SOPHOMORE INQUIRY UNST 220, CRN C3377
Mentor workshop CRN 63376
Understanding Communities, Online, Course Syllabus

Instructor: Dr. Tia H. Ho (please call me Dr. Tia)   **Mentor:** Allie Tissot
Email: tsh@pdx.edu   **Email:** tissot@pdx.edu
Office hours: Mon 8-9am or by Appointment   **Drop in hours:**

Please email 48 hours in advance to set up appointment.

https://pdx.zoom.us/j/5588488971 Meeting ID: 558 848 8971 (for Dr. Tia's office hours which are for student check ins)

Course Schedule HERE

Welcome! **Course Description**

Course Description (from Course Catalog): This course explores the nature of the communities we live in, whether defined spatially (such as a neighborhood) or as a set of ties based on sharing a common interest. Building community is a central debate in a number of social sciences, including sociology, political science, economics, and psychology. It examines individualism and individual rights, in light of the needs for community and responsibility. Students gain practical as well as theoretical experience with understanding communities. **Working version: major revisions after week 1 will be in orange.**

This class is 100% online, there are no scheduled weekly zoom sessions. This course uses Canvas as the main learning platform. If you haven't used Canvas before, I recommend you take the PSU Learning Center's remote readiness course this week. If you've used Canvas and you just need occasional technical support, contact the OIT Helpdesk. If they can't help you, please let me know. Online resources for students at this link.

This Course in Your University Studies Pathway
This course is a Sophomore Inquiry (SINQ) course in the Community Studies cluster; it is one of the general education courses you may choose to take after Freshman Inquiry (FRINQ). If you transferred to PSU as a sophomore this may be your first University Studies course.

Different departments teach the same course through the lens of their field area, so they are not identical. In this class we will apply theory from the community development field,

incorporating perspectives from community health, communication, sociology and psychology to explore community identity in relation to place, purpose, and interests. Read more here: https://www.pdx.edu/university-studies/understanding-communities

University Studies General Education Course Learning Goals (*how this relates to this class in parentheses*):

1. **UNST CO1 Inquiry and Critical Thinking** -Students will learn various modes of inquiry through interdisciplinary curricula—**problem-posing, investigating, conceptualizing**—in order to become active, self-motivated, and empowered learners. *You will explore and critically analyze different definitions of the concept of 'community' across media, including popular and scholarly literature.*

2. **UNST CO2 Communication** - Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies. *You will practice analyzing different information to communicate one and multiple perspectives on a community, naming the limitations of that perspective.*

3. **UNST CO3 Diversity, Equity and Social Justice**- Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives. *You will Identify how unchecked bias and stereotypes have contributed to different forms of oppression as power over + bias between, within, and among communities.*

4. **UPDATED: UNST CO 4 Ethics, Agency and Community**- Students will examine values, theories, and practices that inform their actions and reflect on how personal choices and group decisions impact local and global communities. *You will identify when behaviors are connected to values of individualism and interdependence within a community context.*

Have feedback on Diversity, Equity or Inclusion (DEI) at the Toulan School? We welcome kudos, ideas, and concerns, related to this particular class or other issues in the Toulan School. Students are welcome to submit anonymous feedback here, and/or communicate with the DEI committee members directly.

Course Principles & Your Instructor

Teaching Philosophy

"A thousand hearings aren't worth one seeing, and a thousand seeings aren't worth one doing."

– Vietnamese proverb.

My training as an educator (I have a Master's in Science Teaching and a PhD in Urban Studies from PSU) is in project-, or problem-based, learning. In my experience, **student-centered, active learning** is the best way to understand new content. Active learning is when a student claims ownership in shaping their educational experience based on what's relevant to them. This happens in collaboration with others involved in a university setting, for example, between instructors and fellow students. I believe that **all participants** in this course have valuable knowledge, insight, analysis, and lived experiences to contribute as co-learners. **You matter and what you bring is unique to you – no one else has it because there's only one you.** We are making meaning of information through our individual lenses, shaped by experience and continuing to change. In a course of this structure, hearing lecture content and reading assigned material becomes a foundation for students applying that heard/read content in the "doing" through activities, discussions, and assignments as learning practice. I invite you to share suggestions throughout the course as you contribute to building a supportive learning environment. I also request that you let me know what I can do better to support your and your classmates' success in this course.

