2/16-5/9)**

Number: **SOCI 110G (A)** CRN: **23650** Credits: **3** (3 Theory Hours, 0 Lab Hours) Prerequisites: **n/a**

Instructor Information

Name: **Ezra Temko** E-mail: **etemko@ccsnh.edu** Phone: **302-283-9393**

Office Hours: **Available before/after class and by appointment**

Catalog description

This course will provide an introduction to the concepts and principles of sociology. The basic social units of society and how they interact are studied in order to understand and appreciate the contributions of sociology to the field of social behavior. Social changes and its causes and effects will also be addressed. (Fulfills Social Science requirement.)

Course Objectives

By the end of this course, you will:

- Understand the sociological perspective and its utility for understanding social phenomena.
- Develop a sociological imagination and be able to apply it to social phenomena.
- Increase your knowledge regarding a variety of sociological areas of study, including a social problem that is important to you
- Engage in and further develop critical thinking skills through critical conversations, reading, writing, and reflecting to learn, and inquiry into social phenomena

Note: Sociology is a broad discipline; there are more sociological theories and social phenomena than we can possibly cover in one semester, particularly with any depth. Furthermore, as we investigate complex and persisting social problems, the questions and issues raised will frequently be ones that cannot be resolved quickly, easily, or satisfactorily. Oftentimes sociology not only helps one understand the social world, but also helps unveil its complexity. Investigations frequently lead to more questions, not fewer questions. Sociological understanding is an integral part of developing the consciousness and tools required to meet the responsibilities of citizenship and act as a power-balancing force in our society. Whether or not you decide to pursue sociology further academically, my hope is that you will leave this class with the ability to think sociologically and inquire into social phenomena in a way that will continue to impact your thinking and analysis of the social world into the future.

Content Outline

- The Sociological Perspective: Sociological Imagination, Sociological Theory, Social Structure, Social Interaction, Socialization, Social Construction, Culture, Social Groups & Formal Organization, Social Control and Deviance
- Sociological Research: Qualitative Methods, Quantitative Methods, Research Ethics
- Social Stratification: Global Stratification, Social Class in the United States, Race and Ethnicity, Gender, Sexuality, Age
- Social Institutions: Politics, The Economy, Marriage and the Family, Education, Religion, Health Care
- Social Change: Population and Urbanization, Social Change and the Environment, Social Movements, Public Sociology

Course Requirements

Required Materials

You will need to acquire one textbook for this course. All other course readings will be made available via Blackboard. The book is available at the Great Bay bookstore. There is also a copy of the book at the Great Bay Library on reserve for in-library use. If you have a physical copy of the book, please bring it to class.

Required Text

Henslin, James M. 2015. *Essentials of Sociology: A Down-to-Earth Approach (11th Ed.)*
ISBN 13: 9780133803549 ISBN 10: 0133803546

Please note: You are not required to purchase the MySocLab online materials.

Skills & Dispositions

To succeed in this course, you will need certain skill competencies. We will actively practice these skills throughout the semester, working together to develop them. In particular, this will focus on your ability to think critically, to consider phenomena in context and from multiple perspectives, and to communicate effectively – both in writing and speech. You will also need to be diligent regarding staying on top of your work; if you work hard and actively engage with the course material, you are likely to do well in this course. Successful students tend to be the stay on top of their work. This class only meets once a week; it is not recommended that you save all your work for the night before class. Finally, you will need to bring a particular cognitive mindset to your learning that will orient you towards success; the particulars of this mindset are reflected in the section on Norms under Course Policies.

Time Commitment

While there is variability in how much work students have for various classes, federal regulations require the equivalent of a minimum amount of work of approximately 45 class and work hours per semester course credit. In compliance with these regulations, subsequent to the first in-person class, you should expect to dedicate 12 hours of work each week to this class, including class time and work outside of class.

