

## SSCI 105: Writing in the Social Sciences

Sections 01N Spring 2014

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UNIVERSITY OF  
CHARLESTON

### COURSE DESCRIPTION

This course provides students with the foundational skills and the knowledge needed to successfully meet the foundational Citizenship Outcomes with critical thinking, communication, and research skills necessary for college success. In particular, this course will force you to ask yourself: Why do people do the things they do? What are social institutions? How do social institutions/socialization impact who we are – as an individual, as a group, as a nation? What is culture? What is citizenship? These questions may serve as writing prompts for writing assignments and class discussion.

This course explores social institutions through the issue of social problems. Each student will be required to demonstrate knowledge of social institutions, foundational historical understanding, and global awareness through the various essays associated with this course. Further, at least two of the four essays associated with the course must also demonstrate foundational critical thinking. Students may choose which rhetorical modes to demonstrate said Liberal Learning Outcomes (LLOs).

All assignments will be graded using the appropriate SSCI 105 combined rubric to assess understanding of said LLOs. This course will allow you to develop as a critical thinker through the development of the social sciences perspective. This course will allow you to develop metacognitively as you will begin to ask the questions: Why are things the way they are?; Why have I come to think this and/or in this way? This course will allow you to deconstruct the social environment and come to develop more holistic, sophisticated thinking.

### REQUIRED TEXTS

- **Required:** Henslin, James. *Life in Society*. 10<sup>th</sup> Ed. Boston: Pearson, 2011. ISBN 10: 0-205-78041-5.
- Film: *The Interrupters*, Steve James & Alex Kotlowitz, Kartquim Films, Chicago: 2011. Film available free, streaming PBS Frontline Series: <http://www.pbs.org/wgbh/pages/frontline/interrupters/>
- **Suggested additional text:** Northey, Margot; Lorne Tepperman, and Patrizia Albanese. *Making Sense in the Social Sciences: A Student's Guide to Research and Writing*. 5<sup>th</sup> Ed. 2012. Oxford Press. ISBN: 9780195445831.
  - Textbooks can be purchased <http://eagleshop.ucwv.edu> or 1-877-393-5014.
- There will be additional pdf format materials on eLearn and Jstor.
- You will also be accessing study plans, primary documents, and other items via hyperlinks that can be accessed through our class page.

### LEARNING LIBERAL OUTCOMES

- Understand and examine the rights and responsibilities that are associated with social, political, and economic communities that an individual demonstrates as an engaged and knowledgeable member of a society.
- Understand that human behavior is a product of socialization, the influence of social institutions and individual psychology.
- Identify and explain the disciplines of the Social Sciences.
- Refine the ability to effectively communicate with a variety of audiences and purposes.
- Examine the process of reflection, reasoning and imagining, through which the individual willingly, systematically, and habitually examines and explores statements, problems, issues, beliefs, and social constraints.

- Demonstrate an attitude of intellectual inquiry, information literacy, critical, analytical, and reflective thinking skills.

## COURSE REQUIREMENTS

### 7 Quizzes (150pts)

5 Reading Quizzes	20each	Syllabus Quiz	25	Academic Integrity	25
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### 2 Assignments (200pts)

Boolean Bib	50	Source Evaluation	50	SSCi Fields WS	50	SSCi Definitions	50
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### 8 Discussion Boards (160pts)

### 1 Exam (200pts)

### 4 Papers (450pts)

<i>Paper 1</i>	<i>100</i>	<i>Paper 2</i>	<i>100</i>	<i>Paper 3</i>	<i>100</i>	<i>Paper 4</i>	<i>150</i>
Pre-write	15	Pre-write	15	Pre-write	15	Pre-write	15
Rough Draft	10	Rough Draft	10	Rough Draft	10	Rough Draft	10
Peer Review	25	Peer Review	25	Peer Review	25	Peer Review	25
Final Draft	50	Final Draft	50	Final Draft	50	Final Draft	75

**Reading Quizzes (100pts)** There will be 5 reading quizzes each worth 20 points. These will consist of short answer questions to be answered in complete sentences. There will be **NO** make-ups.

