

**CANADIAN SOCIETY SOCI 216**  
**ST. FRANCIS XAVIER UNIVERSITY - FALL SEMESTER 2018**  
**Dr. E. Wilma van der Veen, Ph.D. Sociology, B. Honours Math**

**You are responsible for knowing and understanding the complete contents of this course syllabus and for carrying out the requirements of this course. If there is any dispute, all university & departmental policies will apply.**

**Email:** wvanderv@stfx.ca

**Office:** Annex 110B

**Office hours:** 4:30 to before class

**Note: The quickest way to communicate with me is via email. Emails will be responded to within 24 hours. I expect professionalism in email communication.**

### **COURSE DESCRIPTION (from course catalogue)**

This course presents an analysis of Canadian Society and its development from a sociological perspective. Particular attention is given to political/economic institutions, ideology, class structure, regionalism, cultural forms and national identities.

### **COURSE OBJECTIVES**

This course will:

- Explore a variety of social issues and institutions within the Canadian context including but not limited to colonialism, discrimination, democracy, poverty, education, crime, immigration;
- A critical approach will be the focus in these analyses;
- Describe major social institutions and associated power relations, evaluating their impact on individuals and groups in society; drawing upon historical and contemporary changes in these institutions;
- Further develop the skills of the liberal arts: critical thinking, analysis, problem solving, oral and written communication, life-long learning, debating, application, leadership;
- Further develop social responsibility and an ethic of service: attitudes and understandings needed to live in society as responsible citizens and to contribute to building a caring and just society;

### **HOW TO SUCCEED IN THIS COURSE**

The course objectives will be taught using active learning and collaborative (aka cooperative) learning pedagogy, incorporating elements of the socratic method, constructivism, popular education, and transformational learning. Through a program of readings, class discussions and activities, group and individual work, and various types of assignments, the objectives and course material will be explored and examined. Students are expected to participate in the learning strategies which have been designed to exemplify the topics under consideration. Participation means coming to class on time and staying the entire period, participating in activities, getting to know your fellow students and professor. There is *no* room for negative criticism of others, there is *no* room for laughter at the expense of another in this class, there is *no* room for harassment or discrimination. As your professor, I am responsible for facilitating and encouraging learning and serving as a resource for you in this class. I am not here to entertain you, I am not here to provide you with customer service with you being a consumer/client, and I am not here to parent you.

*What is active learning?* This method of teaching and learning is where students take responsibility for their learning, instead of simply being passive receivers of information and regurgitating information. Students who approach their education with a sense of enthusiasm and a willingness to learn are more productive students; the content will relate to your daily activities at home, work, and school.

*What is collaborative/cooperative learning?* This type of learning utilizes the strategy of group work. Creating groups is one way to minimize the sense of isolation and anonymity that students often feel in classes. As well, group work can facilitate the development of important skills, which include:

- teamwork skills: skills in working within team dynamics; leadership;
- analytical and cognitive skills: analyzing task requirements, questioning, critically interpreting material, evaluating the work of others;
- collaborative skills: conflict management and resolution, accepting intellectual criticism, flexibility; negotiation and compromise; and
- organizational and time management skills.

The research clearly indicates that successful collaborative learning encompasses:

- positive interdependence - if one team member fails to meet his or her responsibilities, everyone loses in some way;

- individual accountability - each student is held personally accountable for his or her part and for everyone else's part as well;
- development and appropriate use of teamwork skills;
- face to face interaction; and,
- periodic self-assessment of group functioning (what are we doing well as a group, what do we need to do differently?).

*Why use cooperative learning?* Extensive research has compared cooperative learning with traditional classroom instruction.

On average:

- Students who engage in cooperative learning learn significantly more, remember it longer, and develop better critical-thinking skills than their counterparts in traditional lecture classes;
- Students enjoy cooperative learning more than traditional lecture classes, so they are more likely to attend classes and finish the course;
- Students are going to go on to jobs that require teamwork. Cooperative learning helps students develop the skills necessary to work on projects too difficult and complex for any one person to do in a reasonable amount of time.

