Fall 2021
FACULTY OF ARTS
Department of Sociology
Department of Sociology Website: https://soci.ucalgary.ca/

COURSE TITLE:			
Course Number	SOCI601-S01/SOCI504-S01		
Pre/Co-Requisites	Consent of the Department of Sociology		
Instructor Name	Michael Adorjan	Email	madorjan@ucalgary.ca
Instructor Email Policy	Emails will usually be responded to within one to two days, not including weekends (i.e., Monday to Friday). I encourage students who are seeking detailed advice regarding assignments or personal matters to set up a time to meet to discuss either in person or virtually.		
Office Location	SS952	Office Hours	By appointment, though I plan to be in my office following class, up to early afternoon Wednesdays
Telephone No.	403-220-5982		
Class Dates	SEPTEMBER 7-DECEMBER 8, 2021		
Class Times	WEDNESDAY 9-11:45am		
Class Location	SS921		

Course Description

Societal responses to and mediation of young people's online engagements, especially through information communications technologies, frequently coalesces anxieties at the intersections of youth, technology, safety and security and (often, as a 'perfect storm') sexuality. Sometimes these anxieties, over specific incidents of harm resulting from cyberbullying, sexting, or other forms of online aggression and victimization, manifest in moral panics augmenting responses to and governing practices of youth online.

While much attention – by media and scholars alike – is given to cyberbullying, sexting, and other forms of harm mediated online, 'cyber-risk' is meant to capture a broader range of concerns and potential harms, including (but not limited to) internet addiction, the lure of extremism and hate online, the role of algorithms and 'echo chambers' on social media, and the influence of 'fake news', i.e., misinformation and disinformation. However, risks are one side of a two-sided coin, that also link to opportunities; e.g., for social connection, education, accessing crucial information for health and wellbeing, activism, etc. This risk/opportunity hybrid is navigated by children, teens and emerging adults, as well as adults in their lives responding to this hybrid, and is the central focus of this course.

This seminar will provide opportunities for students to pursue directions most relevant to their own research, and will be most pertinent to students interested in the role of information communications technologies and social network sites, adolescence as a social construction as well as social process, the 'presentation of self' in everyday cyber-society, offline impacts of online activities and online impacts of offline activities, parenting 'digital futures' of children, educational responses to cyberbullying and online aggression, as well as how these areas connect with scholarship on surveillance, privacy and 'digital citizenship'.

Course Objectives/Learning Outcomes

The substantive objectives of this course are:

- To critique and sociologically analyze discourses of cyber-risk pertaining to youth, especially commonly held understandings of cyberbullying and sexting
- To consider symbolic interactionist concepts of agency and structure as it applies to youth and cyber-risk and societal responses, including questions about the impact of inequalities on youth digital engagement and online citizenship
- To draw connections between cyber-risk and related sociological areas of privacy and surveillance; especially related to parents and educators
- To explore dynamics of youth online activism
- To challenge ideas of how best to respond to cyber-risk among youth, with a focus on restorative practices in schools

Pedagogical goals for this course are:

- To provide opportunities for students to gain experience discussing course materials in a seminar format, and for SOCI601 students to be able to lead a discussion during one class
- To provide opportunities for students to reflect upon course themes and discussions in relation to contemporary news events
- To enable students to explore directions, based on, but not restricted to course content and class discussions, that are related to their own research, and to gain experience writing a research paper based on their interests.

Learning Resources

- Jenkins, Ito and boyd (2016). Participatory Culture in a Networked Era. Cambridge: Polity Press

- Fisk, N. (2016). Framing Internet Safety: The governance of youth online. Cambridge, MA. The MIT Press.