1 ***How You Earn Your Grade***

2 Your grade will be determined through the following weighted categories:

A Attendance and Participation (expected; penalties only)
B Course Content Presentations (25%)
C Reading Investigations (20%)
D Research Project (15%)
E Scientific Inquiries (15%)
F Class Reflections (10%)
G Context Article Presentation (10%)

3 More information is included below about each of these areas.

4

5 ***A. Class Contribution***

6

7 ***i. Attendance and participation (expected, penalties only)***

8

9 **Required Attendance**

10 Our class only meets once a week and for fewer weeks than the traditional semester. Please make it a priority to be here and be present. No
11 points are given for attendance; attendance is expected. You are required to attend every class and be present and actively engaged for the
12 entire in-person class period.

13

14 I will take attendance through the use of nameplates. Each class period you display your nameplate during class. There are 11 total classes. You
15 will have 9% (1/11) subtracted from your final grade for each class you miss (with the possible exception of two exceptional absences; see
16 below). Penalties also apply for coming to class late or leaving early. There is a column in the gradebook on Blackboard for Unexceptional
17 Absence penalty points. Blackboard is not set up to factor in these penalty points. To calculate your final grade, subtract the number in the
18 penalty column from your calculated semester grade. If there is a zero listed in the penalty column, that means you have no penalty points (a
19 good thing). At the end of the semester I will manually calculate your final grade based on your calculated grade minus any unexceptional
20 absence penalty points you have accumulated.

21

22 **Exceptional Absences**

23 I understand that you may on rare occasion have other priorities that you must attend to and for which you cannot make other arrangements
24 (e.g. attending a funeral, ill health, participation in official intercollegiate events, etc.). If this is the case, you must e-mail me *prior* to the class
25 that you will miss letting me know you will not be there and why you will be missing the class. If I receive this information prior to the class
26 and find your justification to be a reasonable excuse, I will e-mail you back after the class you miss with make-up work to be completed prior

1 to the next class. If you 1) contact me in advance of the class, 2) have a reason to miss class that I find reasonable, and 3) sufficiently complete
2 your makeup work within the given time, then the absence will be considered an “exceptional absence.” You will not receive any deduction
3 from your final grade for up to one exceptional absence. If you end up having to miss more than one class, even if it falls under the
4 circumstances outlined here, you will still receive a grade penalty (at that point you will have missed over 15% of the classes). Attendance is a
5 prerequisite for active collaborative learning. Rare exceptions to this policy may be permitted (e.g. if contacting me in advance was not
6 possible).

7 8 **Administrative Failure (AF)**

9 If you miss three consecutive classes, you will be administratively withdrawn from the class (an AF grade). You are financially responsible for
10 the class if you drop the class or are dropped from the class after the Drop Add period. The Administrative Failure is recorded your academic
11 record as a grade of “AF” and calculated in the GPA as an “F”. In the case of an AF grade, the Vice President of Academic Affairs will send
12 you a letter indicating that you are administratively withdrawn from the course. You have a small window in which you can appeal the AF
13 grade.

14 15 **Class Participation**

16 You are expected to be an active participant in our critical thinking journey. Actively engaging in the educational process is necessary for you
17 to master the course objectives. During in-person classes, your class contribution requires active participation and engagement. This means
18 completing all classwork, being on-task, listening to and respect others’ contributions, making your own contributions, paying attention, and
19 keeping private conversations to a minimum. While your level of in-class participation (outside of presentations) is not directly measured in
20 your grade, scientific studies have demonstrated that active learning results in increased mastery. Your active participation will therefore
21 benefit your grade in other areas; it will also help you build this important life-skill, lend a useful perspective, and make class more enjoyable
22 for all parties.

23 24 ***ii. Scientific Inquiries***

25 Sociology is a science. As such, learning in sociology does not simply entail learning about and considering the contributions of others. You
26 will engage as a social scientist in social inquiry investigations. This is similar in ways to the “laboratory” component of some classes in the
27 natural sciences. You will have 11 “labwork” assignments in which you conduct a scientific investigation in the social world and/or engage in
28 some part of the process of doing sociology. More details will be provided each week.

