

Social Theory

SAN JOSÉ STATE UNIVERSITY
Fall 2024 SEMESTER



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- **Monday / Wednesday – 11:45 – 12:30** Drop-in
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Class Information:

Modality: In-Person

Date/Time: M/W 10:30 – 11:45 AM

Room: DMH 162

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What is this course about?

Welcome to Sociological Theory!

This course delves into the lives of influential theorists, examining how their personal journeys shaped their contributions to sociology. Together we will engage in an exploration of both classical and contemporary sociological thinkers investigating their views on social and political order, conflict and inequality, social networks and human interaction, as well as the role of agency in our life choices.

Through the use of collaborative case studies, and critical analysis of primary texts, students will learn to apply sociological theory and concepts to real-world problems in search of viable solutions. My hope is that this course emphasizes the relevance of these theories to current social issues, encouraging critical evaluation and practical application.

What will I learn in this course?

Student Learning Objectives

1. Students will be able to identify key sociological concepts and their parameters from original sociological texts.
2. Students will annotate these texts interpreting central arguments of each sociological theorist.
3. Students will evaluate the original works of classical and contemporary social theorists, illustrating their value (or lack thereof), by applying them to a contemporary phenomenon through case study research.
4. Students will create an animation aimed at non-sociologists featuring the application of sociological concepts learned in class to a social problem of their choice.

University Credit Hour Notice

This is a 3-Unit CORE Class.

Which means by taking it SJSU expects that you will dedicate 2 hours of work outside of lecture per every credit (6 hours total per week). These 6 hours will cover time spent reading, doing written homework, and projects. You will find a breakdown of the time needed for the course in below.

What is the weekly time commitment?

Weekly	Average Time Necessary	How did I come to this
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Assignments		number?
Reading	~ 30 min – 3 hr. (during annotation weeks)	Avg # of pages x Difficulty
Writing	~ 2 hours	8000 words/15 weeks

What are the required texts and materials?

1. All readings will be provided on your Canvas Page. Do not purchase any texts.

What technologies will we use?

For this course you will be required to have a working smartphone, iPad, laptop, or other such device in order to participate fully in class. We will have regular participation assignments that must be turned in during the class period and will be utilizing [Socrative](#), a free online polling service.

What am I required to do in this class?

These are the assignments that will constitute your final grade.

Assignment Type	Points Total
In-Class Participation	300
Exams	200
Hypothesis Reflections	250
Creative Project	100
Theorist Talk	100
Quizzes	50

Homework Assignments

Reading Reflections: Each week, you'll be assigned a set of readings to be completed by class on Monday. To encourage thorough reading, one reading per week will require demonstrated reflection. We will use a program called Hypothesis within the Canvas page to complete these assignments. Hypothesis allows you to work individually and in small groups to annotate the readings, help each other understand the author's intent, and reflect on the meaning of each work. With Hypothesis, you can highlight passages, leave comments in the margins, ask questions, reply to each other, and leave links. This free program also allows you to write private memos and page notes about the overall document.

To receive credit for this assignment, you must 1) highlight at least five quotes that you find important, 2) leave at least four original reflections, and 3) write an overall summary of the reading tagged with the phrase "Reading Summary." An original reflection is a personal observation made while reading and is not a summary or definition. You can reflect by explaining what the quote made you think of, connecting it to your existing knowledge or experiences, describing any emotional response it elicited, or raising questions or concerns that came up. Reflections are due by Sunday at 11:59 pm, so ensure you complete the readings before we discuss them each week. Each reflection is worth 25 points, totaling 250 points for all reflections. in total (CO 2)

Animation Project: Instead of a traditional paper, you will engage in a creative animation project as the final product of our course. You will be asked to create a roughly 2 minute animated video (similar to a TikTok) using [Animaker](#), a free program which does the animation for you with the click of a button.

Using this tool, you will use explain to an imagined audience of non-sociologists one sociological concept from our semester, how it applies to a sociological problem or event that we are currently experiencing as a society, and how people can use this concept to think about or improve their everyday lives. Detailed instructions and

(Total Points: 150). (CO 4)

Participation Assignments

In-Class Participation

Participation is a requirement for succeeding in this course and will be collected randomly throughout the semester. While attendance cannot be directly graded, you will be asked to complete in class participation assignments including but not limited to: Socrative polls, think, pair, shares, reading quizzes, and group discussions. When participating in discussion groups – content matters!