**Syllabus and Academic Integrity Quizzes (50pts)** There will be 2 administrative quizzes to show understanding of course expectations, worth 25pts. These will consist of short answer questions to be answered in complete sentences. As attendance is mandatory, there will be **NO** make-ups.

**Assignments (150pts)** There will be three 50 point in-class assignments as listed above and on the schedule. Directions for these assignments are posted online and must be completed and saved with Acrobat Reader.

**Discussion Boards (100pts)** We will be discussing readings and other topics in class. The eLearn discussion boards are meant to begin the process of gathering your thoughts about the reading prompts and to see ideas from fellow students. Please read the Discussion Board Best Practices on page 4. You must put up an initial post and at least one response to another student's post to receive full credit for each discussion board topic. If you only post an initial response to the question or topic, you will only receive 8/10 points. If we have a discussion board, please make sure that you have read the documents so that you will be ready to post your initial response to the discussion board on (or before) days marked "DB" on the class schedule. DBs are due by midnight on the day it is due.

**Exam (200pts)** There will be a final exam (**February 28**). The exam is cumulative. The exam will consist of multiple choice, matching, and short answer questions. The test is NOT open book. You have 3 hours to complete the final exam. If you are unable to finish the exam for a legitimate reason please email me BEFORE the exam day. A student who misses an exam without an excuse will receive a zero.

**Essays (450pts)** You will be writing **FOUR** major essays this semester. The instructions will be found in the Essay folder and will be due by class time unless otherwise indicated (**Jan. 20, Jan. 31, Feb. 10, and Feb. 24**). The essays must be submitted in an email attachment. Accepted formats include **docx, doc, pdf, rtf** and **odt**. An essay is a formal paper and must conform to proper standards of academic writing, ( i.e.: typed, double-spaced, twelve point font, 1" margins, etc). Please support your arguments with specific examples from the readings, lectures, and additional research. All papers must be fully documented and cited. Failure to cite sources constitutes plagiarism and will result in a "zero" on the assignment. No late papers will be accepted.

Essay	Name	Type	Rubric
1	Single Story	Definition	Writing
2	Who are you?	Informative	Writing
3	Adler-Adler article	Critique	Writing & Citizenship/SSCI 105
4	Artifacts	Compare and Contrast	Writing

## **GRADE SCALE**

**A 100-90, B 89-80, C 79-70, D 69-60, F 59-0**

## **CLASS COMMUNICATION**

Please log into the class site daily, even if there is not anything due that day. I frequently send out announcements in regards to class assignments. Sometimes, I send out information that clarifies or answers questions that students send that I think might be helpful for everyone to know. Also, be sure to check your email. I will check my email each weekday evening. Thus, you can expect a response to your questions after noon. Please send me any questions that you have as soon as possible. I will frequently send additional information and instructions to the class, either as announcements or emails.

## **eLEARN**

Understanding eLearn will be required for your success in this class. This syllabus will always be available on eLearn, therefore you should always be aware of what is on the syllabus. You should check eLearn daily for updates on class questions and ALL email correspondence. Grades will be posted on eLearn when possible and appropriate. Please email me if you have any further questions about eLearn. Through eLearn, you will be able to view study guides, maps, worksheets, and additional documents. You will need to utilize all the available resources on eLearn to study for the exams and papers.

## **COMPUTER REQUIREMENTS**

eLearn is a web-based service. Students should have a reliable internet connection, preferably high-speed to accommodate streaming media and large file downloads. Students may choose their own internet browser. Browsers and operating systems should be up-to-date, with all the most recent patches installed. The minimum browser requirements include:

[Firefox](#) 4, [Safari](#) 5, [Chrome](#) 11, [Opera](#) 9

[Internet Explorer](#) 8 (although IE 10 is required for some features)

It is recommended that students have at least two browsers available to use, in case there are problems with one. Mozilla Firefox appears to work the best with eLearn on a consistent basis. Students will be required to download files and should have the following programs installed on their computers:

[Adobe Flash](#)

[Adobe Reader](#) (or another software that can open pdf documents)

[Microsoft Office](#) (or a compatible software such as [OpenOffice](#))

## **DISCUSSION BOARD BEST PRACTICES**

In order to be successful in the course, it is critical that you follow the following rules of posting and etiquette for our online forum:

1. All posts are important – please take all posts seriously and respond appropriately. At times, it can be hard at times to see that all posts are important, but as the course is completed, it is much easier to see the overall intent.
2. Please refrain from any negative personal commentary on the forum. This type of behavior can be grounds for dismissal from the course.
3. Please be sure that all posts are explicitly related to the course content. No off topic posting permitted.
4. Grammar/mechanics matter!