29 30 ***iii. Class Reflections***

31 After each class you will complete a class reflection, exploring and evaluating your learning and thoughts about course content and its
32 application outside this course. These reflections are a relatively brief active learning opportunity for you to engage with the class content and
33 demonstrate that you have thought about what you took away from the class as well as strategically reflecting on your strengths and areas for
34 growth as a learner. These reflections are an informal writing assignment – thinking made visible; you need to write clearly so that your writing

1 is understandable, but your writing is not expected to be publish-ready and use of contractions and the first person are fine. The final class
2 reflection should include a summative reflection, holistically synthesizing the course and your learning in it, as well as providing me with your
3 feedback about the course.
4

5 ***iv. Contexts Article Presentation***

6 You will present one article to the class. The article will come from *Contexts*, the American Sociological Association's quarterly public
7 sociology magazine. You will sign up for a class period (Week 3 or 4) and for an article to present on Blackboard. I understand that some
8 people are less than enthusiastic about making public presentations, but I have found that students with these hesitations often share with me
9 after the semester that they found facing that fear and presenting to be quite useful. If you have a particular concern or fear regarding making a
10 public presentation, please see me privately. Your article presentation entails three assignments:

- 11 1. You will sign up for your presentation date and select an article by the second class. This is worth 5% of your article presentation grade.
- 12 2. You will present the article in class. The presentation will entail at least one single static slide (which you should submit via Blackboard
13 in advance of your presentation), five to seven minutes to present and evaluate your selected article, and five to ten minutes to lead a
14 discussion about the article. This is worth 85% of your article presentation grade.
- 15 3. You will complete a short reflection evaluating your experience. This is worth 10% of your article presentation grade and will be due by
16 the class period following your presentation.

17 More information on this assignment will be provided.
18

19 ***v. Course Content Presentations***

20 Each week you will present a response to a question assigned to you to the class. The answers to these questions (e.g. "Why do researchers
21 sample?") can be found in the Henslin textbook and/or provided supplemental readings. These presentations should only take 1-4 minutes each.
22

23 ***B. Reading Investigations***

24 You have a reading investigation due for every class session (starting with Class #2). These investigations are an active learning opportunity for
25 you to engage with the course readings. Think of this as your ticket to come to class; it shows that you are prepared and have thoughtfully
26 completed the readings for the upcoming class. These investigations should prepare you to be ready to contribute and participate. I will provide
27 guiding questions for readings on the investigation assignment; I highly suggest reviewing these guiding questions prior to beginning your
28 reading. You may have been in classes in which the teacher delivers a lecture corresponding to the text that you may or may not have read. This
29 is not that class. We will discuss and clarify the text, but I expect that you have already read it and thought about it. This is an *informal* writing
30 assignment; you need to write clearly so that your writing is understandable, but your writing is not expected to be publish-ready and use of
31 contractions and the first person are fine. More information will be provided.
32

33 ***C. Research Project***

1 You will complete a research project on a social problem of your choice. This is your opportunity to explore an issue you care about
 2 and demonstrate your mastery of our course learning objectives through application of your sociological knowledge. For this project you will
 3 select a social problem to research. You will explore the empirical situation relevant to your social problem, analyze its accompanying cultural
 4 mythology, and consider it from a sociological perspective. You will also evaluate proposed solutions, including their correspondence to your
 5 understanding of the social problem. You will select a particular proposed solution that you agree with and identify a target that can help decide
 6 whether to implement that solution. You will write and send a letter/e-mail to your target about your social problem and proposed solution.
 7 During our final class you will present this letter to the class.

