

Undergraduate Activities & Projects Collection

From Various Contributors

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Spring 2018: SOC/CRM 256
Applied Learning Assignment
Professor Cook

Background: Applied learning is defined through UNCW's *ETEAL*¹ program as "a pedagogical model that places students in experiences requiring them to integrate theories, ideas, and skills they have learned in new contexts, thereby extending their learning." This assignment is intended to help students **develop scholarly skills** when examining issues of crime and justice, and these application skills will continue to be useful in subsequent classes within Sociology, Criminology, and other academic majors. The primary vehicle for this applied learning experience is the book, *Blood Done Sign My Name*, by Tyson. This book examines the social and historical context of actual events in North Carolina regarding race, gender, social class and crime. *Students should be aware that some of the language in the book may be considered offensive by modern standards and should read those passages as sociological phenomena.* The events depicted are the main platform for class discussions on gender, race, social class, and crime

Student Learning Outcomes are found in the Syllabus for SOC/CRM 256.

Scoring Rubrics for all aspects of this assignment are included at the end of this document.

The written assignments outlined here constitute 50% of your final grade for the semester.

Assignment components²:

1. **Select two teammates**; students will be expected to work in *teams of three*.
 - a. Please note: working in teams is an important life skill that will be part of whatever work you do (in many employment settings, in civic groups, and beyond). Choosing your teammates is a luxury afforded to very few people. Being responsible to your teammates is vital. Examples of good qualities in a teammate: prompt, responsive, follow-through on individual tasks, good organizational skills, and courteous demeanor and quality intellectual contributions to the papers (cultivate these qualities). Examples of problematic qualities in a teammate: inattentive, forgetful, rude, lazy, irresponsible (avoid these qualities). As teammates you will collaborate on your research paper assignment for ETEAL as well as collaborate on the flipping exercises in class.

Teams work best when every member of the team takes responsibility for all parts of the papers. So, if one person specializes on one section, all teammates have a responsibility to review, critique, and improve each other's work. This is essential to ensure high quality intellectual contributions. Because the papers have all team members' names on them, all members receive the same grade for the papers; therefore all students are equally responsible for the entire product.
 - b. Teams work best when every member of the team takes responsibility for all parts of the papers. So, if one person specializes on one section, all teammates have a responsibility to review, critique, and improve each other's work. This is essential to ensure high quality intellectual contributions. Because the

1 <http://www.uncw.edu/eteal/about.html>

2 It may be necessary to modify some aspects of this assignment, in which case all modifications will be announced in class and in advance of deadlines. Students are responsible for keeping up with announcements.

papers have all team members' names on them, all members receive the same grade for the papers; therefore all students are equally responsible for the entire product.

- c. Research documents the diversity among group members tend to produce better assignments. Therefore, I strongly advise you to select teammates in a way that incorporates diverse backgrounds as much as you can. Diversity can be defined broadly for the purposes of this aspect of the assignment. To the extent that you are comfortable, share with each other aspects of your backgrounds that you have in common and that are different from each other.
- d. Identify your teammates by **Jan 30, 2018**. Using the form provided, submit to me (one email per group with cc to each person in the group) who your teammates are and why you selected them. All teammates must agree to work together. Also explain the following: What do you perceive to be your individual academic strengths and weaknesses? How do you plan to maximize your individual strengths and minimize your weaknesses when working with your teammates? As a group, in what ways are you diverse? what specific strategies (calendar reminders, text messages, group meetings, other, etc....) do you plan to use to maximize your team's strengths and limit your team's weaknesses?
- e. If you have a problem that develops with your teammates, do everything that you can to resolve it amongst yourselves before involving me. If you must involve me, I reserve the right to re-assign students as needed.
- f. To help avoid the problems common to group assignments (namely, if there is a "slacker" in the group) we will use two methods:
 - i. all students will evaluate themselves and their teammates at the end of the semester using a rubric that will be distributed electronically. This will help to ensure everyone has the same expectations and criteria for teamwork throughout the process.
 - ii. teams may opt **to fire a teammate** who has exhibited an irresponsible approach to the assignments. This is a serious step that requires consulting with me prior to making the decision. In order to endorse the decision to fire a teammate, I will need convincing evidence that the 'slacker' has been irresponsible. If I agree that it is appropriate to fire the teammate, the entire team will meet with me (in my office) to communicate the decision and to identify a productive path forward. The fired teammate will then need to complete the remaining assignments on his/her own, or he/she may join with other similarly situated classmates (i.e., other students who have been fired).

