Examples of "High-hope" Syllabus Features

Expectations for Students

Please inform me by phone or e-mail if you will miss class and why and get notes and other class information from a fellow student; the members of your group will be excellent resources. (COMMUNITY OF LEARNERS) In addition to the obvious--reading chapters before they are discussed in class, completing assignments thoroughly and on time, and contributing to class discussions--I appreciate straightforward feedback from you regarding how well the class is meeting your needs. (FUNDS OF KNOWLEDGE) Let me know if material is not clear or when its relevance to the student learning outcomes for the course is not apparent (or when you're bored out of your mind!). It is also expected that you will treat classmates with respect, avoiding gratuitous arguments, and observing the rules of confidentiality regarding personal information shared in class. (SAFETY AND CERTAINTY) See Course Ground Rules.

Attendance (COVID remote learning)

I expect you to attend scheduled class sessions held on Zoom. I do understand that some of you have unpredictable job demands, kids at home who need your help and with whom you might be sharing a computer, responsibilities for caring for family, lack of a quiet space during class time, and other barriers to attendance at a given time. All class sessions will be recorded and posted on _____.
I expect you to listen to/watch the recordings when you can; you are responsible for the material presented in the sessions. Look to your group members and to me if you have questions or need clarification. (CERTAINTY, RESPECT, SUPPORT, BELONGING, TRUST)

Expectations for Instructor

I will follow the course outline as closely as possible and will notify you of modifications in the outline if they happen. (CERTAINTY) I will attempt to create and maintain a class atmosphere in which you feel free to both listen to others and express your views and ask questions to increase your learning. (FUNDS OF KNOWLEDGE, SAFETY, VALUES AFFIRMATION, BELONGING) Please talk with me before or after class or make an appointment to see me in my office if there is anything you want to discuss or about which you are unclear. I want to be supportive of your learning and growth. (CERTAINTY, SUPPORT)

Theory-to-Practice Research Paper

You will write a paper in which you look at one or more sociological, psychological, economic, or other relevant theories and apply it/them to a problem that you are interested in (FUNDS OF KNOWLEDGE) and that you encounter or might in the future encounter in your life or work. (CONNECTING THE KNOWN TO THE UNKNOWN) Write a 6–8-page, not counting reference page, (double-spaced, 1" margins, 12 pt. type). No title page, please. The basic requirements are:

- o Paper proposal due in the Dropbox by February 9 at 7:30 pm; must include a description of the theory or theories that you will apply and the problem to which you will apply it/them, an explanation of why the problem is of interest to you and how it might inform your work or life, and at least four references from peer-reviews journals (listed properly according to APA guidelines). I will give you feedback on your proposals by February 16 with my approval (or not) for you to proceed. (CERTAINTY)
- o Paper Outline due in class in Dropbox by March 9 at 7:30 pm. I will give you feedback on your outlines by March 15 with approval for you to proceed with the paper (or meet with me for further input). (CERTAINTY) Outline must include the following:

I. Theory or theories
    A. Description
    B. Major theorists
    C. Major criticisms
II. Problem
    A. Description
    B. Your relationship to the problem – from present or future work or life
III. Research
    A. What does the research say about how this theory(ies) has been applied to the problem.
    B. Limitations of the theory(ies) to address the problem.
V. Conclusion
    A. Does your research indicate that the theory(ies) will be helpful in addressing the problem?
    B. What questions do you still have about the research you have done?
    C. How might this research affect your work and/or life?
IV. References – list at least six references from peer-reviewed journals or other

Service Learning Project

Each of you will engage in a service learning project, individually or as part of a group. For the project, you should be engaged more than "just volunteering." Generally, projects involve a 4-5-hour commitment, but there is great variation. I'll give you some ideas in class or you can come up with your own idea. (FUNDS OF KNOWLEDGE, BELONGING) You might also contact the Volunteer and Service Learning Center in the Nigh (http://www.uco.edu/student-affairs/vslc/). Project Proposals are due in the Dropbox by February 2 by 7:30 pm. Rubric is in the Dropbox. (CERTAINTY)

Reflection papers (2-3 pages, double-spaced, 1" margins, 12 pt. type) are due in the Dropbox by April 27 at 7:30 pm. The paper should address the following about your experience: 1. What was the most useful or meaningful thing you learned? 2. What risks did you take in doing this work and how did you manage that? 3. Describe one thing you learned about yourself. 4. Describe the ways in which your perspective has changed as a result of this experience. 5. Discuss how this work relates to the material in this class. (FUNDS OF KNOWLEDGE, SELF-EFFICACY) Rubric is in the Dropbox. (CERTANTY).

Policy on Late Work

Points for discussion prep and missed quizzes may not be made up. All assignments are due at 7:30 pm on the due date. There is a two-day grace period on each assignment – no questions asked. If, at the end of that period, your work is not in the Dropbox, you must meet with me within three days to discuss the situation and set a schedule for completion. (RESPECT, SUPPORT, GRACE)

Cia Verschelden   2020