## **TIMELINESS OF INTERACTION AND ASSIGNMENTS**

You are expected to regularly attend and sign in to the eLearn course to participate in learning activities, respond to discussions, and submit assignments. Assignment due dates are there to ensure appropriate progression in the learning process. Therefore any assignment, including your response in discussions, must be posted by the due date. Late assignments will only be accepted with a valid, university approved excuse. And, except for very exceptional cases, I expect to be apprised in advance that a student will submit late work.

## **UNIVERSITY ACADEMIC INTEGRITY**

For a community of learners to thrive, all members must engage in the educational process with honesty and integrity. The University of Charleston community holds firmly to the belief that all members of the community are responsible for promoting and protecting academic integrity. Cheating, plagiarism, fabrication, or facilitating academic dishonesty will not be tolerated. Please see the academic catalog for more information. Faculty may submit any assignment including discussion posts and papers to Turnitin.com, a web-based plagiarism detection software, for comparison to web pages, papers, and publications.

The University of Charleston believes that students learn and develop greater knowledge of academic integrity as part of our educational process. The Academic Integrity process is designed to facilitate a student's development of this understanding while requiring accountability for violation of this policy. Please see the academic catalog for more information on the academic dishonesty levels, procedure, and appeal process.

## **COURSE DROP**

You must initiate an Add/Drop Form in order to be dropped from this course on or before the published deadline. The last day to drop can be found in the academic calendar. All add/drop Forms must be received on or before the last day to drop. The academic calendar and add/drop forms are available on the University website.

## **COURSE WITHDRAWAL**

You must initiate a Withdrawal Permit in order to withdraw from this course on or before the published deadline. The last day to withdraw can be found in the academic calendar. All withdrawal permits must be received on or before the last day to withdraw. Students will receive a "W" on their academic transcript. Students who withdrawal after the published day will receive a WF (withdraw failing) unless it is approved medically. Failure to begin attending or ceasing to attend does not constitute official notice of withdrawal. Students who do not officially withdraw are required to pay all charges to their accounts.

## **STUDENT EXPECTATIONS AND ACCOUNTABILITY**

All students are responsible for knowing and following University of Charleston's student expectations and accountability, which describes the University's rules and regulations for academic honesty and personal conduct. It also describes the process through which students are charged with violations, the disciplinary sanctions that may be imposed for violations, and the appeals process. The Student Code of Conduct is available in the Student Handbook and on the UC website.

## **POLICY FOR STUDENTS WITH DISABILITIES**

It is the policy of the University of Charleston to provide reasonable accommodations for qualified individuals with documented disabilities. This college will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as regards to affording equal educational opportunity. It is the student's responsibility to contact the disability coordinator and provide current documentation from appropriate credentialed persons. The disability coordinator will assist students and faculty in arranging appropriate accommodations. This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

**Disability Coordinator Contact Information:** Allison Grassie, [allisongrassie@ucwv.edu](mailto:allisongrassie@ucwv.edu), (304)347-6993

## **FAIRNESS**

University of Charleston is committed to social justice. I concur with this commitment and will strive to maintain a positive learning environment based on open communication and mutual respect and non-discrimination. I will appreciate and consider suggestions on extending and enhancing such an environment. As the instructor I maintain the ability to alter the schedule and assignments to best manage the course materials and student needs.

## STUDENT RESOURCES

### Online Homework Help:

All UC students have access to the Smarthinking online tutoring tool. A link to this resource is now on the Current Student page at <http://www.ucwv.edu/Students/> under Online Resources. The USERNAME for students to log on is UCFirstnameLastname. The password is RIVER.

