



SOCI 2389 Academic Cooperative ONLINE

Course Syllabus: Fall 2023

“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Course Description: An instructional program designed to integrate on-campus study with practical hands-on experience in sociology. In conjunction with class seminars, the individual student will set specific goals and objectives in the study of human social behavior and/or social institutions. Three credit hours.

This specific course will explore the sociological dimensions surrounding first-generation college students' experiences, challenges, and opportunities. Through theoretical frameworks and empirical research, students will analyze the social, cultural, economic, and educational factors that influence the lives of first-generation college students. The course aims to foster a deep understanding of this population's unique dynamics and complexities, enabling students to critically evaluate policies and practices to enhance their success in higher education.

Prerequisite(s): None

Student Learning Outcomes:

1. Understand first-generation college students' historical context and social significance within the broader higher education landscape.
2. Apply critical sociological theories to analyze first-generation college students' experiences and challenges.
3. Evaluate the intersection of race, ethnicity, socioeconomic status, gender, and other identities in shaping the educational trajectories of first-generation students.
4. Examine the role of family, community, and cultural capital in influencing first-generation college students' academic and social outcomes.
5. Critically assess institutional policies, programs, and support structures designed to enhance the success of first-generation students.
6. Develop practical communication skills to advocate for the needs of first-generation college students

within educational institutions and beyond.

Evaluation/Grading Policy:

Reading Reflections 4 @ 25 points	100 points
Case Study Analysis	50 points
Literature Review	50 points
Speaker Reflection	100 points
Policy Analysis	100 points
Conference Proposal	100 points
Total Possible	500 points

Grading and evaluation--Generally, a " C " course grade represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is a grade for the better-than-average product and effort. An "A" is awarded only for outstanding efforts and quality in the required outcomes. The grades will be awarded on the following basis:

- A = 90% to 100% of possible points
- B = 80% to 89% of possible points
- C = 70% to 79% of possible points
- D = 60% to 69% of possible points
- F = 59% and below of possible points

A grade of incomplete ("X") will not be given unless the student contacts the instructor to make special arrangements for making up required work. Only emergency situation that prohibit the student from completing the course as planned will warrant consideration of the grade of "X".

Required Instructional Materials:

Optional Instructional Materials: None

Minimum Technology Requirements:

Below are some technical requirements for using Blackboard that will help your experience in this course.

You will see the NTCC Tech Support email address and phone number below. Please contact them if you run into any technical problems during the semester. Please let your instructor know you are having difficulties as well.

If you need further NTCC technical support services please contact IT at IT@ntcc.edu or 903.434.8140.

Blackboard will work on both a Mac and a PC. (Chrome Books are known to have issues with Blackboard.) It is best to access Blackboard through Fire-Fox or Chrome as your web browser. If you have trouble with any of the activities working improperly, you might change your web browser as your first solution. The Default Browser in Windows 10 is Edge. This browser does not do well with Blackboard! If you will go to Windows Accessories you will find Internet Explorer still on your computer, but is not your default browser. If you have any difficulties navigating with Edge, close it and

go to Internet Explorer. You can download Blackboard Student for your smart phone from the Play store or the App store. More information is available for Technology Requirements and Support under the Student Resources – Technical Support Tab in Blackboard.

Required Computer Literacy Skills:

As an online student you will have a much different "classroom" experience than a traditional student. In order to ensure that you are fully prepared for your online courses, following is a list of expectations and requirements: Students in a hybrid and/or on-line program should be comfortable with and possess the following skill sets: 1. Self-discipline 2. Problem solving skills 3. Critical thinking skills 4. Enjoy communication in the written word

Example

As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum:

1. Communicate via email including sending attachments 2. Navigate the World Wide Web using a Web browser such as Internet Explorer 3. Use office applications such as Microsoft Office (or similar) to create documents 4. Be willing to learn how to communicate using a discussion board and upload assignments to a classroom Web site 5. Be comfortable uploading and downloading saved files 6. Have easy access to the Internet 7. Navigate Blackboard, including using the email component within Blackboard. Instructions and tutorials for this are provided in your course.