8 Please make sure you stay on top of your project; do not wait until the last minute to attempt to complete the assignments. Final
 9 versions of each project part should conform to the rules of Edited Standard Written English (e.g. avoid slang, do not use profanity unless you
 10 are discussing it as a subject matter, use standard spelling and proper punctuation, do not use shorthand (e.g. write you not u, are not r, “I found
 11 that humorous” not lol, etc.). More details about the project will be given out. Weekly assignment titles have been included in the course
 12 schedule.
 13

14 **Course Schedule**

15 The course schedule is only a guide. I reserve the right to make changes to the course schedule or other parts of the syllabus; I will inform you
 16 of any changes. *Class topic* refers to the topic(s) that will be covered during the in-person class meeting. *Inquiry* refers to the scientific inquiry
 17 investigation (to be completed that week prior to the following class, eg. the Readings listed in the Week 1 row are to be completed for the 2/29
 18 class). *Readings* refers to the assigned readings to be completed that week for the following class (e.g. the Readings listed in the Week 1 row
 19 are to be completed for the 2/29 class). *Project* refers to the project assignment to be completed that week for the following class (e.g. Project
 20 Assignment #1 should be completed prior to class on 3/7). May 9 is the final day of the semester, so anything listed on that row will need to be
 21 completed that day.
 22

<u>Week</u>	<u>Date</u>	<u>Class Topic</u>	<u>Inquiry</u>	<u>Readings</u>	<u>Project</u>
1	<u>2/22</u>	<ul style="list-style-type: none"> • Course Overview • Introduction to Sociology 	Research Ethics: Human Subjects Training	<ul style="list-style-type: none"> ○ Henslin excerpts <ul style="list-style-type: none"> ○ pages 2-3 Seeing the Broader Context) ○ pages 99-102 (The Macrosociological Perspective: Social Structure, through first full paragraph on 102) ○ page 106 (Changes in Social Structure) ○ Johnson, Allan: Chapter 1 ○ Mills, C. Wright (excerpt) 	#1 Social Problem Proposal
2	<u>2/29</u>	<ul style="list-style-type: none"> • What is Sociology? 	Research Ethics: Virtual Simulation	<ul style="list-style-type: none"> ○ (<i>Contexts</i> article for presentation) ○ Johnson, Allan: Ch. 2 	

		<ul style="list-style-type: none"> The Sociological Perspective 	on Research Misconduct	<ul style="list-style-type: none"> Berger, Peter (excerpt) Nyseth, Hollie et al. 	
3	<u>3/7</u>	<ul style="list-style-type: none"> A Tour of Sociology The Sociological Perspective continued Doing Sociology 	Secondary Data Analysis: World Values Survey	<ul style="list-style-type: none"> (Contexts article for presentation) Henslin excerpts <ul style="list-style-type: none"> page 20 (How Theory and Research Work Together, Doing Sociological Research) pages 20 & 22 (Down to Earth Sociology: Sociology Quiz) page 32 (Ethics in Sociological Research – one paragraph) pages 39-45 (What is Culture?) Persell, Caroline Miner, Horace 	#2 The State of the Problem
3/14 No Class: Spring Break (3/14-3/18)					
4	<u>3/21</u>	<ul style="list-style-type: none"> A Tour of Sociology Doing Sociology continued Culture & the Importance of Social Context 	Experiment: Breaching Norms	<ul style="list-style-type: none"> Rosenhan, David Collins, Randall Henslin excerpts <ul style="list-style-type: none"> pages 66-71 (Society Makes Us Human) pages 77-78 (Society within us: The Self and Emotions of Self Control) page 94 (Are We Prisoners of Socialization?) pages 119-122 (Ethnomethodology: Uncovering Background Assumptions, The Social Construction of Reality) pages 133-134 (In-Groups and Out-Groups, Reference Groups) 	#3 The Cause of the Problem
5	<u>3/28</u>	<ul style="list-style-type: none"> Socialization & the Social Construction of Reality 	Participant Observation: Sociological Eye	<ul style="list-style-type: none"> Goffman, Alice Lareau, Annette Henslin excerpt <ul style="list-style-type: none"> pages 158-161 (What Is Deviance?, read through first full paragraph on 161) 	
6	<u>4/4</u>	<ul style="list-style-type: none"> Sociological Theory 	Exploring Social Identity: "I Am	<ul style="list-style-type: none"> Gaventa, John Hoffman, Andrew 	#4 Comparative Solutions &