*How do you learn?* Our learning can be improved if we actually know how we learn best. Consider: What are your earliest memories of learning to read and write? How do you currently approach reading and writing tasks? How do you feel about yourself as a reader and writer? Consider the following types of intelligence and which applies to you in terms of your preferred type of learning: (See my website for a questionnaire you can complete)

- **Verbal-Linguistic Intelligence** -- well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words
- **Mathematical-Logical Intelligence** -- ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns
- **Musical Intelligence** -- ability to produce and appreciate rhythm, pitch and timber
- **Visual-Spatial Intelligence** -- capacity to think in images and pictures, to visualize accurately and abstractly
- **Bodily-Kinesthetic Intelligence** -- ability to control one's body movements and to handle objects skillfully
- **Interpersonal Intelligence** -- capacity to detect and respond appropriately to the moods, motivations and desires of others.
- **Intrapersonal Intelligence** -- capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes
- **Naturalist Intelligence** -- ability to recognize and categorize plants, animals and other objects in nature
- **Existential Intelligence** -- sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.

### *Grading practices*

Do not equate your self-worth with your grade in this class or on any assignment. You may be an "A+ person" who happened to perform at a C+ level on a given assignment. Remember that grades are an indication of your performance in mastering the material at one point in time. They are not an indicator of my views of you as a person. Reflect on your grade in an honest and realistic fashion. My role is to offer constructive criticism of your efforts in this course. Digest that criticism and then ask yourself questions like: Did I put in the preparation time that would've been necessary to receive a better grade? Did I understand the assignment as fully as I could have, if not did I seek help from the professor? Did I turn in all the required paperwork? Did I do an adequate job of proofreading? If you find that you still have questions about how you can improve or about course content, come see me and we will talk about additional ways for you to work on your mastery of the subject matter. On another note, simply because you have paid for this course does not mean you will automatically receive an "A" grade. Also by simply completing the work does not mean you will receive an "A" grade. The output (what you achieve), e.g. an assignment you complete, will be judged in the assessment, not simply the input (what you do), e.g. the effort one puts into the assignment; the latter will not guarantee you a high mark. If you are having difficulty in the course, consider if this is an ability problem (I can't do this) or a performance problem (it is hard to do but still doable).

## **GUIDELINES FOR APPROPRIATE STUDENT BEHAVIOUR**

*Adapted from Department of Communication, University of Alaska Anchorage, 2001*

If you have any questions or concerns about the following, then it is your responsibility to bring these to my attention during the first two weeks of classes. Otherwise it is understood that you agree to abide by these guidelines, rights and responsibilities.

STFX has clear expectations of how students will conduct themselves on campus and in the classroom. The rights and responsibilities accorded students in the University system are outlined in the *Community Code of Conduct* and the *Academic Calendar*. You are required to be aware of all of these policies. With regard to this specific course, effective teaching and learning environments are best accomplished by positive teacher-student and student-student relationships characterized by common courtesy, respect for self and others, respect for differing points of view, and honest and responsible behaviour. When violations of these expectations occur, action must be taken to address the problem before it becomes harmful to the teaching and learning environment.

#### *General Disruptive Behaviour*

Disruptive Behaviour may take many forms. Disruptive Behaviour includes but is not limited to: talking when someone else has the floor, being rude to others, offering destructive (rather than constructive) criticism, arriving late, sleeping during class, forming cliques, checking their cell phones or other electronic devices, being passive or disinterested, belligerent or aggressive behaviour and so on. Such behaviours have no place in a university classroom. You have a right to maintain your own opinions and to disagree with others, but you must do so in a fashion that is conducive to learning and does not take the form of a personal attack on others. Minimally, you are expected to treat your classmates and your professor in a respectful fashion and they will return the favour. Any behaviour that obstructs or disrupts the classroom teaching and learning environment will be addressed. Serious or repeated breaches in inappropriate behaviour may result in a reduction of your final grade in the course and may be referred to additional University authorities.

The following guidelines outline appropriate behaviour expected of all students both during classes and outside of classes when work is undertaken for this course (this list is not comprehensive):

#### *Appropriate Classroom Behaviour*

- Students are expected to attend all regularly scheduled class sessions and be prepared for class;
- Students are expected to conduct themselves in an honest and respectful manner when interacting with others in the classroom environment;
- When engaged in discussions, students should seek to ask questions that are clear, relevant to the content at hand, and contribute to the individual and/or the class's mastery of the subject matter; and,
- When the instructor is engaged in lecture, students should listen attentively and provide appropriate feedback when called upon by the instructor.