For more information or technical assistance on using the Learning Management System, please refer to the Home Page, Orientation Module, in the important technical requirement, information and support folder in Blackboard.

Course Structure and Overview:

This is a Hybrid class which means class meets once a week and all other instruction is done online via the learning management system BLACKBOARD. In class meetings will be reserved for lecture, speaking activities/drills and speech presentations. Students are expected to complete all the readings of the required e-book chapters, watch the instructional videos and complete the online chapter activities. You will see that the course is divided into 16 weeks in the Blackboard portion. Each week you will be expected to complete certain online assignments for the chapters found in that week's folder. This course requires daily computer and internet access. You should expect to spend no less than 3-6 hours a week in this course. Pay close attention to deadlines for all assignments. Assignments will not be accepted late! Technical difficulties are no excuse for late assignments. **YOU CANNOT PASS THIS COURSE WITHOUT COMPLETING THE ONLINE PORTION!** In class participation is an essential element in this course. Each student will be expected to participate in speaking drills/activities which will occur during class time. These activities will allow students to sharpen their presentations and enhance delivery skills.

Assignments:

All written assignments should be typed (12-point font), double-spaced, with one-inch margins, and a title page. Students are encouraged to submit written work that has been spell-checked and is free of grammatical errors. Students are expected to use APA style when citing reference materials. Students are advised that points will be deducted if these criteria are unmet.

1. Reading Reflections - Throughout the course, students will submit short reflections on the assigned readings, highlighting key concepts, insights, and questions. This exercise aims to encourage critical engagement with the course material.
2. Case Study Analysis - Working individually or in small groups, students will select a case study of a real-life first-generation college student and apply sociological theories to analyze their experiences. Students will present their findings through written reports and in-class presentations.
3. Literature Review - Students will conduct a comprehensive literature review on a specific aspect of first-generation college students' experiences, synthesizing existing research, identifying gaps, and proposing potential areas for further exploration. This assignment emphasizes research skills and critical analysis.
4. Guest Speaker Reflection - After attending a guest lecture by a scholar or professional with expertise in first-generation student support, students will write a reflective essay that integrates the insights shared during the presentation with course concepts.
5. Policy Analysis - Informed by their understanding of sociological perspectives, students will critically analyze a higher education policy or program aimed at supporting first-generation students. They will evaluate its effectiveness, and potential challenges, and propose recommendations for improvement.
6. First Generation Conference Proposal- Students will submit a conference proposal for unique aspects or insights related to the student's background and experiences as a first-generation student or academic. This could include discussing challenges they've faced, the perspective they bring to their research due to their background, or insights into how academia can be made more inclusive for first-generation individuals. The proposal will include lessons learned from all assignments.

Communications:

Emails will be responded to within 48-72 hours. The email was not received if you do not receive a response within said hours. The instructor will monitor posts in the Discussion Forum "Questions, Comments, and Concerns?". Responses by the instructor will be within 72 hours of post. The college's official means of communication is via your campus email address. I will use your campus email address and Blackboard to communicate with you outside of class. Make sure you keep your campus email cleaned out and below the limit so you can receive important messages. In addition, I use the REMIND App to get information out to students quickly. This will enable you to receive important class announcements and reminders from me via text message so that you will not miss out on any assignment changes or important updates. Please continue to check your NTCC email daily. If you do not own a cell phone, you can receive these same reminders through your email... the instructions are also in the PDF.

Institutional/Course Policy:

No late work will be accepted without prior approval by the instructor. Students are always expected to be respectful toward classmates and professor! Review Student Conduct in the Student Handbook. It is the student's responsibility to check Blackboard for important information/announcements regarding the course. Students should be working on course material via Blackboard every week. Do not wait until the last minute to complete and submit assignments in case of technology issues.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be

necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.