		<ul style="list-style-type: none"> • Deviance • Thinking Structurally / Systemically 	From...”	<ul style="list-style-type: none"> ○ Fellow, David and Robert Brulle 	Addressing the Problem, Opposing Viewpoints
7	<u>4/11</u>	<ul style="list-style-type: none"> • Social Stratification • Power 	Interview: Social Change & Social Location	<ul style="list-style-type: none"> ○ Rank, Mark ○ Gans, Herbert ○ Alvarado, Lorriz ○ Hays, Sharon ○ Henslin excerpts: <ul style="list-style-type: none"> ○ pages 198-199 (What Determines Social Class?) ○ page 231 (Figure 8.5: The U.S. Social Class Ladder) 	
8	<u>4/18</u>	<ul style="list-style-type: none"> • Class • Race 	Content analysis: Popular Culture & Social Identities	<ul style="list-style-type: none"> ○ Nordberg, Jenny ○ Sarkeesian, Anita 	#5 Firsthand Accounts
9	<u>4/25</u>	<ul style="list-style-type: none"> • Gender • Sexuality 	Effective Communications : Framing and Storytelling (Personal Narrative)	<ul style="list-style-type: none"> ○ Ganz, Marshall ○ Love, Barbara ○ Meyer, David 	#6 Advocacy Documents
10	<u>5/2</u>	<ul style="list-style-type: none"> • Education, Religion, Medical Sociology, Environment, Politics, The Economy • Social Movements & Social Change • Review 	Secondary Data Analysis: General Social Survey	<ul style="list-style-type: none"> ○ Francis, Ara and Jill Bakehorn ○ Feltey, Kathryn 	

11	<u>5/9</u>	<ul style="list-style-type: none"> • Understanding Social Phenomena through Sociology • Project Presentations 	Public Sociology: Publishing Your Research and Going Public	○ <i>N/A</i>	#7 Advocacy in Action
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Course Policies

Grading

I follow the grading policies as outlined in the Great Bay Community College *2015-2016 College Catalog*. For information on letter grading and other grading policies, please refer to this catalog. It is available at http://greatbay.edu/sites/default/files/media/GBCC_Catalog_1516.pdf.

You will receive one of the following grades for each assignment, corresponding with the University of New Hampshire grading system:

Grade	Performance Level
A	Excellent
B	Superior
C	Satisfactory, Competent, Acceptable

Grade	Performance Level
D	Marginal
F	Failure

Any work that you are turning in for me to grade must be submitted via Blackboard. Specific formatting requirements and grading criteria will be given for particular assignments.

Incomplete Grades

Incomplete grades will only be given for unusual cases. Documentation may need to be provided. Incomplete work does not justify an incomplete grade. You must speak to me *before* the end of the course if this may be an issue.

Late Work

Assignments are due at the specified day and time – usually before the next class period. Assignments are considered late if completed (e.g. presentations) or electronically submitted after the day and time given as the deadline. Late assignments will receive the following penalties (given an assignment worth 100 points):

Any tardiness	10 points
Over one day (24 hours)	25 points
Over two days (48 hours)	50 points

The exception to this late policy is that no assignments will be accepted for any credit after May 9. This is the final day of the semester and I am required to submit grades shortly thereafter.

Technical issues with submitting assignments via Blackboard do not excuse tardiness; it is your responsibility to identify and correct any technical problems regarding submitting assignments to ensure your work is submitted correctly and that I can open it. If you are asking for an extension or for some other exception to this late policy, you should contact me in advance of the deadline. I am much more open to working with you before an assignment is due. After an assignment is due I will be relatively inflexible. Unless you have an incomplete, no assignments may be submitted after May 9 (the final day of the semester) for any reason.