Read and Review the Tyson Book, *Blood Done Sign My Name*, as required by the deadlines outlined in the syllabus. Individual students are required to write a scholarly analysis of the themes in the book that apply criminological concepts and skills learned in class and in the Barkan textbook. The individual book reviews will be approximately 1500 words each. The book reviews should document that major criminological events that are described in the book, the

broader social context within which those events occurred and how the social context shaped those events. This is NOT an essay to conduct psychoanalysis of the characters – but to explore the events through a sociological lens. A rubric will be distributed separately (this paper cannot be revised). **Sociological book review paper due January 30, 2018.**

2. **Scholarly Papers: Applied Learning: Empirical and Theoretical Analysis papers.** These papers are to be written in collaboration with your teammates and submitted as one product to which all teammates have contributed. The main purpose of this applied learning experience is to develop students as scholars to understand crime and justice issues. Scholars approach their subjects in specific ways: defining the concepts, examining empirical evidence, exploring existing explanations/theories and developing a research approach to continue analyzing the crime or social phenomenon. Criminologists publish the findings of their research in scientific peer-reviewed journals and scientific peer-reviewed scholarly books within criminology. (Psychological, Psychiatric, Social Work, Medical, and other scientific disciplines may not be used without my prior approval.) As scholars, all students are expected to work in teams to write and revise papers applying criminological theory and research methods to themes in the Tyson book. These papers must be academically rigorous, applying both empirical research findings and criminological theory to these patterns of offending and victimization. These papers *require collaboration in teams, additional library research and application of academic research to examine specific themes in depth.* **Each paper will be 1500-2000 words, and will include 3-5 current scientific research publications (beyond the text book and the novel) that support the ideas in your papers.** As scholars, students must use the proper referencing style from the American Sociological Association. Failure to use proper referencing styles will negatively affect your grades. The guide is available on reserve in the library.
 - a. **Empirical Paper (1500-2000)**. This paper is due on **March 13, 2018 by 3:30pm**. Submit papers to me as an email attachment in Word, all members of the team must be cc'd on the email submitting your papers. Graded papers will be returned electronically with “track changes” used to document issues and a rubric evaluating your paper. The empirical paper should follow these instructions:
 - i. In this paper, you need to be able to identify the crimes that occur in the Tyson book.
 - ii. What definition of “crime” are you using? Why that definition? What are the strengths and limitations of that definition? What crimes do you identify in the book? You may not use definitions from popular dictionaries – you must use definitions from a scholarly source and you must cite those sources.
 - iii. What preliminary sociological explanations would you use to examine these crimes and why? (You will choose from explanations that are offered in the preliminary chapters of the Barkan text – no need to delve into the formal theories at this time.)
 - iv. What scholarly methods (sources and types of data, typical subjects, methods used to analyze the data, etc.) are used to measure these crime phenomena? What are the strengths and limits of those approaches?

- v. Of those crimes you have defined and identified, what does the empirical evidence show as **the typical patterns** for those crimes? How commonly does it occur? Who are the most likely offenders and victims? What social conditions contribute to that crime problem occurring?
 - vi. To inform your analysis, you must use at least **three recent scholarly articles that apply sociological analysis** to examine the sources/causes of those crimes and explain the social conditions that contribute to it. You must provide proper ASA-style references for these publications. You should rely on these scholarly publications because they will go beyond the depth of the text book; if you use some material from the textbook you must cite it properly, and it will NOT count as one of your three recently published research articles.
- b. **Theoretical Paper (1500-2000 words).** This paper is due on **April 10, 2018 by 3:30pm**. Submit papers to me as an email attachment in Word, all members of the team should be cc'd on the email submitting your papers. Graded papers will be returned electronically with "track changes" used to document issues and a rubric evaluating your paper. In this paper, you must apply sociological criminology to the crime themes in the novel. You will need to examine at least three different types of crime as portrayed in the Tyson book. Each type of crime will be explained using at least one theoretical approach (you must use a different theory for each crime). Specifically:
- i. What theoretical approaches best explain the criminal activities? What level of analysis is most appropriate for this theory (micro, mezzo, macro)? For each type of crime you identify, choose one theoretical perspective and explain those crimes using one of the following:
 1. Structural theories ("Anomie" or "General Strain" from chapter 7 in the text)
 2. Process theories ("Differential Reinforcement" or "Neutralization and Drift" from chapter 8 in the text)
 3. Critical theories ("Radical" or "Feminist" from chapter 9 in the text)

Theoretical explanations must be able to identify societal factors that contribute to the crime problem, what alleviates it, and how common it is. Theoretical explanations should also take into consideration what it does NOT explain – each theory has its limitations, in other words. So, using three of these theoretical approaches, what does each identify as causes, as impacts, and as remedies? What are the limitations of these theoretical perspectives in explaining the crimes you've identified in the Tyson book?