#### *Inappropriate Classroom Behaviour*

It is inappropriate to:

- read other texts or magazines during class;
- talk to others while the instructor or another student has the floor;
- ask questions that have already been answered several times or are answered in the syllabus;
- take phone calls during class;
- sleep;
- make rude comments;
- ridicule others for asking questions; and,
- ask questions or engage in discussion that is irrelevant to the content at hand.

#### *Appropriate Behaviour in Groups*

When working in groups, students are expected to

- be supportive, cooperative, and courteous to other members of the group;
- attend class and/or group meetings;
- do their share of the work;
- complete work that said would undertake; and,
- stay on task.

#### *Inappropriate Behaviour in Groups*

Engaging in inappropriate behaviour and rude behaviour are not conducive to effective group discussion. This includes:

- failure to show up in class or at group meetings;
- failure to complete work or to do fair share of the work; and,
- use group time to discuss non-group or non-class related matters.

### *A Comment on Plagiarism and Academic Dishonesty*

The concept of academic dishonesty covers a range of inappropriate and unethical behaviours including but not limited to cheating on exams, falsification of materials, plagiarism, and so on. As in other courses at the University, students in sociology are expected to do their own work and conduct themselves in a fair, honest, and ethical manner. Those who plagiarize or engage in academic dishonesty of any kind can expect to fail the assignment at hand and may fail the entire course. In addition, instances of academic dishonesty and plagiarism will be referred to the proper University authorities for investigation and disciplinary action. Academic dishonesty is a very serious issue; it will be taken seriously.

### **COURSE TEXT**

- Antony, Wayne, Jessica Antony & Les Samuelson, (2017), *Power and Resistance: Critical Thinking About Canadian Social Issues*, 6th edition, Halifax, Nova Scotia: Fernwood Publishing, available in the bookstore

### **ASSESSMENT**

Discussion questions (6 pts. per question, 14 submissions)	84	23 approx. % of final grade
Sociobiography (15 points x 6 entries)	90	25%
Research project (presentation & essay)	151	42%
Participation	36	10%
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TOTAL	361 points,	final grade pro-rated to 100%

### **WRITTEN WORK**

The written work for this class is composed of various submissions. The following applies to all written submissions *unless specified otherwise*:

- **Written work submissions:** Only hardcopy & typed submissions will be accepted, no electronic submissions.
- **Due dates:** Late work will not be accepted.
- **Returned written work:** In a class where you have received returned graded written work, you are NOT to consult with me immediately after class with queries pertaining to this assessment. You must take the time to review your work and then if still necessary discuss the matter with me after one week has passed.

### ***DISCUSSION QUESTIONS (DQs)***

Usually, each week **one (1) discussion question (DQ)** is to be developed and submitted which would help to further yours and the class' exploration and comprehension of the ideas of the readings. The DQ is drawn from the material in the assigned weekly reading, and must be handed in at the **beginning** of the class in **hardcopy** and **typed**; no electronic submissions will be accepted. You are to have a second copy of your DQ on hand for use during class. If you do not provide a DQ, you are not permitted to remain in that day's class. You are not to submit questions which are asked or answered in the readings. Your questions should not simply be closed-ended questions, e.g. the answer is simply yes/no, nor should they be one which simply seek someone's opinion about an issue. DQs should allow for probing discussion which arrives at a comprehensive answer (there could be more than one correct answer to a question; but again answers are not to be an opinion). A good, substantive question involves critical thinking, and focuses on the substance of the material. DQs should demonstrate your increasing knowledge of the subject matter and application of your learning as the course progresses. Each question should include a rationale for the question which includes: i) why are you asking the question, why it is relevant, useful, important to ask the question, considering not just yourself but looking at society, and ii) a context - from where in the reading is your question drawn providing a corresponding citation. Make sure to bring an extra copy of your question to class as you will need it to be able to share the question with fellow students and to discuss it during class. **If you are undertaking the chapter presentation then you do not need to develop a DQ.**

### ***SOCIOBIOGRAPHY***

"The purpose of the socioautobiography is to use the insights from sociology to better understand your own story; it is a way of using the concepts of sociology to explore our personal riddle. But the socioautobiography is not a diary or a point-by-point account of your life since infancy. It is rather a reflective exercise in which you step outside of yourself and employ sociological concepts to interpret your experiences. . . . it uses the concepts of the discipline to interpret our life in its social context. (p. 287) (Excerpt from Kanagy, C. L., & Kraybill, D. B., (1999). *The Riddles of Human Society*, Thousand Oaks:

Pine Forge Press, (pg. 287-89)). For this assignment you are to reflect on the topics and concepts used throughout the class and consider how they are applicable in your own life, either directly or indirectly. For example, consider how has immigration impacted your family and your community, country. **You must discuss six (6) chapter topics and their associated concepts covered in class, submitted in 2 submissions – see course outline below.** There is in effect no right or wrong answer however the application of the chapter topic and associated concepts must demonstrate the correct usage and understanding of the material. Depth is key, not a superficial coverage of the material. You must also draw from actual experience, not hypothetical or imagined. It is advisable that you do a draft of your chapter entry shortly after the chapter & topic have been dealt with in class so that the material is fresh in your mind. As you will be discussing personal details, confidentiality will be applied. You are to use first person, single spacing, times new roman font, 12 point, 1 inch or 2 centimeters margin, at least one page (700 words) per chapter topic.

### **RESEARCH PROJECT (essay and presentation)**

Working in groups of 3 created in the second class, a research project will be undertaken, the starting point being one of the chapters in the text. Chapters will be assigned randomly. The key topic of the research project is the topic in the chapter as this pertains to *Canadian society*. Each group member will be responsible for finding 8 additional sources (see below). The presentation will not simply be a lecture style presentation of the topic. An interactive component will also be required which engages all the students in the class whereby material is exemplified in an experiential way. The presentation should be 35 minutes.

A group essay is to be written on the topic, submitted incorporating the information from the additional sources with the chapter contents. In addition to the group essay, each group member is to submit an individual report which includes four parts: i) a detailed log of their contribution to this group work (a form will be supplied that must be completed); ii) an evaluation of yourself and of the other group members as to the distribution of the work and whether it was fair; iii) a personal reflection noting what you learned about yourself undertaking this project; and, iv) a personal reflection noting what you learned about the subject matter. **The two written submissions are due one week after the presentation.**

### STEPS TO COMPLETE THIS PROJECT

#### **1) Choose the topic and break into groups:** Done in class.

After being assigned the chapter/topic, your group will have a discussion of how your group will work together. This is VERY important so that the group works well together. Honesty and knowing how you work as a student is key here.

#### **2) How your group will work together:**

You should identify each other's strengths and weaknesses in terms of group academic research projects, e.g. research abilities, writing, public speaking, leadership, organization, etc... You should take the opportunity to improve your skills, not simply fall back to what you feel you do best. No one group member is to be responsible for one aspect of this assignment, e.g. having only one group member do the writing is not acceptable. You also need to decide how your group is going to communicate – via email list, facebook, phone or \_\_\_?\_\_\_, and decide on type (virtual or face to face) and frequency of meetings. The 4<sup>th</sup> class of the course, September 25<sup>th</sup> is devoted to chapter project work.

You should also share expectations about what and how the work will be accomplished. For example, if some group members procrastinate or only tend to work best under pressure this may impact the whole group and be disadvantageous if there are others who wish to work on a consistent basis and not leave everything to the last minute.

Any challenges that may present themselves that would inhibit a group member from completing the work should be openly identified, e.g. erratic work schedules or family obligations. If a group member is unable to do something that was agreed upon, e.g. attend a meeting or find some piece of information, then a process should be agreed upon where that group member notifies the group or someone in the group of this instead of simply not showing up or not doing the work. If you drop the course, then please let your group members know you will no longer be in the group.

Each group member will keep **an individual log** of all aspects of the work they undertake on this project, and this will be submitted to me with the project research paper. This log will contain detailed information, including the times you worked on the project and what you were doing in this capacity, e.g. reading, research, writing, meeting, etc... You must also note the tasks that you are responsible for, how you completed them and when they were completed. As well, when any decisions are made either in a meeting or via some other form of communication, these should be noted and assigned a deadline for when agreed upon action is to be completed. Each time a task is designated for one or more group members to do, a deadline should be agreed upon, and it should be noted when the task is completed. It is expected that if a group member is to undertake a task then they are to complete it as the other group members expect.