Dropping the Course

Check with the Registrar’s Office for official dates, deadlines, policies, etc. It is my understanding that you may drop this course by Monday, February 22 for a full refund. In order to drop this class, you must complete the SIS Web Drop or fill out an add/drop form and return the form to the One Stop office for processing. Simply ceasing to attend class or contacting the instructor does not constitute officially dropping the course. You may withdraw from the course and receive a “W” Withdraw grade, which does not impact your GPA, and a tuition refund, up to and including Thursday, April 7. If you are receiving Financial Aid, you should speak with that office before deciding to withdraw.

Up through the 60% point of the course, you may officially drop the class and receive a “W” Withdraw grade on your transcript. After the 60% point of the course, the drop form must be submitted to the instructor for signature and delivery to the One Stop office. At this point you will receive a “WP” Withdraw Pass or “WF” Withdraw Fail on your transcript. The “WP” is not calculated into the GPA. The “WF” is calculated in the GPA as an F. The last day to withdraw from this course with a grade of “WP” or “WF” is Monday, April 25.

Class Cancellations

On occasion an in-person class may be canceled due to weather or my absence. In this case, it may become necessary to make last-minute adjustments to the course schedule. When this occurs, I may e-mail the class via the college e-mail system with assignments to make up for missed class time; these assignments will count towards attendance for that class. If school is canceled on a day in which assignments are due, the default will be that the assignments will be due by 11:59pm on the first day of which the school re-opens. If there are extenuating circumstances regarding wireless or power access that would necessitate a later due date, I will inform the class of the new due date for said

1 assignments. It is your responsibility to check the college e-mail system for updates and assignments and complete work prior to its due date.
2 Unless I indicate otherwise, you should assume that the schedule of readings, assignment deadlines, etc. on the syllabus remains in effect.

3

4 ***Academic Citizenship***

5 Academic citizenship is your exercise of rights and responsibilities as a student, co-creating knowledge through actively contributing to the
6 class. Studies consistently show that if you engage in active learning rather than passive learning, you will learn more, better retain that
7 learning, and improve your ability to transfer your learning to new contexts. You are expected to participate in class. While “class
8 participation” or engagement is not directly graded, it is reflected indirectly in your grade through attendance, learning investigations, and other
9 assignments that will demonstrate that you were actively engaged in class and mastered what we learned together. The following sections on
10 attendance, academic honesty, norms, and asking questions all correspond with exercising your academic citizenship.

11

12 **Attendance**

13 The baseline for academic citizenship is attendance. The attendance policy is outlined above under Course Requirements.

14 **Academic Honesty / Plagiarism and Cheating Policy**

15 Academic misconduct is a serious offense with serious consequences. Do not plagiarize. The college defines plagiarism as “the intentional or
16 unintentional failure to immediately, accurately, and completely cite and document the source of any language, ideas, summaries, hypotheses,
17 conclusions, interpretations, speculations, graphs, charts, pictures, etc., or other material not entirely your own. This includes failure to cite
18 work of your own that you have used previously.” You must document all sources of information. Credit must be given when using the ideas of
19 others. No credit will be given for assignments that contain any instance of academic dishonesty. It is your responsibility to prove work is
20 original in nature. You may be asked to provide additional source information. It is recommended you keep all notes and materials used to
21 complete your assignments. Please reach out if you have any questions about how this policy applies to your work in this class. Consequences
22 for acts of plagiarism or cheating will be determined by the instructor/department. Violations may also be referred to the Academic Affairs
23 Office for Judicial Review.

24 **Norms**

25 Breaching our class’s community norms (outlined below) may result in warnings, reparations, and referral to Student Affairs for further action
26 through the submission of an Incident Report. It is expected that students will be respectful towards GBCC staff and GBCC students. GBCC
27 has a no-bullying policy. Students are responsible for being familiar with the Student Code of Conduct, which can be found in the Student
28 Handbook, available at http://greatbay.edu/sites/default/files/media/GBCC_Student_Handbook.pdf.