Tutoring through Smarthinking is provided in the following ways:

- Connect with an e-structor now is used when you want tutoring right away.
- Submit your writing is used to send the draft of an essay or paper for e-structor review.
- Schedule a personal session is used when you want to make an appointment for future tutoring.
- Submit a question is used when you wait for a delayed response, rather than take time for a live session.
- Academic resources are used to look for answers to your questions before engaging a tutor.

### Library Resources:

The UC library provides electronic access to several online resources through its website at <http://library.ucwv.edu/databases>.

To call the Beckley library, dial 1-877-678-5427 or 304-929-1367.

To call Charleston, dial 304-457-4780. To e-mail questions, send an e-mail to [librarian@ucwv.edu](mailto:librarian@ucwv.edu)

To access the electronic resources, you must have a UC user name and barcode. Contact [librarian@ucwv.edu](mailto:librarian@ucwv.edu) for more information.

### Citation Style:

I generally try to work with the student to exploit the reference style they will be working with in their major. I am pretty well versed in APA, MLA, AMA, Chicago Style, and end noting. Let's have a discussion about what will work best in the first week of classes. The library staff is a very knowledgeable reference for you on these matters. In addition, the following websites are very reliable sources of information:

<http://owl.english.purdue.edu/>

<http://owl.english.purdue.edu/owl/section/2/>

<http://www.easybib.com/>

<http://writingcenter.unc.edu/handouts/>

## COURSE SCHEDULE

**Henslin** – Life in Society, (MSSS-1) – Making Sense in SSC; *Doc1* – eLearn PDFs;  
[Research](#) – Hyperlinked Doc; **DB1** –Grade

Week	January 6-10			
1	Lecture Subject:			
	Readings	Due		
January 13-17				
2	Lecture Subject:			
	Class Intro, Syllabus, Academic Integrity Anthropology and its Uses, Cult. Relativism: Identity and Culture			
	Readings			
	-Paper 1 Rubric	-Doc2		
	-Lewis 1998	-Shepherd 1980 (MSSS-1-2)		
-Henslin 1-36				
Due Mon. Jan. 13			Due Wed. Jan. 15	Due Fri. Jan. 17
-Social Science WS -Paper 1 Prewrite Definition -DB1			-Syllabus Quiz (Wednesday)	-Peer Review 1 WS -DB2
January 20-24				
3	Lecture Subject:			
	Social Science and Interpretations			
	Readings			
	-Paper 2 Rubric	- <u><a href="#">Research Website</a></u>		
	-Henslin 37-72	(MSSS-3-4)		
-Silverman 2004				
Due Mon. Jan. 20			Due Wed. Jan. 22	Due Fri. Jan. 24
-Paper 1 Final -Paper 2 Prewrite Info			-DB3 -Acad. Integrity Qz	-Source Eval Assmt -RQ1
January 27-31				
4	Lecture Subject:			
	Individuals and Social Organization; Documentary film: The Interrupters			
	Readings			
	-Paper 3 Rubric	-Adler Adler 1988		
	-The Interrupters	(MSSS-7)		
-Henslin 73-112				
Due Mon. Jan. 27			Due Wed. Jan. 29	Due Fri. Jan. 31
-Peer Review 2 WS			-DB4 -Boolean Bib WS	-Paper 2 Final -Paper 3 Prewrite Critique -RQ2
February 3-7				
5	Lecture Subject:			
	Music as Cultural Expression			
	Readings			
	-Henslin 139-172	- <u><a href="#">Handel</a></u> , <u><a href="#">Datsik</a></u> , <u><a href="#">Gamelan</a></u> , <u><a href="#">Rosen</a></u>		
	-Stokes 2004	(MSSS-8-9)		
Due Mon. Feb. 3			Due Wed. Feb. 5	Due Fri. Feb. 7
-SSCI Definitions WS			-DB5	-Peer Review 3 WS -RQ3