Use **three** recent sociological/criminological scientific publications that examine those crimes using the theories you choose. Summarize those three scholarly publications and their findings with regard to those crimes. What social factors do they identify as contributing to this problem? What research methods do they use to examine these patterns? Do they find support for the theory? Do they modify the theory? As scholars

yourselves, how would you design a research project to examine this type of crime?
What would be the leading research question?

3. **Revisions for Scholarly Team Papers:** If your grade on a paper is lower than an A, you may choose to submit **revised/improved versions of these papers** – revisions should be made based on feedback received during the grading process -- will be submitted no later than one week after the graded paper being returned to you. This is an opportunity to improve your grade on the scholarly papers. The final grade for the papers will be an average of the first and second score your team earned. This is intended to help develop the scholarly writing skills associated with revising a paper. Grading for the revised/improved paper will use the same rubric as the original rubric.
1. **Student Individual Reflection papers (1000-1250 words - 100 points):** students are required to write an **individual** (not as a group) reflection on their group projects. All reflection papers will be submitted by email attachment in Word documents. Each reflection paper should meet the following specifications: **Due April 24, 2018 by 3:30pm**. The final critical reflection requires students to consider the entire applied learning experience throughout this semester. Students must write a thoughtful essay that addresses the following questions:
 - i. At the beginning of this applied learning experience, what did you intend to gain from it? What did you intend to gain with regard to: Scholarly collaboration (team work); using theoretical analysis; and using empirical evidence? How has this applied learning experience affected your personal (i.e., your individual commitment to) educational development? How did the diverse background within your group impact your process and your product?
 - ii. As to the academic content of the course, what material from this class and previous classes helped you to tackle this material? What specific criminological concepts were reinforced in this applied learning experience? What **NEW** academic concepts and skills did you learn by doing this assignment? How has this assignment impacted your understanding of crime? Explain your understanding before and after doing this assignment.
 - iii. As a person who might someday have to handle problems of crime and victimization in your occupations, what has this learning experience taught you about analyzing crime? How do you anticipate this applied learning assignment will influence your approach as you go forward in your major and after you graduate?

These student reflections will be scored based on rubrics and the depth of your responses; this writing is less about 'right and wrong' and more about helping to document how you learn and deepen your own understanding of your learning process.

6. **Scholarly Collaboration Self and Peer Evaluation Scores.** Use rubric that is distributed separately. Submit them to me as an email attachment. **Due April 24, 2018 at 3:30pm.**

DUE Jan 30, 2018

Instructions: Write your names and email addresses into each space as provided (the boxes will expand to fit your text, so don't worry about running out of space). Be sure to state what you believe to be your strengths and weaknesses in the third column and answer the questions below the table as a group. *Submit one form per group by email – be sure you cc your teammates on the submission email.* Also save a copy of this document.

Teammate Selections for Applied Learning Assignments:

List your teammates:

Name	Email address	What do you perceive to be your individual academic strengths and weaknesses?	Diversity of your backgrounds? How might your diverse background influence your analysis?

Group responses to the following questions:

1. How do you plan to maximize your individual strengths and minimize your weaknesses when working with your teammates?
2. As a group, what specific strategies (calendar reminders, text messages, group meetings, other, etc....) do you plan to use to maximize your strengths and limit your weaknesses?
3. Diversity of your backgrounds? How might your diverse background influence your analysis?

Rubric for Scoring Applied Learning Assignment: Individual Sociological Review of Tyson’s book.