- boyd, dana. (2014) It's Complicated: The social lives of networked teens. New Haven: Yale University Press. [available: http://www.danah.org/books/ItsComplicated.pdf]

- Adorjan, M. and R. Ricciardelli. (2019). Cyber-Risk and Youth: Digital Citizenship, Privacy, and Surveillance. New York: Routledge. [available: https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315158686/cyber-risk-youth-michael-adorjan-rosemary-ricciardelli]

- Livingstone, Sonia, and Alicia Blum-Ross. 2021. Parenting for a Digital Future: How hopes and fears about technology shape children's lives. Oxford: Oxford University Press. [Available: https://oxford-universitypressscholarship-

- Other selected readings: please see D2L for links

Schedule of Lectures and Readings

1. September 8: Introduction

- Alex Dennis & Peter J. Martin (2007) Symbolic Interactionism and the Concept of Social Structure, Sociological Focus, 40:3, 287-305, DOI: 10.1080/00380237.2007.10571311

2. September 15: Young people online: Why the hullaballoo?
66 pages
- Jenkins, H., M. Ito and d boyd. (2016). Participatory Culture in a Networked Era. Cambridge: Polity Press. Chapter 1: Defining Participatory Culture (19 pages)
- boyd, d. (2014) It's Complicated: The social lives of networked teens. New Haven: Yale University Press. Chapter 1: Identity: Why do teens seem so strange online? (pp. 29-53)
- Adorjan, M. and R. Ricciardelli. (2019). Cyber-Risk and Youth: Digital Citizenship, Privacy, and Surveillance. New York: Routledge. Chapter 3: Teens Online: What and why (p. 25-48)

Further reference

- Livingstone and M. Stoilova (2021). The 4Cs: Classifying Online Risk to Children. Available at: https://doi.org/10.21241/ssoar.71817

3. September 22: 'Internet addiction': A contested concept
49 pages
- boyd, d. (2014) It's Complicated: The social lives of networked teens. New Haven: Yale University Press. Chapter 3: Addiction: What makes teens obsessed with social media? (pp. 77-99)
- Adorjan, M. and R. Ricciardelli. (2021). Smartphone and social media addiction: Exploring the perceptions and experiences of Canadian teenagers. Canadian Review of Sociology. 1-20. Available online at DOI: 10.1111/cars.12319
- Woods, H., and H. Scott. 2016. "#Sleepyteens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem." Journal of Adolescence 51:41-49. http://dx.doi.org/10.1016/j.adolescence.2016.05.008

Further reading

- Orben, A., and A. Przybylski. 2019. "The association between adolescent well-being and digital technology use." Nature Human Behaviour 3(2):173-182.

- Twenge, J. 2017. iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy--and Completely Unprepared for Adulthood--and What That Means for the Rest of Us. New York: Atria.
- Twenge, J. 2017. Have Smartphones Destroyed a Generation? The Atlantic

https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/

4. September 29: Online-mediated harm and discourse: The hermeneutics of cyberbullying
66 pages
- Adorjan, M. and R. Ricciardelli. (2019). Cyber-Risk and Youth: Digital Citizenship, Privacy, and Surveillance. New York: Routledge. Chapter 5: Relational aggression (p. 70-90)
- Fisk, N. (2016). Framing Internet Safety: The governance of youth online. Cambridge, MA. The MIT Press. Chapter 7: Kids, Drama and Internet Safety (pp. 166 (following 'Bullying-Online and Off subheading)-181) [not in library]
- Kofoed, J. and E. Staksrud. (2018). 'We always torment different people, so by definition, we are not bullies': The problem of definitions in cyberbullying research. New Media & Society 21(4): 1006-1020.
- Walton, G. (2005). The notion of bullying through the lens of Foucault and critical theory. The Journal of Educational Thought 39(1): 55-73.

Further reference

- Campbell, Marilyn A, Phillip T Slee, Barbara Spears, Des Butler, and Sally Kift. 2013. "Do Cyberbullies Suffer Too? Cyberbullies' perceptions of the harm they cause to others and to their own mental health." School Psychology International 34(6):613-29.