So, ensure you stay on topic, or points will be deducted.

Please Note: If you are absent, you can complete a makeup assignment earning back 40 percent of the points for that missed class. You can earn an additional 20 percent by coming to office hours for a discussion of the assignment. (Total Points: 300) (CO 1 & 3)

Theorist Talk: Each week, one group of students will engage in a collaborative exploration of a selected social theory reading. Working in groups of 3-4, students will deeply analyze the assigned text, synthesize their findings, and present their insights to the class. Students will meet with myself to discuss the reading and make sure that they are on the right track prior to creating their presentation for the class. Following the presentation, each group will facilitate a small group discussion (4 open-ended questions), encouraging peers to engage with the material through a series of thought-provoking questions.

Presentations should be 5-10 minutes long, summarize key points of the reading, define key concepts, and present at least one present-day example of the week's topic. This project is worth 100 pts.

Exams and Quizzes

Quizzes: Each week students will engage in a reading quiz to demonstrate their preparedness for the week and to practice the skills necessary for the midterm and final exams. Quiz questions can come from any of the readings for the week and will demonstrate both understanding of definitions and application of concepts. Quiz questions will be multiple choice and each reading quiz will be worth 5 points. Total points for semester is 50.

Exams: You will take two multiple-choice exams during the course of the semester. The first exam will be at the midpoint of the class (worth 100 points) and on the last day of class (worth 100 points). Each exam will be multiple choice, and you will have two opportunities to take it. You will receive an exam review for each exam in the form of a Jeopardy game. Exams are not cumulative. (Total Points: 200) (CO 1)

Total Points for the Class: 1180

Extra Credit

Each student is allowed to review the course at the end of the semester. This review is incredibly important to the university and me personally – it helps determine the direction of the course in the future and contributes to job retention. Therefore, I will give each student ten points extra credit for filling out this evaluation tool.

To receive this extra credit, please take a screenshot or picture of the final screen in SOTE/SOLATE which says you've completed the evaluation for my course. Once you submit this picture to our Canvas page, I will add the points to your grade. Because evaluations are meant to be confidential, please be extra careful not to include a picture of your evaluation itself.

Of particular importance to me is the strength and improvements section. Even a tiny bit of (constructive) written feedback can help me decide what to keep at the end of the semester, ways to improve assignments, or what I should get rid of. I take these very seriously, as I want to make interesting courses that facilitate your learning!

Grading Scale

The final class letter grade will be assigned as follows.

A+: 97 - 100%
A: 94 - 96%
A-: 90 - 93%
B+: 87 - 89%
B: 83 - 86%
B-: 80 - 82%
C+: 77 - 79%
C: 73 - 76%
C-: 70 - 72%
D+: 67 - 69%
D: 63 - 66%
D-: 60 - 62%

F: 59% and Below

Note: I will round up if your grade is .5 or above only. Meaning if you have 93.5%, I will round that number up. If you have a 93.4%, however, your grade will be rounded down to 93%.

Frequently Asked Questions

How do I contact the professor?

I prefer you email me via Canvas. That way I have a constant visual reminder that an email is waiting and it won't get lost in my school inbox. I attempt to respond within 24-48 business hours (excluding holidays). If something is urgent, like a question about a project, please do not wait until the last minute. I cannot guarantee that I will get back to you immediately.

If I haven't gotten back to you in 48 hours, please send a (kind) follow-up email.

Is there a late policy?

I completely understand that your lives are busy, and/or you may experience poor health during certain points in the semester. As a professor, we go through this too. To that end, I have created a late policy that considers individual situations and gives you an on-ramp back to the course should you feel better.

All missing written submissions will be assigned 40 percent of the points. Instead of giving you zero points, which makes it almost impossible to rejoin class after a period of hardship, you will have fewer points to make up. That said, this is not a permanent solution. 40 percent of all the points in the class is still an F. So please, make up the assignments where you can.

Late submissions will be accepted and docked points. Each day you will get a 2 percent penalty for late work. This will continue until you reach 40 percent (20 days after due date). Then no further penalties will be assigned for lateness.