Theme	Benchmark 1 (undeveloped)	Benchmark 2 (under-developed)	Benchmark 3 (thoughtful)	Benchmark 4 (insightful)	Total
<i>Identify criminological events in the Tyson book. Must include different types of crimes, such as violent crime, property crime, political crime, and public corruption.</i>	Does not adequately identify crimes within the Tyson book. Does not use a sociological definition of crime.	Offers a weak exploration of some crimes, but misses others. Ineffective use of a sociological definition of crime.	Clearly identifies multiple forms of crime that are portrayed in the book. Also, identifies the offenders and victims of those crimes. Appropriate use of sociological definition of crime.	Clearly identifies multiple forms of crime that are portrayed in the book, plus offenders and victims. Includes an insightful sociological definition and its limitations.	
<i>Sociological analysis, particularly related to social class, racial inequality, and gendered inequality.</i>	Does not adequately identify or examine how social structure, culture, and social institutions contribute to these events.	Offers a weak examination of the social structure, culture, and social institutions that contribute to these events.	Offers a thoughtful analysis of the social structure, culture, and social institutions that contribute to these events.	Offers an insightful analysis of the social structure, culture, and social institutions that contribute to these events.	
<i>Writing style (grammar, etc)</i>	-1 spelling and grammatical errors may result in one lost point, and additional writing style problems that interfere with comprehension of the material.	0 -- writing style problems that interfere with comprehension of the material.	1 – point: appropriate style with effective structure, accurate spelling, scholarly tone, and required references.	2 – points: appropriate style with effective structure, accurate spelling, scholarly tone, and required identifying information, and proper referencing of quoted and cited material.	

Highest Possible Score: 10 points.

Refer to ETEAL Assignment Guide for instructions.

Rubric for Scoring Applied Learning Assignment: Empirical Analysis Paper

Theme	Benchmark 1 (undeveloped)	Benchmark 2 (under-developed)	Benchmark 3 (thoughtful)	Benchmark 4 (insightful)	Total
<i>Define and identify crimes from the Tyson book.</i>	Does not adequately define or identify crimes within the Tyson book.	Offers a definition of crime and identifies some crimes, but misses others.	Offers a clear definition and identifies multiple forms of crime that are portrayed in the book. Also, identifies the offenders and victims of those crimes.	Offers a clear definition and identifies multiple forms of crime that are portrayed in the book, plus offenders and victims. Includes a critique of that definition and its limitations, and a preliminary sociological explanation.	
<i>Empirical analysis</i>	Does not adequately identify or examine methodological approaches to measure crime, or report on statistical patterns of these crimes.	Identifies methodological approaches to measure crime, and reports on statistical patterns of these crimes, OR examines the social factors contributing to crime, but not both. Inadequately supported by current research.	Identifies methodological approaches to measure crime, and reports on statistical patterns of these crimes. Examines the social factors contributing to crime, and is supported by current research.	Identifies methodological approaches to measure crime, and reports on statistical patterns of these crimes. Examines the social factors contributing to crime, and is supported by current research. Offers thoughtful critiques of the research methods.	
<i>Writing style (grammar, etc)</i>	-1 spelling and grammatical errors may result in one lost point, and additional writing style problems that interfere with comprehension of the material.	0 -- writing style problems that interfere with comprehension of the material.	1 – point: appropriate style with effective structure, accurate spelling, scholarly tone, and required references.	2 – points: appropriate style with effective structure, accurate spelling, scholarly tone, and required identifying information, and proper referencing of quoted and cited material.	

Highest Possible Score: 10 points.

Refer to ETEAL Assignment Guide for instructions.

Rubric for Scoring Applied Learning Assignment: Theoretical Analysis Paper

Theme	Benchmark 1 (undeveloped)	Benchmark 2 (under-developed)	Benchmark 3 (thoughtful)	Benchmark 4 (insightful)	Total
<i>Crimes in the Tyson book.</i>	Does not adequately identify 3 types of crime or the definition of crime applied.	Identifies 3 types of crime but does not define the concept of crime applied or explain its use.	Identifies 3 types of crime and defines the concept, as well as explains social context within which the crimes occur.	Identifies 3 types of crime and defines the concept, as well as explains social context within which the crimes occur. Leads into a logical theoretical analysis	
<i>Theoretical analysis</i>	Does not adequately identify or examine three theoretical perspectives related to crimes in the novel.	Explains the crimes outlined with some theoretical analysis, but is weak, vague, or not supported by current research.	Explains the crimes outlined with appropriate theoretical analysis, is clear and supported by current research, but does not modify or enhance the theoretical perspective.	Explains the crimes outlined with appropriate theoretical analysis, is clear and supported by current research, modifies or enhances the theoretical perspective. Poses/explains a reasonable research question.	
<i>Writing style (grammar, etc)</i>	-1 extensive spelling and grammatical errors may result in one lost point, and additional writing style problems that interfere with the reader's comprehension of the material.	0 -- writing style problems that interfere with the reader's comprehension of the material.	1 – point: appropriate style with effective structure, accurate spelling, scholarly tone, and required identifying information.	2 – points: appropriate style with effective structure, accurate spelling, scholarly tone, and required identifying information, and proper referencing of quoted and cited material.	

Highest Possible Score: 10 points.