After this group sharing and learning process, you can now begin the process of undertaking the necessary research to complete the project. Note as this is a 2<sup>nd</sup> year university course, the project is descriptive in nature, that is, focusing on the existing research that has been conducted by other academics in this area. Your personal opinions are not to be included; these can be included in the individual reflection component of the project. This description will need to include an historical perspective, finding information which explains the phenomena being explored from the past up to the present day. Focus nationally (Canada), if not regionally (Maritimes), provincially (NS) and locally. Do not focus on an international perspective unless there is a local or regional component and/or information is relevant to a local/Canadian context.

**3) Initial research:** Read the chapter and note down all the relevant concepts and ideas discussed as this pertains to the chapter topic. It is a good idea to create a framework of this information or an outline of the material that is discussed and consider what aspects the group wishes to focus on, what points or ideas should be further explored and thus researched.

**4) Gather additional research:** The point of departure should be the references at the end of the chapter: The library *academic journal databases* should be consulted in order to find some of these references. As there are often dozens of references, *abstracts* should be consulted initially to determine what is the specific content of the respective reference. You are seeking material that is not too general but not too specific. You want materials that provide a deeper understanding of the chapter topic and the contents the group wishes to emphasize, and/or that reiterate and reinforce the information, and/or that provide different perspectives or data arriving at the same conclusions. Each group member is responsible for finding 8 additional sources of reliable and valid information: 2 x academic sociology sources (e.g. books, academic journal articles, research institute papers), 2 x non-governmental organizations/think tanks, 2 x media articles (investigative journalism), 2 x government info often in form of statistics, e.g. Statscan or municipal or provincial governments respective department(s) that deals with the issue under exploration, and policies. **An initial list of these sources must be provided to me two (2) weeks prior to the presentation so that I can review them to ensure the group is on the right track in their data gathering.**

**5) Organize information:** Start organizing the material you have gathered in some sort of logical order, figure out what pieces might be missing from the picture and find this information. You will most likely need to provide some initial definitions or explanations of relevant key concepts that you are exploring and these must be sociological definitions, not from general dictionaries. A good place to draw these definitions is from introductory sociology textbooks. REMEMBER: Every time you have acquired some information which is going to be used, either simply for ideas or definitions or theories or quotes, note down all the bibliographic information at this time since it will be a waste of time later to go looking for this info to add into your paper/presentation later and bibliography.

**6) Write a draft essay and simultaneously create an outline for presentation:** Determine what aspects of the topic you want to present to the class, what are the key points you want the class to know and remember, creating a blueprint. Because of time constraints, do NOT try to present all the information from the essay or chapter and the additional sources as it will be impossible to do so. Determine a sequence of the material to be presented that makes logical sense. If necessary make sure to provide segways between parts of the presentation so the audience can follow the flow of information presented. Build in interactive components to the presentation, either throughout and or in the beginning and or at the end. Estimate the length of time required for each part of the presentation.

**7) Create the presentation:** Create a script of the presentation with all the necessary details of what will be said. Then determine how each group member will be incorporated into the presentation and assign respective parts. Always do a dry run of it prior to the actual presentation to make sure it falls within the required time allotted – 35 minutes - and to make sure the coordination and sequence works.

**8) Review and complete the essay:** An essay should begin with an introduction and end with a conclusion followed by a bibliography. The introduction should briefly inform the reader of the purpose of the essay, the topic under exploration, the aspects of the topic that will be discussed so that the reader knows what is forthcoming, and then ends with a segway to the next part. Any key concepts and respective definitions should be provided here. Next, if relevant, a brief history of the topic can be provided to give some background. Next, the aspects of the topic to be discussed are presented in a logical sequence, incorporating statistics if relevant. The conclusion is essentially the introduction rephrased adding some points of summary. A rubric will be provided in class.

## ***PARTICIPATION***

Informed and constructive participation in class discussion is expected, and this can only occur if you attend class and come prepared. The course outline lists readings for each week. You are expected to read and prepare all materials prior to the class period for which they are assigned. Your attendance and participation is *very important* to your learning and that of other students in this class. It will become easily apparent if you have not conducted the readings and thus are unable to contribute constructive discussion in the class. If you are unable to attend at least 90% of the classes, then it is advisable that you withdraw from the course or else risk the application of penalties in the assessment. One missed class period is allowed, with each subsequent class missed amounting to **a 10 point deduction in the final assessment point total**. **If you are late, YOU** are responsible for checking with me after class *on the day you were late* to correct the record. It is simply not feasible to alter attendance records days or even weeks after the fact. Excessive tardiness may result in a further loss of points from the final grade. If you are late for a general class session, simply slip in as quietly as possible.