All late work must be submitted by the last day of class. If you have further questions about the late policy, please email me or see me during office hours.

Please note: You do not need to prove that you have a worthy reason in order to use these policies. If you need them, you need them. No moral judgment is assigned to the use of the late policies, nor does it impact my view of you as a person.

Can I make up participation points?

Yes! At various points in the semester, you may be out of class for whatever reason. This will mean you will lose out on opportunities to engage in discussions with your classmates and otherwise participate in the course. You can make up points for missed participation assignments by completing the participation assignment within a week (7 days) of the due date. You can only make up 40 percent of the points this way (due to not actually participating with your classmates).

If you want to earn an additional 20 percent of the points, you can come in to the next set of office hours (with your assignment) to discuss how you came to these conclusions with me. If you cannot make office hours that next week, you may schedule an individual appointment within that time period.

Note: You do not need to report absences to me to use this policy.

Will you look over drafts of assignments?

Of course! Looking over drafts of assignments takes time though, so I would ask that if you want feedback on a draft, please email it to me at least 72 business hours before the deadline. Feedback will be conceptual in nature and will not include inline-edits. I am happy to tell you if you are on the right track, and whether there are any glaring issues.

Will we get feedback on completed assignments?

Yes, I love giving feedback on assignments! [Analytic rubrics](#) are the common feedback tool for qualitative assignments and are utilized in this class. [Analytic rubrics](#) will assess each requirement for an assignment, and, using descriptive ratings, will give you detailed feedback. Written feedback will also be provided in some cases - particularly when it's a new assignment. For the sake of efficiency, I will give detailed written feedback on the first paragraph (or page) of a document in addition to a rubric. If you find this feedback useful and would like more, please contact me indicating you would like the rest of the document edited.

In general, assignments that are repeated will only be given detailed feedback when a student receives a C or below. If you would like detailed feedback and have earned an A or B, please visit office hours. I will be happy to talk to you.

Please note: If you turn in your work late, I will grade using a rubric, but will not provide detailed written feedback. If you want detailed feedback, please visit office hours or see me after class. I will be happy to spend time explaining the things you did well and the things we can improve upon.

When will my assignments be graded?

I will begin grading assignments in the order in which they are received. My goal is to have assignments graded one week after submission at the absolute latest. Please note: If you turn in your assignment late, I will attempt to grade your assignment in a timely manner, but I cannot make guarantees.

Can I appeal the grade I received?

Yes. You have up to one week after the submission of grades to appeal grades earned. This doesn't mean that I must change your grade, but I will be happy to hear out your thought process and make changes if I feel they are appropriate. After one week, no grades can be appealed.

What if Canvas isn't working and I need to turn in an assignment?

Canvas does not usually crash for one student only. In the case of a school-wide Canvas issue, the university will send out an announcement. I will then make an announcement about potential assignment extensions.

In the case you are having an individual technical issue that hinders your ability to submit an assignment on Canvas, please email me the assignment ASAP.

Where do I go if I have general questions about Canvas?

If you have general questions about Canvas, please feel free to click on this link.

What if I'm having internet connection issues?

In the event that you are having internet connection issues and need to turn in an assignment, each document on your computer shows when you created the document and when you last modified it. I want you to email me a picture of the date created and date modified on the assignment, whenever your internet services are restored. You will receive proper credit so long as it was completed on time.

I have a disability and I need accommodations. How does this work?

Both students and professors have certain responsibilities in order to establish the proper accommodations for student success. Student responsibilities include but are not limited to: getting medical documentation, taking that documentation to Accessibility Services, getting the official letter documenting accommodations needed, presenting that letter to the professor, and bringing any texts (including PDFs) to Accessibility services to be loaded on screen-readers (if applicable). My responsibility is to provide you the accommodations that are given in your letter.

Please Note: Accommodations are not retroactive. Meaning if you bring me an accommodations letter mid-semester, it only applies from that moment forward. No additional time, makeups, etc. will be provided for assignments and activities prior to receipt of accommodations letter. Please give me your letter ASAP – help me, help you.

What is Academic Dishonesty?