4. October 6: Sexting: Trends, societal responses and gendered double standards
55 pages
- Shariff, Shaheen, and Ashley DeMartini. 2015. "Defining the Legal Lines: eGirls and Intimate Images." Pp. 281-305 in eGirls, eCitizens, edited by Jane Bailey and Valerie Steeves. Ottawa: University of Ottawa Press.
- Ricciardelli, Rosemary and M. Adorjan. (2019). 'If a girl's photo gets sent around, that's a way bigger deal than if a guy's photo gets sent around': Gender, sexting, and the teenage years. Journal of Gender Studies. 28(5): 563-577. DOI: 10.1080/09589236.2018.1560245
- Karaian, Lara. 2014. "Policing 'sexting': Responsibilization, respectability and sexual subjectivity in child protection/crime prevention responses to teenagers' digital sexual expression." Theoretical Criminology 18(3):282-299.

6. October 13: Privacy: Paradoxes and perceptions of young people
56 pages
- boyd, d. (2014) It's Complicated: The social lives of networked teens. New Haven: Yale University Press. Chapter 2: Privacy: Why do youth share so publicly? (pp. 54-76)

- Vickery, J. (2015). 'I don't have anything to hide, but…': The challenges and negotiations of social and mobile media privacy for non-dominant youth. Information, Communication & Society 18(3): 281-294.
- Adorjan, M. and R. Ricciardelli. (2019). A new privacy paradox? Youth agentic practices of privacy management despite 'nothing to hide' online. Canadian Review of Sociology 56(1): 8-29. DOI 10.1111/cars12227

7. October 20: Parental mediation of children's online activities: Mediation, surveillance and points of resistance
71 pages
- Marx, Gary, and Valerie Steeves. 2010. "From the beginning: Children as subjects and agents of surveillance." Surveillance & Society 7(3/4):192-230.
- Stattin, Håkan, and Margaret Kerr. 2000. "Parental Monitoring: A Reinterpretation." Child Development 71(4):1072-85.
- Fisk, N. (2016). Framing Internet Safety: The governance of youth online. Cambridge, MA. The MIT Press. Chapter 4: Pedagogies of Surveillance (pp. 69-89) [not in library]

8. October 27: Educational responses to school-based cyber-conflict: Projected discourses and resistances
66 pages
- Fisk, N. (2016). Framing Internet Safety: The governance of youth online. Cambridge, MA. The MIT Press. Chapter 5: Cyberbullies & Cybercitizens (pp. 91-117) and Chapter 6: Parents, Nonparents, and School Administrators (pp. 119-147) [not in library]
- Adorjan, M. and R. Ricciardelli. (2019). Student perspectives towards school responses to cyber-risk and safety: The presumption of the prudent digital citizen. Learning, Media and Technology 44(4): 430-442.

9. November 3: Surveillance schools: Evidence for student confidence and resistance
44 pages

- Steeves, V. (2010) Chapter 5: 'Online Surveillance in Canadian Schools', in T. Monahan and R. Torres (eds) Schools under Surveillance: Cultures of Control in Public Education (Kindle Ed. 13 pages). New Brunswick: Rutgers University Press.
- Hope, A. (2010). Student resistance to the surveillance curriculum. International Studies in Sociology of Education 20(4): 319-334.
- Adorjan, M. and R. Ricciardelli. (2019). Youth responses to the surveillance school: The bifurcation of antagonism and confidence in surveillance among teenaged students. Young. 27(5): 451-467.

TERM BREAK WEEK OF NOVEMBER 8-12

10. November 17: Restorative practices in educational responses to cyber-conflict and harm: Benefits and ongoing challenges

~68 pages

- Adorjan, Michael, Rosemary Ricciardelli, and Mohana Mukherjee. 2020. "Cyber-risk and Restorative Practices in School." Pp. 340-357 in Justice Alternatives, edited by Pat Carlen and Leandro Ayres Franca. Abington: Routledge.
- Pearce, N., Cross, D., Monks, H., Waters, S., & Falconer, S. (2011). Current evidence of best practice in whole-school bullying intervention and its potential to inform cyberbullying interventions. Journal of Psychologists and Counsellors in Schools, 21(1), 1-21.
- Adorjan, Michael, Rosemary Ricciardelli and Mohana Mukherjee. Under Review. Restorative Practices in Response to Online-Mediated Harm in Schools: Implementation challenges. 1-24.