Course Requirements

Readings & Media - You have weekly readings and multimedia sources to review that are linked or uploaded on the Canvas main course shell or mentor session shell in the first half of the term. The second half of the term you'll read from one book you'll choose from this list and discuss with your peers. If you cannot find something, please ask the instructor, mentor, or a classmate.

Assignments –
A**. Review the course (150 points, 15% of grade)** - Online quiz about the syllabus and schedule due end of week 1 (50 points) and two email or zoom call check ins with Dr. Tia; one at the start and one at the middle of the term (50 points each)
B. **Engage with class community (10 x 30 = 300 points or 30% of the grade)**– Weekly discussion post responding to a prompt (20 points) and at least two replies to two different people each week (5 points each for 10 points). Since this is a completely online course without scheduled meeting times, participation is through watching lecture, reading materials, and contributing to an online discussion community as part of your mentor session. The purpose of mentor session weekly discussion groups is to practice giving and listening to different perspectives on the course content and building a learning community.

C. **Engage with assigned media and lectures (50 points x 6 = 300 points, 30% of grade)** –
Five (5) outlined note summaries of weekly lecture and readings. Weeks 1-5. These are graded complete/incomplete and are limited to one page (two sides of a sheet of paper) of main points you learned from at least one lecture and at least one assigned readings/media. These give you practice extracting main ideas and ensure you've completed reviewing the material. You'll use them in the 2nd half of the term when there will be no additional lectures and you'll apply them to a book you read. Based on class vote, Wed of Week 1: Mid term summary due week 6: One 500 word essay describing a summary of what you've learned so far based on reviewing your notes (~3 short paragraphs).

D. **Book Mini-Blurbs (100 x 3= 300 points, 15% of grade) -** weeks 6, 8 and 10 turn in brief (500-750 words descriptions of the community you are reading about, applying concepts from the book responding to a choice of prompts. Notes from the first half of the term and your discussions inform these papers. Week 6 you'll start with just an outline of the first two chapters, instead of a summary. Practicing using multiple information sources to analyze and apply concepts, including citations.

Grading: This course is designed to achieve certain learning outcomes. **I use a "frequent, low stakes" structure - meaning you have weekly small pieces each worth a little to better support your getting regular feedback for learning.** This makes it difficult to fail because all of the points don't hinge on one or two assignments**.** Grades are earned based on the "Points to Earn Grades" scale and the relative value or weighting for each element of this class. Performance assessment depends on the accomplishment and performance of learning outcomes – i.e. grades are "earned." Update here based on class vote Wed of Week 1 you can drop one weekly discussion from your grade.

Table 1- Graded Course Element	Points
Review the course - 15% of grade ● Two 1:1 check in calls or emails (wk 1 or 2 and week 6 or 7) -50 points/each ● Week 1 course overview quiz - 50 points	150
Community engagement – 30% of grade, graded complete or incomplete ● Weekly participation in mentor session discussion group: Response to prompt 20 points; and at least 2 replies (5 points each). You cannot make up replies if you miss them. 30 points/week	300
Content engagement – 30% ● Five (5) weekly outlines of lectures and media/reading weeks 1-5 ● One (1) summary of the notes due week 6	300

Applied content - 24.9% Three short (500 -1000 word) essays, 83 points, each responding to a prompt that summarizes main messages from the book you are reading and applies content from the course	249
Total (will be adjusted if you choose to drop a discussion post)	999
Extra Credit options - attend a public event or a gathering of a community (any kind) and write what you notice from the concepts in this class (citing sources), write a 500 word response paper weaving concepts together from the course	Up to 50