Academic dishonesty includes a range of prohibited behaviors such as plagiarism, cheating on quizzes and exams, working on exams as a group etc. Plagiarism is the most common of these offenses and so I want to take a little time to clarify what plagiarism constitutes.

In the most basic sense, plagiarism is taking the thoughts, ideas, opinions, or work of others and presenting it as your own. It happens in a variety of ways sometimes by accident (like paraphrasing an idea and forgetting to cite), or on purpose (like directly copying or buying a paper), but no matter the context plagiarism is plagiarism.

Please be aware you are responsible for knowing about the various types of Academic Dishonesty located in your student catalogue. Failure to read the catalogue does not excuse academic dishonesty.

Plagiarism also includes copying your own work. You cannot “double dip”, meaning you cannot (1) submit the same paper for two courses, (2) use parts of a paper in one class and insert them into another, or (3) submit any of your work as a “new assignment” which was previously submitted elsewhere (either in this class or in another class).

If I commit Academic Dishonesty, what's going to happen to me?

Academic Dishonesty will not be tolerated in this class. If such an act occurs, there are several avenues that I may pursue ranging anywhere from having you redo the assignment or assigning a zero, to assigning an F for the course. In addition to these individual punishments, I will write up an Academic Dishonesty Incident Report beginning with the very first act of plagiarism. These reports are sent to the Academic Affairs Office. Continued

plagiarism reports could result in expulsion from the university. If you are having trouble understanding plagiarism it is your responsibility to see me during office hours for further help.

AI Policy

I understand that as people living through the advent of AI there is a temptation to use it for everything – it is a really interesting piece of technology! However, in this classroom I expect that AI usage will remain at minimum, as an assistant to help develop a skeleton outline, and at maximum, as an editor, rather than as a replacement for original thought. What does this mean for you?

It means that if I suspect you've used AI you will 1) be required to attend a meeting with me during office hours (or at a time which works for both of our schedules), 2) you will produce proof that the work is original (showing the before and after of AI) and/or 3) you will be required to sit for an oral exam / conversation regarding the work.

In the case where you cannot prove that you created original content that was then edited by AI, your ability to demonstrate understanding and/or application face-to-face will replace the zero you would receive for using AI to create content. The maximum points earned in this case is a 90 percent.

Are the Materials of This Course Copyrighted?

My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to, reproduce or distribute lecture notes and course materials publicly without my express written consent.

This includes providing materials to commercial course material suppliers such as CourseHero and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of University Policy 406, The Code of Student Responsibility. Similarly, you own copyright in your original papers and exam essays. If I am interested in anonymously posting your answers or papers on the course web site as examples, I will request your written permission.

Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by Accessibility Services do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.

Course Outline

This course outline is tentative and may change during the semester. Items marked with * indicate everyone must read them in depth. All other readings will be summarized by presentation groups and professor and should at least be skimmed over.