Further reading:

- Presser, Lois, and Cynthia A Hamilton. 2006. "The micropolitics of victim–offender mediation." Sociological Inquiry 76(3):316-342.
- Kenney, J Scott, and Don Clairmont. 2009. "Using the victim role as both sword and shield: The interactional dynamics of restorative justice sessions." Journal of Contemporary Ethnography 38(3):279-307.

11. November 24: Youth, online social movements and activism: Questions of agency and structure
57 pages

- Jenkins, H., M. Ito and d boyd. (2016). Participatory Culture in a Networked Era. Cambridge: Polity Press. Chapter 6: Democracy, Civic Engagement, and Activism (20 pages)
- Carty, V. (2015). Social movements and new technology. Boulder, CO: Westview Press. Introduction: The Digital Impact on Social Movements and Chapter 2: New Digital Capabilities and Social Change (pp. 1-18; 35-54)

Further Reference

- Adorjan, M. and Yau H.L. (Alan). (2015) "Resinicization and Digital Citizenship in Hong Kong: Youth, Cyberspace and Claims-making." Qualitative Sociology Review XI(2): 160-178

12. December 1: Structural Inequalities and ICTs: Digital Divides and Fragmented Participatory Cultures
68 pages

- Jenkins, H., M. Ito and d boyd. (2016). Participatory Culture in a Networked Era. Cambridge: Polity Press. Chapter 3: Gaps and Genres in Participation (21 pages)
- boyd, d. (2014) It's Complicated: The social lives of networked teens. New Haven: Yale University Press. Chapter 6: Inequality. (Pp. 153-175)
- Livingstone, Sonia, and Alicia Blum-Ross. 2021. Parenting for a Digital Future: How hopes and fears about technology shape children's lives. Oxford: Oxford University Press. Chapter 3: Social Inequality (25 pages)

13. December 8: Conclusions etc.

Methods of Assessment and Grading Weights

As this class includes both SOCI504 and SOCI601 students, the following explicates course grading weights and assignments for each set of students respectively.

IMPORTANT: It is ultimately students' responsibility to submit assignments in on time, part of which include leading class discussions and participating in weekly seminars, which require students to have completed the readings for that week. This fall term, however, will likely have numerous challenges for students with the transition back to in-person classes. As such, this course will only have SUGGESTED DUE DATES with NO LATE PENALTIES associated with course assignments. HOWEVER, students are ***strongly encouraged to submit work at the suggested due dates***, especially in order to receive grading and other feedback as early as possible regarding course progress. Final grades are required to be submitted to the registrar in early January and students with significant omissions in their grades may risk failure in the course if assignments are not submitted before then. If there are reasons why significant delays are expected, please contact me as soon as possible.

SOCI504 students:

- SEMINAR PARTICIPATION: 15%
- REFLECTIVE 'VIDEO LOG': 30% - strong suggested by MID-NOVEMBER
- COURSE READING REFLECTIONS: 2x10% = 20% (ongoing, see below)
- TERM PAPER OUTLINE: 5% - strongly suggested by MID-OCTOBER
- TERM PAPER: 30% - strongly suggested by Friday, December 10th

SOCI601 students:

- SEMINAR PARTICIPATION: 20%
- COURSE READING REFLECTIONS: 3x10% = 30% (ongoing, see below)
- CLASS FACILITATION: 10% - schedule to be determined (see below)
- TERM PAPER OUTLINE: 5% - strongly suggested by MID-OCTOBER
- TERM PAPER: 35% - strongly suggested by Friday, December 10th

SEMINAR PARTICIPATION

While I may switch into a lecture 'gear' at times, my intention for this course is that it entails an active, collegial dialogue among peers. I have every expectation to learn as much from students as vice versa, and this happens when readings are completed before class, with questions and queries in mind. Student participation is required, not optional.