29

30 It is vital that we create an environment that ensures this class is as beneficial as possible to every student’s educational and professional goals.
31 We will best be able to meet our goals and grow together if the classroom is a supportive space and if everyone practices proper etiquette.
32 There are certain norms we want to co-create and hold within this space that reflect a vision for how we want to be as a class and in relation to

1 one other—safe, supported, open, productive, trusting, intellectually curious, thoughtful, and engaged. Creating a classroom environment that is
2 conducive to learning is a shared responsibility.

3
4 Be present. Arrive on time and devote the entire class period to concerted intellectual engagement. Participate actively and critically in
5 discussions, having completed the readings and thought about the issues. Focus your energy and attention to the topic at hand. Refrain from
6 activities that can cause distractions. Do not pack up to leave prematurely. Unless you have explicit permission from me, the use of electronic
7 devices (other than laptops) is prohibited during in-person classes and should remain off or in silent/vibrate mode for the duration of class.
8 Laptops may be used, but only for class related work. Presented slides will be posted on Blackboard. Using electronic devices during class for
9 anything other than classwork, or laptops during class time for non-class activities, may result in the designation of an unexceptional absence
10 for that class. That being said, you are in college and will be treated as an adult. Take care of yourself and step out if you need to do so. If you
11 need to use the bathroom, do so. If you need to take a call because a family member is in the hospital, do so. If you can handle your needs
12 before or after class, or during a break, even better. You are responsible for any material you miss. Respect the space and the people in it. Be
13 conscientious and courteous.

14
15 Be respectful, thoughtful, and conscientious. A good deal of sociological content is of a sensitive nature; individual students may have strong
16 opinions and/or personal experiences that relate to the material we cover. Therefore, it is essential that your participation maintains a civil tone,
17 respects the beliefs of others, and does not inhibit others from sharing or participating. Follow the guidelines below to help create a healthy
18 classroom climate:

- 19
- 20 • Be professional and respectful, considerate and kind. Do not make derogatory comments of any kind. Only one person should speak at a
21 time. Evaluate and reflect on the amount of space you are taking up in a particular conversation. If you have not spoken up and have
22 something to add to the conversation, speak up; if you feel like you have been talking a lot, create space for others to share. Listen to
23 others' thoughts and feelings, even if they differ significantly from your own. Your comments should be professional in nature, based on
24 content knowledge, and related to course material (Note: Professional does not mean it cannot be personal). Ask clarifying questions
25 when appropriate. Your comments and questions are meant to probe and shed new light, not to minimize or devalue others' comments.
26 Make sure if you are disagreeing with an idea your comments are aimed at the idea and are not a personal attack on a fellow student.
 - 27 • Take risks. Share what you are thinking or ask questions even if you are worried that you have not put what you are feeling or thinking
28 into the right words or that it may not be the “right” thing to say. Share and surface disagreements and ideas that seem at tension with
29 one another. You are encouraged to express your opinions, encourage others to develop and share their ideas, explore controversial
30 material, risk making mistakes in writing about and discussing issues, and ask for help in understanding ideas you do not understand.
31 This intellectually rigorous work may be uncomfortable at times, but risking such discomfort often leads to insight. Lean into
32 discomfort. Be patient in situations in which you may feel challenged or uncomfortable; there may be something else behind that
33 emotion. Help ensure others who may feel this way are supported. Keep an open mind and be willing and open to being challenged or
confronted about ideas or prejudices you have been socialized into and internalized. Temporarily suspend your disbelief and seek to

- 1 understand; understanding should precede critiquing. When challenging others, do so with the intent of facilitating their growth; do not
2 demean or embarrass others.
- 3 • Assume good intentions and give others the benefit of the doubt. Comments and assertions by others in this space should be assumed to
4 be coming from a place of good intentions. Understand that there may be a range of knowledge and experience around the issues we
5 discuss. This is a space where you can challenge things you do not necessarily agree with and be challenged by others, without taking
6 things personally or being clouded by feelings of offense.
 - 7 • Respect everyone's individual identity. Speak from your own experience and analysis of the readings. Only speak on behalf of yourself;
8 do not generalize. Do not expect others to speak as representatives of a social or cultural group. Do not make assumptions about other
9 class members' identities, experiences, or beliefs. Recognize and value the diversity of the class and everyone's experiences, abilities,
10 and knowledge that they bring to the class that we can all learn from. Personal stories or experiences that are shared in class should
11 remain confidential. However, what you learn from those stories and experiences can definitely be shared.

