NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

Sociology 360
Population Trends and Policy (4 credits)

Instructor: Misty Freeman
E-mail: freemmis@onid.oregonstate.edu
Phone: 541-368-5258
Office Location: Ballard Hall 330A  Office Hours: By appointment. E-mail preferred.

Course Description:
Basic socio-demographic factors affecting population size, distribution, composition and change; examination of local, national, and international trends, and demographic policy.

This course is intended to introduce students to population trends affecting the United States. From a demographic perspective, the course examines the unequal distribution of social, economic, and political power in the United States. Through these lenses students will gain insight into policy-related issues.

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Difference, Power, and Discrimination Courses Baccalaureate Core Requirement:
The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

Canvas:
This course will be delivered via Canvas, your online learning community, where you will interact with your classmates and with me. Within Canvas you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; email other students.
and the instructor; and participate in online activities. To preview how an online course works, visit the Ecampus Course Demo at: http://ecampus.oregonstate.edu/coursedemo/about/

For technical assistance, Canvas and otherwise, see:
http://ecampus.oregonstate.edu/services/technical-help.htm

Learning Resources:
There is no textbook for this course. Readings, lectures, and videos will be drawn from various newspapers, magazines, books, journals, and reports. All material will be made available on Canvas in an electronic format. Videos will be available for streaming. Students with low bandwidth should plan ahead and begin streaming before watching videos.

Measurable Student Learning Outcomes:
The students will demonstrate an understanding of:

1. The relationships of the demographic characteristics education, race, migration, class, age, and gender with difference, power and discrimination in the United States;
2. The contribution of demography and population studies to the study of the unequal distribution of power;
3. The connections between demographic trends and current social issues, including the consequences for various social groups.

Evaluation of Student Performance:
Grades will be determined by the student’s performance in the following areas:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Weekly 1 Pagers</td>
<td>800</td>
</tr>
<tr>
<td>Topic Paper</td>
<td>400</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>800</td>
</tr>
<tr>
<td>TOTAL POINTS POSSIBLE</td>
<td>2000</td>
</tr>
</tbody>
</table>

All writing assignments will be graded on the following:

1. Evidence of reading, viewing, absorbing the materials
2. Critical thinking about what the materials mean, rather than just repeating what was said (identifying the key points)
3. Contribution and development of student’s own ideas, opinions, experiences
4. In text citations for all concepts and ideas that did not originate with the student, and a matching bibliography or works cited at the end

**Please see the rubric for each of these assignments for more information about grading.**
Final Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92.9%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.9%</td>
<td>B</td>
</tr>
<tr>
<td>80-82.9%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76.9%</td>
<td>C</td>
</tr>
<tr>
<td>70-72.9%</td>
<td>C-</td>
</tr>
<tr>
<td>60-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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</tbody>
</table>

“Weekly” 1 Pagers:
After reviewing the materials for each module, students will reflect on what they have learned in a “weekly,” or during summer session, slightly more frequent, short paper. A writing prompt will be provided for each module to help guide the student in writing a paper that will be about one page in length, double-spaced, not including references. In text citations and a matching bibliography or works cited at the end of the paper are required. Students will upload the “weekly” 1 pager to Canvas once complete. See Canvas for more details on grading and a sample 1 pager.

Discussion Boards:
For each module, students will be required to participate in an online discussion with their peers in the “Discussion Board” section of Canvas. Students will investigate supplemental course material, write a thoughtful original post based on the assigned prompt, and then respond to a peer’s original post by genuinely contributing to the discussion. Students are encouraged to post more than one peer response in order to engage in conversation and mutual learning.

Student’s original posts will be worth 60 points, and response posts will be worth 20 points.

Original responses are expected to be several paragraphs in length, be well thought out, and incorporate citations from the module’s readings—not just the discussion prompt. Inclusion of in text citations and a matching bibliography/works cited on all original posts is required for full credit.

Due to the nature of discussions, students are encouraged to post responses several days before the deadline. Post materials after you have finished reviewing the module’s readings, lectures, and videos. Students may wish to write and edit their original posts in a word processor program before posting to Canvas. The deadline for original posts and peer responses is 11:59PM Pacific Time on the assigned day. Additional information will be provided with each prompt. (Note: Module One’s discussion board original post will be shorter and requires only a brief response to another student’s post.) See Canvas for more details on grading and sample discussion board posts.

Ground Rules for Discussions:
1. Respect what your classmates say in class and post on Canvas.
2. Speak from your own experience instead of generalizing (“I” instead of “they”, “we” and “you”).
3. Don’t be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks – focus on ideas.
4. Participate to the fullest of your ability – community growth depends on the inclusion of every individual voice.
5. Instead of invalidating another's story with your own spin on their experiences, share your own story and experience.
6. The goal is not to agree or disagree – it is to hear and explore divergent perspectives. Practice withholding judgment and let yourself really listen to and consider other points of view.
7. The Discussion Board is an academic forum – use proper spelling, grammar, and style. Remember that your original posts and all replies are graded, written assignments.

Topic Paper:
The topic paper is designed to allow students to choose from among several prompts to investigate an area related to the modules of the course. On Canvas, students will find a list of different writing prompts that includes materials to be read and/or viewed before writing. Students may also attend an educational event and write on that topic; however, all paper topics outside of the instructor’s list must be approved beforehand by the instructor to be accepted. Students are expected not only to engage with the materials, but to think critically about the topic and express their own opinion about issues that are raised. See syllabus in Canvas for deadline. Paper submitted via Canvas, and may be completed at any time in the course prior to the deadline. The length of the paper should be 3-5 pages, double-spaced. References in text and a matching bibliography/works cited are required for full credit. See Canvas for more details on grading and a sample Topic Paper.

Course Policy:
Late assignments will only be accepted from students who have legitimate excuses. The instructor will work with students who communicate their needs to the extent possible. Students experiencing difficulty are expected to contact the instructor as soon as possible to develop a plan.

Extra credit is not offered for this course.

Students are expected to do all required reading and participate in all course requirements.

Plagiarism and cheating will not be tolerated in this course. Engaging in such behaviors will result in a failing course grade. You are to do ALL of your own work. Plagiarism is defined as representing (and using) another person’s ideas, writings, and work as one's own. Not citing sources is a form of plagiarism.

Announcements and Communications:
In addition to in class communications, announcements will be posted in or e-mailed from Canvas. Students are required to use an ONID or oregonstate.edu email address. If you are forwarding
your OSU mail to another account, please note messages from or to the instructor may be filtered. It is my goal to respond to course-related questions within 24 hours (possibly 48 hours on weekends).

**Course Evaluation:**
During finals week, students will be emailed instructions and asked to fill out an online course evaluation.

**Students with Disabilities:**
Accommodations are collaborative efforts between students, faculty and [Disability and Access Services (DAS)](http://oregonstate.edu/admin/stucon/index.htm). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

**Student Conduct:**
To fully understand student conduct expectation, please visit:
[http://oregonstate.edu/admin/stucon/index.htm](http://oregonstate.edu/admin/stucon/index.htm)

**The Writing Center and Online Tutoring:**
The Writing Center provides students with FREE consulting service for their writing assignments. You can make an appointment to discuss your writing with a peer writing assistant (541-737-5640) or visit the Online Writing Lab at [http://cwl.oregonstate.edu/owl.php](http://cwl.oregonstate.edu/owl.php). Online Tutoring is also available to Ecampus students and can be obtained at [http://ecampus.oregonstate.edu/services/student-services/online-tutoring/](http://ecampus.oregonstate.edu/services/student-services/online-tutoring/).