- For each class, please bring one or two paragraphs (these needn't be printed out) for at least one of the assigned readings. The paragraphs may include general impressions, questions, reactions, links to personal or professional experiences, etc. Students will be expected to share these with the class to facilitate the seminar discussions.

As noted in the grade weightings above, participation accounts for 15% of the course grade for SOCI504 students and 20% for SOCI601 students.

REFLECTION VIDEO LOG (SOCI504 students)

SOCI504 students are required to submit a reflection in the format of a video log (vlog). The vlog must incorporate at minimum two required course readings (i.e., conceptually and/or theoretically) and discuss the key arguments and findings from each reading selected. Then apply your analysis of these readings to ONE of the following tasks:

- A personal experience which reflects the chosen focus of your analysis. This could be an interaction you had with someone, something you saw or an activity you engaged in. It could be a professional work experience or one related to your friends or family.
- A news article which reflects the chosen focus of your analysis. The article must be current: from January 2020 to the present. No source restrictions (geographic, news source, etc.).

It is of course impossible for me to 'grade' your personal experiences, and I am not grading your discussion of news events per se, but rather, your ability to draw connections from readings, make insightful sociological connections, and apply your knowledge to areas outside of the course readings directly. For those choosing a news event, a short summary of 1-2 minutes should be included in the vlog. For those choosing to discuss a personal experience, please keep your summary of the experience to about 2-4 minutes, in order to leave enough time to focus on the required tasks above.

Students are encouraged to consult with me about their idea for the vlog. All vlogs are submitted with full confidentiality, directly to the course D2L dropbox folder. However, students also have the option of bringing the video to class via a USB drive (given the flexibility of due date and class size, this option may be preferred). Some students might choose to upload their video to YouTube and share via a private link; in my experience some technical difficulties sometimes occur with this option. Written feedback will be provided directly through D2L (either via the

dropbox folder for those students submitting there, or via the 'vlog' grading item). Vlogs must be no shorter than 10 minutes and no longer than 15 minutes. Your face is required to be visible in order to identify you.

MP4 format is preferred, but not required, with the title of the video, your surname and first name (i.e., Surname, First name.mp4; if multiple files, Surname, First Name-1.mp4, then -2, -3 etc.). Unrecognized video formats will likely cause delays in receiving a grade.

Students are not expected to have advanced video editing skills; special effects are not required nor is their presence assessed in relation to the grade. I do require clear enough audio and video that isn't too blocky or distorted. Video compression of files is strongly recommended if possible (i.e., students should try to avoid submitting videos in ultra-high definition. Many students choose to record their video via their phones, tablets, or computers. Most phones can modify the capture quality settings in this regard. Students are advised that while D2L permits large files, file compression is recommended as upload times are **very** lengthy for larger files. D2L will not accept files larger than one gigabyte (again I'm not aware this has changed subsequent to D2L's upgrade), so students are encouraged to use video compression technology to keep files under 500 megabytes if possible.

Editing of the video is welcome – i.e., students are not required to 'get it perfect' in one take. Alternatively, students can record the vlog through the 'record video' function in the dropbox submission folder:
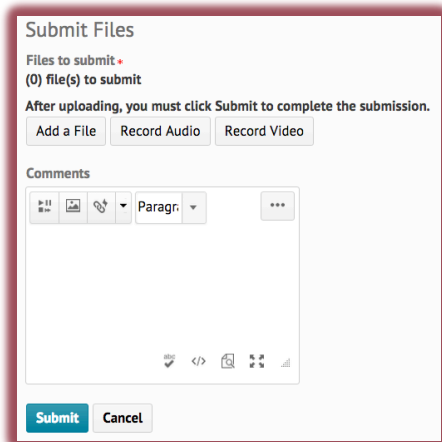
However, students who make use of this feature should note that D2L permits each recorded video to be a maximum of 3 minutes in length. Therefore, to fulfil the requirements of the vlog, students will be required to upload multiple videos. These should be clearly titled so that I can tell which order to view them.