Week	Date	Topic	Pre-class work (Readings, Videos, etc.)	Assignments due	Important Dates
1	8/21	<input type="checkbox"/> Introductions <input type="checkbox"/> Review Class Design	<input type="checkbox"/> Syllabus and Assignment Instructions <input type="checkbox"/> Sign-Up Sheet	<input type="checkbox"/> Syllabus Reconnaissance Activity	
2	8/26 – 8/28	<input type="checkbox"/> What should Sociologists study?	<input type="checkbox"/> Chapter 1: Outside Influences* (25 pgs) <input type="checkbox"/> Wright Mills, The Sociological Imagination* (4 pgs)	<input type="checkbox"/> Reflection 1: Goffman Reading <input type="checkbox"/> Reading Quiz 1	Permission # Needed to Add
3	9/4	<input type="checkbox"/> Understanding the Self	<input type="checkbox"/> Cooley, The Looking-Glass Self* (2 pgs) <input type="checkbox"/> Mead, Mind, Self, & Society (3 pgs) <input type="checkbox"/> Goffman, Presentation of Everyday Self* (23 pgs)	<input type="checkbox"/> Reflection 2: Bourdieu Reading <input type="checkbox"/> Reading Quiz 2	No class Monday (9/2)
4	9/9 – 9/11	<input type="checkbox"/> Types of Capital and Reproduction	<input type="checkbox"/> Bourdieu, Habitus* (7 pgs) <input type="checkbox"/> Bourdieu, Distinctions (11 pgs) <input type="checkbox"/> Coleman, Social Capital (17 pgs)	<input type="checkbox"/> Reflection 3: W.E.B. Dubois reading <input type="checkbox"/> Reading Quiz 3 <input type="checkbox"/> Group 1 Presentation	
5	9/16 – 9/18	<input type="checkbox"/> Race	<input type="checkbox"/> W.E.B. Dubois, The Souls of Black Folk (22 pgs) <input type="checkbox"/> Omi and Winant, Racial Formation in the US (28 pgs)* <input type="checkbox"/> Bonilla-Silva Excerpt, Ch. 4 (25 pgs)	<input type="checkbox"/> Reflection 4: Friedan Reading <input type="checkbox"/> Reading Quiz 4 <input type="checkbox"/> Group 2 Presentation	9/17: Last day to add/drop 9/19: Late Add/Late Drop w/petition
6	9/23 – 9/25	<input type="checkbox"/> Gender	<input type="checkbox"/> De Beauvoir, Woman as Other (3 pgs) <input type="checkbox"/> Friedan, The Problem that Has No Name (4 pgs) <input type="checkbox"/> Walby Excerpt* (4 pgs) <input type="checkbox"/> West & Zimmerman, Doing Gender* (23 pgs) <input type="checkbox"/> Lorde, The Master’s Tools will Never Dismantle the Master’s House (3 pgs)	<input type="checkbox"/> Reflection 5: Gouldner Reading <input type="checkbox"/> Reading Quiz 5 <input type="checkbox"/> Group 3 Presentation	

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7	9/30 – 10/2	<input type="checkbox"/> Social Class	<input type="checkbox"/> Weber, Class* (5 pgs) <input type="checkbox"/> Weber, Bureaucracy (2 pgs) <input type="checkbox"/> Gouldner, The New Class as a Cultural Bourgeoisie* (3 pgs)	<input type="checkbox"/> Reflection 6: Simmel Reading <input type="checkbox"/> Reading Quiz 6 <input type="checkbox"/> Group 4 Presentation	
8	10/7 – 10/9	<input type="checkbox"/> Exam Prep	<input type="checkbox"/> Tuesday – Exam Review <input type="checkbox"/> Thursday – In-Class Exam	<input type="checkbox"/> Exam 1	10/11: Graduation Application Deadline's Due
9	10/14 – 10/16	<input type="checkbox"/> Immigration and Colonization	<input type="checkbox"/> Simmel, The Stranger* (5 pgs) <input type="checkbox"/> Mbembe, Necropower and he late Modern Colonial Occupation* (3 pgs) <input type="checkbox"/> Césaire, Between Colonizer and Colonized (2 pgs)	<input type="checkbox"/> Reflection 7: Hill Collins <input type="checkbox"/> Reading Quiz 7 <input type="checkbox"/> Group 5 Presentation	
10	10/21 – 10/23	<input type="checkbox"/> Intersectionality	<input type="checkbox"/> Crenshaw, Dimensions of Intersectional Oppression* (4 pgs) <input type="checkbox"/> Hill Collins, Black Feminist Thought in the Matrix of Domination* (9 pgs)	<input type="checkbox"/> Reflection 8: Weber Reading <input type="checkbox"/> Reading Quiz 8 <input type="checkbox"/> Group 6 Presentation	
11	10/28 – 10/30	<input type="checkbox"/> How Capital Works	<input type="checkbox"/> Marx, Capital (16 pgs) <input type="checkbox"/> Weber, The Protestant Ethic* (4 pgs)	<input type="checkbox"/> Reflection 9: Adorno Reading <input type="checkbox"/> Reading Quiz 9 <input type="checkbox"/> Group 7 Presentation	
12	11/4 – 11/6	<input type="checkbox"/> The Culture Industry	<input type="checkbox"/> Horkheimer and Adorno, The Culture Industry as Deception* (4 pgs) <input type="checkbox"/> Adorno, The Culture Industry Reconsidered* (8 pgs) <input type="checkbox"/> Simmel, Metropolis and Mental Life (11 pgs)	<input type="checkbox"/> Reflection 10: Marcuse Reading <input type="checkbox"/> Reading Quiz 10 <input type="checkbox"/> Group 8 Presentation	
13	11/13	<input type="checkbox"/> Paper Workshop	<input type="checkbox"/> Paper Instructions	<input type="checkbox"/> Paper Draft	11/11: No Class Monday
14	11/18 – 11/20	<input type="checkbox"/> Resisting Systems of Oppression	<input type="checkbox"/> Marx, Communist Manifesto (19 pgs) <input type="checkbox"/> Marcuse, One-Dimensional Man* (13 pgs)	<input type="checkbox"/> Group 9 Presentation	Semester withdrawal deadline (11/18)
	11/25-11/27	THANKSGIVING BREAK			
15	12/2 – 12/4	<input type="checkbox"/> Exam Review <input type="checkbox"/> In-Class Paper Time	<input type="checkbox"/> Exam Review	<input type="checkbox"/> None	
16	12/9	<input type="checkbox"/> Exam		<input type="checkbox"/> Exam Due: 12/11 <input type="checkbox"/> Paper Due 12/15	Last Day of Class