## **COURSE OUTLINE**

### ***Notes:***

- i) The date for each week refers to the beginning of the week, not necessarily the date of the actual class.*
- ii) The assigned readings in a given week are to be completed prior to the beginning of class.*
- iii) It is imperative that you undertake the readings before coming to class as this will provide you with the foundation from which in class discussions and activities will stem.*

### **WEEK 1 September 4<sup>th</sup> – Introduction to course & class**

### **WEEK 2 September 11<sup>th</sup> – What is a social problem?**

Reading: Ch 1  
 Discussion question due  
 Research project groups formed

### **WEEK 3 September 18<sup>th</sup> - the State**

Reading: Ch. 2 & 8  
 Discussion question due

### **WEEK 4 September 25<sup>th</sup> – no class**

Class time to prepare your group project

### **WEEK 5 October 2<sup>nd</sup> – Socio-economic status: poverty & health**

Reading: Ch. 6 & 7  
 Discussion questions due (2 DQs)  
 Presentation

### **WEEK 6 October 9<sup>th</sup> – Education**

Reading: Ch. 9  
 Discussion question due  
 Presentation

### **WEEK 7 October 16<sup>th</sup> – Crime**

Reading: Ch. 5 & 14  
 Discussion questions due (2 DQs)  
 Presentation

**WEEK 8 October 23<sup>rd</sup> – Gender**

Reading: Ch. 11 & 12

Discussion questions due (2 x DQs)

Presentation

**WEEK 9 October 30<sup>th</sup> – Racism & Immigration**

Reading: Ch. 4

Discussion question due

Presentation

**WEEK 10 November 6<sup>th</sup> – Original Peoples**

Reading: Ch. 3

Discussion question due

Presentation

1<sup>st</sup> submission of sociobiography due, 3 entries, no extensions, only hardcopy accepted.

**WEEK 11 November 13<sup>th</sup> – Environment**

Reading: Ch. 10

Discussion question due

Presentation

**WEEK 12 November 20<sup>th</sup> – Food**

Reading: Ch. 15

Discussion question due

Presentation

**WEEK 13 November 27<sup>th</sup> - Activism**

Reading: Ch. 16

Discussion question due

Presentation

2<sup>nd</sup> submission of sociobiography due, no extensions, only hardcopy accepted.

***NOTE: The professor reserves the right to change the course syllabus. The students will be given sufficient advanced notice of any changes should they arise***



**Please read carefully and thoroughly the complete course syllabus and any material that is on my website if referred to above. Then sign & return the two (2) pages to me no later than the end of the second week of classes.**

The syllabus and course outline provide details on the course requirements and policies as well as explaining your responsibilities as a student and my job as a professor. Remaining registered in the class and accepting the syllabus indicates your agreement to complete assignments, meet due dates, and conduct yourself in a respectful and responsible fashion when dealing with your classmates and your professor.

**COURSE CONTRACT**

*My signature below indicates that I have read the attached syllabus, and I fully understand my obligations as a student in Canadian Society SOCI 216. I have had an opportunity to ask my professor questions about this syllabus and course outline.*

*I understand that this course provides an opportunity to learn about a variety of concepts and skills that are relevant to the study of sociology. Further, I understand that my grade in the course is dependent upon the quality of my work on the specific course requirements outlined in the syllabus including my attendance in class, participation on a variety of exercises and assignments, and other relevant course work.*

**PRINTED NAME** \_\_\_\_\_ **Student ID #** \_\_\_\_\_

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

PROVIDE THE FOLLOWING INFORMATION: Year in school: \_\_\_\_\_

Major/area of interest: \_\_\_\_\_

I have previously taken the following sociology course(s): \_\_\_\_\_

\_\_\_\_\_ and I received the following grade(s) \_\_\_\_\_

and we covered the following topics: \_\_\_\_\_

POTENTIAL LEARNING CHALLENGES (anything that may impact upon your ability to undertake this course):

\_\_\_\_\_  
\_\_\_\_\_

Why are you taking this course? What area of work are you considering & how will this course enhance your abilities in this area?

\_\_\_\_\_  
\_\_\_\_\_  
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Explain how you will take responsibility for your learning in this class, in other words, what steps will you undertake to satisfy the requirements.

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What do you estimate your grade to be and explain how you arrive at this estimate?

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Describe yourself:

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