COURSE READING REFLECTIONS

Readings selected for the course reading reflections <u>must be chosen beyond those selected</u>: <u>by SOCI504 students for their vlog; by SOCI601 students for their class facilitation</u>.

Reflections may be submitted beginning in the second week. Students are welcome to submit as many reflections as they like, with the 'top 2' (in terms of grading) being the ones I will select for your final grade. They must:

- Detail key arguments and findings from the article
- Discuss strengths and limitations (e.g., findings, theory, methodology, conceptual framework). Please do feel very free to critique anything I have personally authored ☺
- For SOCI601 students: include a discussion of how, either explicitly or implicitly, the article evidences a focus on agency and/or structure (i.e., agency of youth in relation to wider societal conditions; structure in terms of conditions and processes that delimit or in some way augment how young people experience or engage with information communications technologies and associated cyber-risks)

Reflections must be between 1-2 pages, double spaced, standard margins, Calibri Light font pt. 12. Formal references for the chosen articles must be included at the end of the reflection within the 1-2 page range. A formal title page is required with student first and surname, student number and course code (i.e., SOCI504 or SOCI601). Word or Pages files are preferred.

CLASS FACILITATION

SOCI601 students will have the opportunity to lead one of the seminars. Depending on the final class size, some students may be required to co-facilitate one of the seminars. Preferences will be discussed in the first class and I will try to ensure that preferences are granted where possible, though flexibility in this process is expected.

- As such, <u>after the first class, please email me your top three choices</u>

Student facilitators are expected to:

- Generally, provide leadership for the direction of the seminar discussion, field questions about the articles from fellow students and myself, and raise sociological connections and insights regarding the articles and across articles (i.e., comparative analysis)
- Bring at <u>least two questions</u> you would like to pose to the class <u>about each article</u>

TERM PAPER OUTLINE

I welcome term papers on a broad range of issues, some of which may be covered in class, and some not. Students are encouraged to develop papers in line with their broader research areas.

Whatever the topic, the focus must be on youth and cyber-risk (avoiding, for instance, discussion of the effects of social media on 'people' in general terms). The paper must, in whole or in part, not reproduce a paper written for any previous course.

The suggested submission for the outline is mid-October (earlier is welcome), in order to best help provide early feedback for the formal term paper.

Format: the outline should include a title page with a provisional title for the term paper, your full name and student number, and course section (i.e., SOCI504 or SOCI601). The outline must be written in complete sentences, and detail the following:
- The general area or topic and why this is important to research sociologically
- What sources you intend to include (literature reviews may focus on, for instance, peer reviewed articles, while empirical research may include sources such as news articles or social media posts – but please see below regarding expectations for original research)

TERM PAPER (details for both SOCI504 and SOCI601 students is provided below)

- For SOCI504 students, papers must incorporate at least 6 peer reviewed scholarly sources (beyond required course readings), which may include books and journal articles.
- For SOCI601 students, papers must incorporate at least 10 peer reviewed scholarly sources (beyond required course readings), which may include books and journal articles.

Depending on the paper topic, original content from news sources, publicly available social network sites, including YouTube and other online sources may also be incorporated. Papers must be formatted in APA style detailed here:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html

Please note that research entailing course-based ethics review will not be permitted for this course. The term paper, therefore, is geared for either a systematic literature review on a particular area, or, where original research is conducted, is such that it does not involve ascertaining consent from human participants (for example, examinations of news media discourses; publicly available Twitter or YouTube content analyses)

Please include a title page with the title of your paper, your full name, student number, and your section of this course (i.e., SOCI504 or SOCI601).

- For SOCI504 students, the minimum length is 12 pages including references, maximum 16 pages including references
- For SOCI601 students, the minimum length is 16 pages including references, maximum 20 pages including references

Papers must be formatted to an 8.5x11" layout, 1" margins on all sides, double spacing, with font set at 12pt. Calibri Light. If Calibri Light is not available to you please consult with me. All papers must include pagination on the bottom right hand side of each page except for the title page. Please try to submit the paper in Word or Pages format.