Animation Project Instructions

For this assignment, you will create a 2-minute TikTok-style presentation using [Animaker](#). This presentation should focus on a sociological concept covered in our class. You will describe the concept, explain its application to a social problem or historical event, and discuss how people can use this concept to think about their everyday lives.

Requirements:

1. Describe a Sociological Concept:
 - Choose a sociological concept we have studied.
 - Provide a clear and concise explanation of this concept.
2. Application to a Social Problem or Historical Event:
 - Identify a social problem or historical event that illustrates the chosen concept.
 - Explain how the sociological concept applies to this problem or event.
3. Relevance to Everyday Life:
 - Discuss how understanding this concept can help people think about or navigate their everyday lives.
 - Provide practical examples or scenarios.
4. Use Animaker Program to Convey Information:
 - Select appropriate backgrounds (at least 3), characters (at least 2), and voice-overs to make your presentation engaging and informative.
 - Ensure that your visuals and narration support the content of your presentation.
5. Duration: The final presentation should be 2 minutes long.
6. Clarity and Creativity:
 - Your presentation should be clear and easy to follow.
 - Use creativity to make your presentation interesting and engaging.

Animation Project Rubric

Criteria	Exemplary	Accomplished	Developing
Understanding of Concept	Student names a sociological concept (by its correct name). They then provide a clear, accurate, and thorough explanation of the sociological concept with in-depth details.	Student alludes to a sociological concept (or calls it by the wrong name). They then provide a mostly accurate explanation, but the explanation lacks the detail and depth in understanding necessary to convey mastery of the concept.	Student doesn't name a sociological concept or assigns the wrong name to the wrong phenomena AND/OR They provide an incomplete or unclear explanation of the concept with significant inaccuracies demonstrating a misunderstanding of the concept.
Application to Social Problem / Event	Student demonstrates a strong understanding of the concept by applying it to a significantly relevant social problem or historical event with detailed and insightful explanation of this decision.	Student demonstrates a basic understanding of the sociological concept chosen by applying the the concept to a tangentially related problem/event. There is a basic explanation of why this concept is applied to this event, but it lacks depth or insight.	Student provides a vague or irrelevant application to an event or phenomenon. There is little to no explanation for how this event fits this concept or the explanation is incorrect demonstrating lack of understanding.
Relevance to Everyday Life	Student thoroughly discusses the concept's relevance to everyday life with at least two practical examples and/or scenarios.	Student touches on the concept's relevance with one practical example, but lacks thoroughness.	Provides minimal or unclear discussion with no practical examples.
Use of Animaker Features	Excellent use of backgrounds (3), characters (2), and voice-overs to enhance the presentation, making it highly engaging.	Good use of Animaker features, making the presentation somewhat engaging. Student used 2 backgrounds and at least one character.	Limited or poor use of Animaker features, resulting in a lackluster presentation. Student used 1 background and one character only.
Clarity and Creativity	Presentation is exceptionally clear, well-organized, and highly creative, making it very engaging. Student clearly practiced the animation and developed a script.	Presentation is clear and organized, with some creativity, but could be more engaging. Presentation suggests that student needed more practice and/or a more outlined script.	Presentation is unclear, poorly organized, and lacks creativity, making it unengaging. Student was speaking off the cuff and/or didn't practice enough making the speech stilted and faltering.
Adherence to Time Limit	Perfectly adheres to the 2-minute time limit (+/- 10 seconds).	Adheres to the time limit with some deviation (+/- 20 seconds).	Does not adhere to the time limit, significantly over or under (+/- 30 seconds or more).