Table 2 - Points to Earn Grades (adjusted based on point change from attendance loss and earlier instructor error- *note if you drop a quiz, padlet or response paper the total will be from 1000 minus those points):

Points	Grade	Points	Grade
930+ A	A	730 – 769 C	C
900 – 929 A-	A-	700 – 729 C-	C-
870 – 899 B+	B+	670 – 690 D+	D+
830 – 869 B	B	630 – 669 D	D
800 – 829 B-	B-	600 – 629 D-	D-
770 - 799 C+	C+	<599 F	F

By remaining in this course, you agree to the conditions set forth here, including the course requirements and the terms for grading outlined above.

Table 3 - Student and Instructor/Mentor Responsibilities (updated Week 1 based on your input)

Instructor Responsibilities:	Student Responsibilities:
• Contribute to a positive, fair, respectful, and engaging learning environment through setting standards and hold them (a.k.a. courageous/"Safe") • Grade objectively, consistently, and in a timely manner • Actively participate e.g. answer questions ask for feedback, provide updates • Create a clear guide for the goals, assignments, and policies	• Contribute to/maintain a positive, fair, respectful and engaging learning environment (a.k.a. courageous/"Safe") • Be honest, learn, share perspectives without judgment, be open, be willing to consider/share different perspectives, encourage growth, communicate! • Actively participate and complete work in a timely way, work together

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• Facilitate diversity, community and communication • Be honest, open to communication and criticism, support vulnerability • Host a brainstorm session of ideas about community that's open ended • Support students being their best, encourage dialogue instead of debate	• Listen and support each other, avoid shaming/shutting others down • Be courteous, use factual information to support perspectives • Ask questions when needing clarity, communicate ahead of time, know due dates, get work in on time • Be open to communication and criticism, and support vulnerability

You are invited to share your experiences, ideas, and opinions in this course. They are valid. And, there is a difference between an opinion and harming people. In this course bullying, violence, and harassment will not be tolerated. Note viewpoints that support harassment, bullying or violence do not meet PSU's policies, <u>see here</u> for more about free speech.

Course Policies

Community Supports on Campus: The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, and Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian Initiative. We provide student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge and study spaces; and extensive programming. All are welcome! <u>www.pdx.edu/cultural-resource-centers</u>, cultures@pdx.edu, 503-725-5351

- Please visit this website for information on resources for Supporting the DREAM: <u>Policies and Practice for Becoming a Strong Ally to Undocumented Students and Families</u>
- Please visit <u>this site</u> for PSU's religious accommodations policy.
- Please visit <u>this site</u> for a list of student resources
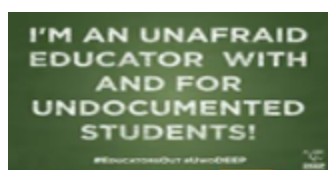
Access and Inclusion for Students with Disabilities: PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu,https://www.pdx.edu/drc

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

Turning in Work Online For assignments that require uploading files to Canvas, it is the student's responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. Acceptable file formats are MS Office formats (e.g. Word, Excel, Powerpoint) or PDF files. Individual assignment instructions may contain a required file format.

Technology: Students will need access to Canvas, Zoom (if you do optional calls with your mentor or instructor), and a pdx-odin (via google) account to engage in this asynchronous remote learning course. The PSU Library has limited numbers of chromebooks and laptops available for checkout for the term, see here. See late work policy related to missing a class that affects assignments.

We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the Acceptable Use Policy and PSU's Student Code of Conduct. A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community based learning partners that we may

engage with. **You may not share recordings outside of this course. Doing so may result in disciplinary action.**

Late Work (CLASS DEVELOPED POLICY): The policy based on student vote in pre term survey for everything other than discussion posts, is as follows: two day grace period for all, 5% off each day for 7 calendar days; not accepted after 7 days. If you contact me and communicate extenuating circumstances we will work something else out.
For **mentor session discussion posts** to maintain discussion flow and continue the structure of moving us forward over the term, the late work policy applies to the initial post then the discussion forums will CLOSE after 7 days, no further replies are possible. You can make up a late post, not replies.