<b>February 10-14</b>			
<b>6</b>	Lecture Subject: Language and Story and Anthros		
	Readings <b>-Paper 4 Rubric</b> <span style="float: right;"><b>-ZebuMap</b></span> <b>-Henslin 173-214</b> <span style="float: right;"><b>(MSSS-10)</b></span> <b>-Korom 2000</b>		
	<b>Due Mon. Feb. 10</b>	<b>Due Wed. Feb.12</b>	<b>Due Fri. Feb. 14</b>
	<b>-Paper 3 Final</b> <b>-Paper 4 Prewrite</b> Cmp/Cntst	<b>-DB6</b>	<b>-Data-Bib Paper 4</b> <b>-RQ4</b>
<b>February 17-21</b>			
<b>7</b>	Lecture Subject: Demography of Families		
	Readings <b>-Teachman 2000</b> <span style="float: right;"><b>(MSSS-12-14)</b></span>		
	<b>Due Mon. Feb. 17</b>	<b>Due Wed. Feb.19</b>	<b>Due Fri. Feb. 21</b>
	<b>-Peer Review 4 WS</b>	<b>-DB7</b>	
<b>February 24-28</b>			
<b>8</b>	Lecture Subject: Cultural Relativism and Cultural production		
	Readings <b>-Doc3</b>		
	<b>Due Mon. Feb. 24</b>	<b>Due Wed. Feb. 26</b>	<b>Due Fri. Feb. 28</b>
	<b>-Paper 4 Final</b>	<b>-DB8</b>	<b>-Final Exam</b>

<b>Full Text Jstor Articles</b>	
<b>Week</b>	<b>Citation</b>
<b>2</b>	Lewis, Herbert S. The Misrepresentation of Anthropology and Its Consequences. <i>American Anthropologist</i> , New Series, 100: 3 (Sep., 1998): 716-731.
	Shepherd, William C. Cultural Relativism, Physical Anthropology, and Religion. <i>Journal for the Scientific Study of Religion</i> , 19: 2 (Jun., 1980): 159-172.
<b>3</b>	Silverman, Eric K. Anthropology and Circumcision. <i>Annual Review of Anthropology</i> , 33 (2004): 419-445.
<b>4</b>	Adler, Patricia A. and Peter Adler. Intense Loyalty in Organizations: A Case Study of College Athletics. <i>Administrative Science Quarterly</i> , 33: 3 (Sep., 1988): 401-417.
<b>5</b>	Stokes, Martin. Music and the Global Order. <i>Annual Review of Anthropology</i> , 33 (2004): 47-72.
<b>6</b>	Korom, Frank J. Holy Cow! The Apotheosis of Zebu, or Why the Cow Is Sacred in Hinduism. <i>Asian Folklore Studies</i> , 59: 2 (2000): 181-203.
<b>7</b>	Teachman, Jay D., Lucky M. Tedrow and Kyle D. Crowder. The Changing Demography of America's Families. <i>Journal of Marriage and Family</i> , 62: 4 (Nov., 2000): 1234-1246.



## **ACADEMIC INTEGRITY**

For a community of learners to thrive, all members must engage in the educational process with honesty and integrity. The University of Charleston community holds firmly to the belief that all members of the community are responsible for promoting and protecting academic integrity. Cheating, plagiarism, fabrication, or facilitating academic dishonesty will not be tolerated.

It should be noted that a hearing involving academic dishonesty – discussed below – is an academic matter, and not a criminal or civil legal proceeding. Rather, it is a process unique to the community of scholars that comprise a university. It is designed to protect the rights of the students accused of violating integrity standards, to educate students, and to deter further violations. Faculty members may use evidence and their professional judgment to determine whether a student has violated academic integrity. The expectation is to follow the rules of “preponderance of evidence” rather than “evidence beyond a reasonable doubt” in the process described below. The University of Charleston believes that students learn and develop greater knowledge of academic integrity as part of our educational process. The Academic Integrity process is designed to facilitate a student’s development of this understanding while requiring accountability for violation of the policy. The following is an outline of the levels of academic integrity infractions and sanctions:

### **Academic Dishonesty Levels**

#### **1) Minor Infraction**

- a. Examples include but are not limited to:
  - i. Repetitive improperly formatted citations
  - ii. Omission of reference(s)
  - iii. Partial paraphrase, makes an attempt but lacks understanding
- b. Consequences
  - i. First infraction-training
  - ii. Second infraction-Failure of assignment or exam
  - iii. Third and all subsequent minor infractions - See section 2-c-i