Theorist Talk Instructions

Assignment Overview

Each week, a group of 3-4 students will collaboratively explore a selected social theory reading. The group will analyze the assigned text, synthesize their findings, and present their insights to the class. The project includes a meeting with the instructor to discuss the reading and ensure the group is on the right track before creating their presentation. After the presentation, the group will facilitate a small group discussion with four open-ended questions to engage peers with the material.

Due Date: Based on [Sign-up Sheet](#)

Assignment Instructions

- Reading and Analysis:
 - Read the assigned social theory text thoroughly.
 - Analyze the key points and concepts within the reading.
 - Synthesize your findings and prepare to present them.
- Instructor Meeting:
 - Schedule a meeting with the instructor to discuss your reading and analysis.
 - Ensure you are on the right track and receive feedback before finalizing your presentation.
- Presentation:
 - Create a 5-10 minute presentation.
 - Summarize the key points of the reading.
 - Define and explain key concepts.
 - Present at least one present-day example relevant to the week's topic.
 - Ensure the presentation is engaging and informative.
- Facilitated Discussion:
 - Develop four open-ended questions related to the reading.
 - Facilitate a small group discussion with these questions to encourage peer engagement.

Theorist Talk Rubric

Criteria	Exemplary	Accomplished	Developing
Understanding of Reading	Demonstrates a thorough and insightful understanding of the reading with detailed analysis. Engages easily with the primary arguments.	Shows a clear understanding of basic ideas from the reading with some detailed analysis. However, has some trouble engaging in higher concept ideas.	Demonstrates a limited or superficial understanding of the reading with minimal analysis. OR is using an analysis outside of their own (from google, Chegg, AI, etc) and unable to demonstrate understanding when questioned.
Key Concepts Explanation	Clearly defines and thoroughly explains all key concepts with in-depth understanding of the subject matter. Is able to respond to questioning with well-thought out responses supported by the text.	Defines and explains key concepts with basic understanding. When questioned about the concept, has trouble coming up with well-reasoned responses.	Provides incomplete or unclear explanations of key concepts.
Present-Day Example	Provides a highly relevant and detailed present-day example that effectively illustrates the topic.	Attempts to provide a present-day example that illustrates the topic. However, the example may not be a perfect fit or the explanation around why such an example was chosen is incomplete.	Provides an example that is not relevant or lacks so much detail that we cannot judge whether the application was appropriate or not.
Presentation Quality	Presentation is well-organized, highly engaging, and clearly communicates key points. Students have clearly practiced their presentation and do not overly rely on reading off the PowerPoint. The PowerPoint itself is not overly crowded with words or paragraphs.	Presentation is organized and communicates key points, but lacks some engagement. Students may have needed additional practice to give a more cohesive talk. The presentation itself was overall engaging but may have needed more tweaking to convey the information in an easily receivable way.	Presentation is poorly organized, unclear, or unengaging. There was too much (or little) information on the slides. Students may have relied too much on reading off the PowerPoint or their notes, suggesting a lack of practice.
Facilitation of Discussion	Develops and asks insightful, thought-provoking questions that effectively engage peers in discussion.	Develops and asks questions that engage peers, but may lack depth or insight.	Develops and asks questions that do not effectively engage peers or are unclear. Too much reliance on questions that elicit a yes or no answer, with little to no attempts to draw out further answers.

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Incorporation of Feedback	Met with instructor prior to the presentation and incorporated all feedback provided	Met with instructor and incorporated some feedback provided but not all – leading to problems with presentation	Did not meet with instructor or incorporate feedback
Adherence to Time Limit	Presentation adheres to the 5-10 minute time limit (+/- 1 minute).	Presentation is slightly over or under the time limit (+/- 2 minutes).	Presentation significantly exceeds or is below the time limit (+/- 3 minutes or more).