The paper's grade will be reduced without adhering to these guidelines (associated with 'mechanics' in the term paper rubric).

A grade descriptors rubric will be used through D2L to provide feedback on the term papers, in addition to written feedback linked to the dropbox folder where the term paper is submitted on D2L. The rubric is structured as follows (dimensions are reformatted for this syllabus):

- Argumentation
    - Grade A: Examines the question/issue/ problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Arguments fit together to build a compelling case.
    - Grade B: Examines the question/issue/problem from most of the important perspectives. Expresses own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.
    - Grade C: Examines the question/issue/problem from some of the important perspectives. Offers own position but reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.
    - Grade D: Examines things from a single perspective. Only minimal examination of relevant arguments. Offers own position, but the arguments are not put forward explicitly and not sufficiently supported.
    - Grade F: Arguments are confused and illogical. Student fails to present and defend a coherent position. Arguments are flawed, disorganized, or difficult to identify or understand.
- Structure/Organization
    - Grade A: Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is appropriate at all times with each paragraph containing a central idea which is developed throughout the paragraph with supporting details.
    - Grade B: Introduction states writer's thesis or position, and conclusion summarizes main arguments. Paragraphing is appropriate, but some paragraphs lack supporting detail or contain unrelated details.
    - Grade C: Introduction and conclusion are included and generally capture the essence of the topic and discussion. Evidence of ability to construct effective paragraphs, but some paragraphs lack a central idea or supporting detail.
    - Grade D: Introduction and conclusion are included but do not adequately capture the essence of the topic and discussion. Ability to construct a paragraph with a central idea and supporting details is evident at times but somewhat limited.
    - Grade F: Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs with one central idea and supporting details.

- Mechanics
  - Grade A: The language contains very few, if any, errors in grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes) are followed meticulously. AND/OR The paper stays within the allotted limit.
  - Grade B: The language is generally accurate but contains some minor errors in complex grammar and vocabulary that do not distract from the conveyed meaning. Conventions of academic writing (e.g. citation, references, footnotes) are followed apart from the occasional oversight. AND/OR The paper stays within the allotted limit.
  - Grade C: The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes) are followed but at times inconsistencies and/or errors occur. AND/OR The paper slightly exceeds the allotted limit.
  - Grade D: The language is sufficient for arguments to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting. Conventions of academic writing (e.g. citation, references, footnotes) are inconsistently followed. AND/OR The paper exceeds the allotted limit.
  - Grade F: Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes). AND/OR The paper exceeds the allotted limit.

Final Exam Information

NA

Grading Scale for Soci 504

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Grading Scale for Soci 601

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	85 – 89.99%	3.7	Very good performance
B+	80 – 84.99%	3.3	Good performance
B	75 – 79.99%	3.0	Satisfactory performance
B-	70 – 74.99%	2.7	Minimum pass for students in the Faculty of Graduate Studies
C+	67 – 69.99%	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.

Absences and Deferrals

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information can be found at:
https://www.ucalgary.ca/registrar/exams/deferred-exams

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:
https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf
Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

Within two weeks of the date assignments are returned, students seeking reappraisal of their assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time (virtually or in person) with the student to discuss their own work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.

2. Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

3. Final grades are not posted by the Sociology Department. They are only available online.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. As stated above, in this course students are not permitted to conduct research with human subjects. If exceptions are sought, please consult with the course instructor.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites

such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Recording of Lectures

The audio or video recording of lectures and taking screengrabs of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: http://www.ucalgary.ca/pubs/calendar/current/k.html

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodation is available at: https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: https://library.ucalgary.ca/guides/sociology

To access the main Library website go to: https://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and

receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, https://www.ucalgary.ca/wellness-services/services/mental-health-services) and the Campus Mental Health Strategy (http://www.ucalgary.ca/mentalhealth/).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: https://www.ucalgary.ca/student-services/student-success

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: https://www.su.ucalgary.ca.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit http://www.ucalgary.ca/security/safewalk. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.