12 **Asking Questions**

14 You are encouraged to ask questions, both about content and about course requirements and policies. Take control of your own learning. One
15 way to ask me a question is via a discussion board set up on Blackboard for this purpose. If you do this, I will get an automatic e-mail alerting
16 me that you have submitted a question and I will answer it. This is a useful tool because other students may have the same question and they
17 will also be able to see the question and my response. If you have a question you want to ask but do not want it attributed to you, I have set up
18 the discussion board so that you may opt to submit a question anonymously.

19 **Monitoring Blackboard**

21 Blackboard is Great Bay's online course management system and the portal for student and faculty electronic services. Do not expect me to
22 issue a warning to you if you are in danger of failing the course or to contact you if you do not successfully submit an assignment. You are
23 responsible for keeping track of your progress in this course. I will be regularly updating grades on Blackboard and leaving you feedback on
24 your assignments. Make sure to check your submitted assignments to make sure they submitted correctly as well as for grades and feedback.
25 Take charge of your success in this class. I encourage you to contact me or meet with me if you have any questions or concerns about your
26 progress, as well as to avail yourself of the resources available through the Center for Academic Planning and Support (CAPS).

27 **Resources**

28 **Accommodations for Students with Disabilities**

30 The College is committed to providing support for students with disabilities. Any student with physical, learning, attention, and/or
31 psychological disabilities is encouraged to visit the Center for Academic Planning and Support (CAPS) and make an appointment with the
32 Coordinator of Disability Support Services. More information is available at [http://greatbay.edu/student-services/academic-support/disability-](http://greatbay.edu/student-services/academic-support/disability-services)
33 [services](http://greatbay.edu/student-services/academic-support/disability-services).
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Academic and Student Support

The Center for Planning and Support (CAPS) has a variety of services to support your academic success at Great Bay Community College. CAPS offers a wide range of additional services, including tutoring in a variety of formats; computer lab and study space; academic coaching; ESOL/international, nontraditional/gender equity, and single parent support.

Some free services include:

- Math, Writing, and Science Center for drop-in tutoring (no appointment needed)
- Scheduled appointment times for individual tutoring sessions
- Online writing tutoring via Blackboard (contact CAPS to enroll)
- Study Groups organization and tutor facilitation
- Open computer lab with various course software, including CIS & DMT classes
- Individual academic coaching for setting goals, organization, time management and finding strategies to increase your learning and performance;
- Assistive technology
- English for Speakers of Other Languages (ESOL) support
- Academic workshops – times posted each semester

CAPS is located in Room 210 on the Portsmouth campus and Room 115 in Rochester. Services are free to those enrolled in credit-bearing courses. For more information about any of the above plus other CAPS services, call CAPS at 603-427-7621 or email CAPS at greatbaycaps@ccsnh.edu. They would be happy to answer any questions. Tutoring request forms can be found in CAPS or on the GBCC website at <http://greatbay.edu/student-services/tutoring>.

For more information, visit <http://greatbay.edu/student-services/academic-support>.

Helpdesk

If you are having any problems with Blackboard or have other computer related questions or problems, please contact the student help desk at 603-427-7621 or <http://www.greatbay.edu/helpdesk>.

Student E-mail

Students are expected to use only their college email address for all correspondence with faculty and staff at the college. Students are also expected to check their email at least three times per week. Any correspondence not using college email is subject to quarantine and/or removal from the CCSNH email server and may not be answered. If you need assistance in how to access your college email, check the SIS (Student Information System) or visit the Student Help Desk.