#### **2) Standard Academic Violations**

- a. Cheating, Plagiarism, fabrication, facilitating academic dishonesty
- b. Examples include but are not limited to:
  - i. Methodical omission of sources
  - ii. Cut and paste w/o proper citation
  - iii. Cheating on exam
  - iv. Giving away answers
  - v. False insertion of citation
  - vi. Third minor infraction
- c. Consequences
  - i. First infraction (or third minor infraction) - Failure of course with dishonor (FX). A student can repeat the course but the grade will remain on the student’s transcript and will be calculated in their GPA.
  - ii. Second infraction - See section 3-c-i

#### **3) Egregious Academic Violations**

- a. Above and beyond standard academic violations
- b. Examples include but are not limited to:
  - i. Second standard academic violation
  - ii. Providing exams or class work for the purpose of cheating
  - iii. Stealing/copying exams
  - iv. Impersonating another student
  - v. Buying work from another student or source and using as own
  - vi. Widespread collusion of student violators
- c. Consequences
  - i. Failure of course with dishonor (FX) and expulsion from the university



## PROCEDURE

If a faculty member has reason to believe that a student may have committed a violation of the Academic Integrity Policy, the faculty member will conduct an investigation to confirm or deny the violation. If the violation is confirmed then the faculty must make a reasonable effort to notify the student within two business days. The faculty member should schedule a meeting with the student within two business days of the notification.

When the student meets with the faculty member, the student should be presented with the evidence of the violation, told the level of infraction and the sanction for that infraction. The faculty member should also inform the student of his/her right to appeal the decision. If the student should choose to appeal, he/she should notify the Dean of the instructor's school in writing within two business days of the meeting. If the student does not appeal within two business days, the decision will be upheld and the infraction/sanction will be recorded.

### Appeal Process

During an appeal process, the student should continue to attend class until a decision is rendered. The Academic Integrity Review Board will oversee the appeal hearings for all undergraduate and graduate students. The board will be made up of eight faculty members; two faculty from the School of Business, two from the School of Pharmacy, two from the School of Health Sciences and two from the School of Arts and Sciences. The members will be appointed by the Dean of each school.

If the student notifies the Dean of his/her intent to appeal, the Dean will notify the Chair of the Academic Integrity Review Board. Within two business days of receipt of the appeal, the chair of the Academic Integrity Review Board or his/her designee will send a letter to the student to inform him/her of the date of the appeal hearing.

If the violation is a minor infraction, one person from the committee will meet with the student, review the appeal and decide whether or not to uphold the faculty member's decision or to reverse the decision. The student will be notified of the decision by the chair of the Academic Integrity Board or his/her designee. If the decision is upheld, the infraction/sanction will be recorded into the student's record. If the decision is reversed, the student's record will reflect the reversal.

If the violation is a standard infraction, three people from the committee will review the appeal and decide whether or not to uphold the faculty member's decision or to reverse the decision. The committee's decision will be based upon a two-thirds majority. The student will be notified of the decision by the chair of the Academic Review Board or his/her designee. If the decision is upheld, the infraction will be recorded and the student will receive an "FX" in the course. If the decision is reversed, the student's record will reflect the reversal.

If the violation is an egregious infraction, the entire committee will review the appeal and decide whether or not to uphold the faculty member's decision or to reverse the decision. The committee's decision will be based upon a two-thirds majority. The student will be notified of the decision by the chair of the Academic Review Board or his/her designee. If the decision is upheld, the infraction will be recorded, the student will receive an "FX" in the course and the student will be expelled from the university. If the decision is reversed, the student's record will reflect the reversal.

**Note on timing:** It is recognized that there may be times that, due to illness, travel, scheduled breaks, etc., the precise schedules indicated in the preceding paragraphs may not be achievable. In such cases, all participants must make good faith efforts to come as close to the schedules as possible. Hearings for alleged integrity violations that occur at the end of the spring semester present special challenges. For returning students, the schedule in the preceding paragraphs will remain in effect. Students suspected of violating academic integrity must work with faculty to attempt to resolve the integrity issue within two weeks of the last official day of the semester or wait until the beginning of the following semester to seek resolution. For a graduating senior suspected of violating academic integrity, he/she may walk at graduation if all other academic requirements have been met, but he/she will not receive a diploma until the integrity matter has been resolved.