Refer to ETEAL Assignment Guide for instructions.

Scholarly Collaboration Self and Peer Evaluation Rubric

Insert your name in the “Self” column, and then your teammates’ names on the other columns. Begin by scoring yourself in the first column, and then score your teammates in the subsequent columns according to the following criteria:

0-2=no effort given, 3-4=needs improvement, 5-7=acceptable, 8-10=very effective (highest possible score = 50) be sure to total your scores in every column.

It’s not necessary to explain your scores, but numerical values are required for each team member in every category. Do not use fractions or decimals. If you want to explain your scores, please do so as text within each block of this table. Please be brief. Total the columns for each member of your group.

Return this completed rubric to me by email attachment no later than the last day of class.

Scholarly Behavior	(Self) Group Member _____	Group Member _____	Group Member _____
Promptness (meetings, work completion, etc.)			
Responsive (attentive to detail, initiative to complete tasks, communicate effectively, etc.)			
Organizational Skills (keeps track of information and draws on it as needed, etc.)			
Demeanor (respectful, inquisitive, open to various ideas and approaches, etc.)			
Intellectual contributions to the team papers (theoretical insights, methodological knowledge, empirical analysis, etc.)			
Total			

Your individual scores will be calculated based on the average of all team members’ scores pertaining to your scholarly collaboration. Highest possible score: 50 points.

Applied Learning Critical Reflection Scoring Rubric Score: */50

Final point score will be converted to 100 point scale.

	Benchmark 1	Milestone 2	Milestone 3	Capstone 4	Score
Intention¹ [ETEAL1] 0-10 points	Demonstrates limited ability to identify the problem/topic to be explored and/or the purpose for engaging in the experience in terms of personal educational development. 0-2	Loosely identifies the problem/topic to be explored and the reasons for engaging in the experience in terms of personal educational development. 3-5	Constructs a statement that describes the problem/topic to be explored and the expected educational outcomes of the experience in terms of personal educational development. 6-8	Constructs a clear and insightful statement that discusses the problem/topic to be explored and provides detailed expected educational outcomes of the experience in terms of personal educational development. 9-10	
Transfer of Knowledge² [ETEAL2] 0-15 points	Makes vague references to previous learning but does not demonstrate how it affected performance in the applied learning experience. 0-3	Refers to previous learning and provides some insight into how it affected performance in the applied learning experience. 4-7	Connects previous learning and provides concrete evidence of how it benefited performance in the applied learning experience. 8-11	Connects and extends previous learning and synthesizes it in an innovative way with performance in the applied learning experience. 12-15	
Reflection³ [ETEAL3A] 0-15 points	Describes own performances with general descriptors of success and failure, without indicating a broader perspective about personal educational development. 0-3	Identifies own strengths and challenges highlighted by the experience, indicating somewhat broader perspectives about personal educational development. 4-7	Evaluates strengths and challenges encountered in the experience, recognizing complex contextual factors, and revealing broader perspectives about personal educational development. 8-11	Synthesizes learning to envision a future direction for growth and application of strengths, acknowledging significantly broadened perspectives about personal educational development. 12-15	
Evaluation of Impact⁴ [ETEAL 3B] 0-10 points	Reviews results superficially, and with no consideration of the impact on others or on the field. 0-2	Reviews results in terms of the problem/topic defined and gives little consideration of the impact on others or on the field. 3-5	Reviews results relative to the problem/topic defined with some consideration of the impact on others or on the field. 6-8	Reviews results relative to the problem/topic defined with thorough, specific considerations of the impact on others or on the field. 9-10	

ETEAL 1. The student will articulate their expectations, the purpose, and/or the goals of the experience in terms of their personal educational development. [Thoughtful Expression]

ETEAL 2. The student will synthesize knowledge drawn from their coursework to address the issues/challenges/questions involved in the experience. [Critical Thinking, Foundational Knowledge, Inquiry]

ETEAL 3. The student will communicate the impact or significance on their personal educational development *and* on others in the profession or in the field at the *conclusion* of the experience. [Critical Thinking]

Rubric scores for papers will be converted into grades as follows:

Rubric Score (pts)	Percentage Range *plus/minus determinations will be based on my best professional judgment regarding the overall quality of the paper.
10 (45-50)	95-100 (A+)
9 (40-44)	90-94 (A- to A)
8 (35-39)	80-89 (B- to B+)
7 (30-34)	70-79 (C- to C+)
6 (25-29)	60-69 (D- to D+)
5 (24) & below	0-59 (F)