Dropping the Course - **You may drop a course online with no record of the course on your transcript up to the end of the second week of the term.** From the beginning of the third week up to the end of the seventh week, you may withdraw using a Special Registration form, but a "W" will be recorded on your transcript. A "W" will have no impact on your GPA. If you are receiving financial aid, it might impact your ability to continue receiving aid. If you wish to withdraw after the seventh week you must have extenuating circumstances and petition the Deadline Appeals Committee. Please send the instructor and mentor a courtesy email to let them know you will not be completing the course if withdraw from the class before the end of the term. UNST SINQ courses do not accommodate incomplete grade arrangements.

Emergency Cancelations of Class: This class is fully asynchronous so there is no class to cancel.

- Please check the PSU website for inclement weather cancelations.
  https://oaiplus.pdx.edu/blog/playlist/inclement-weather-closures/
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

Academic Integrity This term I will show respect for you and your work by engaging with your ideas and being interested in your intellectual growth, and in return I expect you to show respect for yourself, me and your fellow students in your own engagement. I expect you to be ethical not only in the classroom, but also out of the classroom. It is in your interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples:

- engages in any form of academic deceit;
- refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment;
- gives another person the answers or does their work for them in connection with any quiz or assignment;

- engages in plagiarism.

Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. All of the following are examples that can be considered plagiarism:

1. Phrases, sentences, paragraphs, etc. copied word-for-word, without a citation, from the written material of others including chatGPT or other AI program;
2. Phrases, sentences, paragraphs, etc. with only slight changes to the written materials of another without a citation; and
3. The general plan, the main headings, or a written form of someone else's material without a citation.

The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). If you have paraphrased, copy and paste what you wrote into google and see if it turns up the source material. Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code http://www.ess.pdx.edu/OSA/osa_b.htm. **A student who commits plagiarism will receive an F on that particular assignment with no opportunity for resubmission and may be subject to an F in the course. University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set.** The first time it happens I will likely clarify to make sure you know how to cite information properly. Please see me if you ever have any questions about how to cite your work. When in doubt, ask me. See PSU Student Code of Conduct for a complete list of policies related to student conduct at PSU.

Title IV Harassment Free Environment
Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: http://www.pdx.edu/sexual-assault/get-help or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at https://psuwrc.youcanbook.me . You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Rebecca Lawrence by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830.

- Taylor Burke, Deputy Title IX Coordinator and Dean of Students: 503.725.4422 | askdos@pdx.edu, Smith Memorial Student Union (SMSU), 825 SW Broadway, Suite 433

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module *Understanding Sexual Misconduct and Learning Resources* in Canvas.

- **Confidential Advocates (503-725-5672) or psuwrc.youcanbook.me (for matters regarding sexual harassment and interpersonal/sexual violence)**
- **Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, 503) 725-2800**
- **Student Legal Services: 1825 SW Broadway, (SMSU) M343, (503) 725-4556**
- Sexual & Relationship Violence Resources for Students

Title IX of the Educational Act of 1972 requires educational institutions (PSU) to provide academic and employment support to students and/or employees, including student employees, who experience sexual harassment, sexual assault or any other form of interpersonal violence. PSU **must** provide these academic and/or employment supports whether or not the student decides to report the matter to Office of the Dean of Student Life or the Office of Equity and Compliance. An IPV Confidential Advocate, the CARE Team Case Manager, the Assistant Dean/Director of Conduct and Community Standards or the Title IX Coordinator may contact a faculty member/instructor and/or a supervisor to arrange for academic and/or employment support for a student or employee who has experienced interpersonal violence. If a faculty member or supervisor has any questions about providing the academic or employment support, the faculty member should contact PSU's Title IX and 504/ADA Coordinator, titleixcoordinator@pdx.edu