SOC 101 Common Assignment

Comments and Feedback from Instructors

***Fall 2011***

**Instructor A**

I have broken the scores down by section.

Sociology 101 Section 39108 (T/R 8:30-9:45 a.m.)

Students: 27

Null score: 4

Scored attempts: 23

Mode: A (100%)

Median: A (100%)

Average: A- (91%)

Range: 76% - 100%

\*\* Note: These data do not include the four students who did not turn in the assignment.

I made every attempt to get these four students to turn in something, but I was

ultimately unsuccessful in doing so.

Sociology 101 Section 39110 (MWF 8-8:50 a.m.)

Students: 20

Null Score: 2

Scored Attempts: 18

Mode: A (100%)

Median: A (100%)

Average: A- (90%)

Range: 33% - 100%

\*\* Note: These data do not include the two students who did not turn in the assignment.

I made every attempt to get these four students to turn in something, but I was

ultimately unsuccessful in doing so.

FEEDBACK

Discussion

Overall, the assignment went over very well. Some students reported that

questions seemed rather vague when the assignment was first distributed. Upon further

explaining to them that the assignment was for them to demonstrate proficiency in

critically examining and discussing social issues like we had been doing throughout the

semester and giving them various examples within the context of the grading rubric,

most students turned in assignments confidently. I reinforced the point that applicability

was part of the key to the assignment, and encouraged them to bring questions

regarding the assignment up during class discussions, with their table-mates, and with

me directly.

My reaction to the various student essay responses was largely dependent on

their demonstrated critical thinking, advancement of their sociological imaginations

(contextualization of social issues beyond them being a personal trouble versus a social

issue), and being able to apply course concepts to their understanding of social life

more generally.

A select few students did not seem to grasp the importance of the assignment,

and wrote very general answers. Despite length requirements, some students only felt

compelled to write a few short sentences and clearly did not understand some of the

central course concepts. Those who did not do well were students who displayed

trouble understanding basic course material in general, and were the same students

who I recommended early on to seek tutoring but who refused.

Students who excelled at the assignment were those who had done well (defined

as C or better on most or all course components) throughout the semester. Their

answers often went beyond the 200 word length requirement, and clearly demonstrated

how sociology has helped them in their pursuits -- whether through volunteering with

non-profits, engaging in social movements (such as Occupy Wall Street or online

communities involved in social activism), or even how they engage their friends in

conversations.

Finally, the small number of students who did not complete the assessment in

any capacity was unexpected. The assessment was an important component of their

final grade (worth 12%). Most students I emailed about their lack of completion of the

assessment did not respond. One of the students who did respond claimed she was

satisfied with her course grade and did not have the time to complete “yet another

paper” because she had other course papers due in classes she needed to write in

order to get better grades. I had hoped my follow-up with students would further impress

upon them the importance of the assignment, not only for their final grade, but to further

enhance their understanding of “take home message” of the course.

Conclusion

While most students scored in the “exemplary” range of the rubric, I am

somewhat dissatisfied that everyone did not, and dissatisfied with the number of

students who did not submit the assessment. In part, I think some of these results are a

direct result of the students who have not yet acclimated to the “college environment”

and the end of the semester pressures as those who did not submit assignments are all

freshmen in their first semester of college. At the same time, the vast majority of

students who did score in the exemplary range are also in their first year of college. In

subsequent semesters, I plan on addressing the importance of the assessment in a

more pointed way to the minority of students who are potentially at-risk of not turning in

the assessment while still reinforcing the importance of the assessment to more

advanced students.

***Instructor B***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Question 1 | Question 2 | Question 3 | Question 4 | Question 5 | TOTAL SCORE |
| Student 1 | 15 | 20 | 20 | 20 | 10 | 85 |
| Student 2 | 20 | 10 | 20 | 15 | 20 | 85 |
| Student 3 | 10 | 15 | 20 | 15 | 10 | 70 |
| Student 4 | 15 | 20 | 20 | 20 | 15 | 90 |
| Student 5 | 15 | 15 | 20 | 20 | 15 | 85 |
| Student 6 | 0 | 10 | 20 | 15 | 15 | 60 |
| Student 7 | 15 | 20 | 20 | 15 | 22 | 92 |
| Student 8 | 10 | 15 | 20 | 20 | 0 | 65 |
| Student 9 | 15 | 15 | 10 | 10 | 0 | 50 |
| Student 10 | 15 | 15 | 20 | 0 | 20 | 70 |
| Student 11 | 0 | 20 | 20 | 15 | 20 | 75 |
| Student 12 | 20 | 15 | 20 | 20 | 20 | 95 |
| Student 13 | 20 | 20 | 10 | 20 | 20 | 90 |
| Student 14 | 20 | 15 | 20 | 20 | 15 | 90 |
| Student 15 | 15 | 15 | 22 | 15 | 15 | 82 |
| Student 16 | 15 | 20 | 15 | 15 | 15 | 80 |

***Instructor C***

|  |  |
| --- | --- |
| **Count** | 28 |
| **Minimum Value** | 0.00 |
| **Maximum Value** | 110.00 |
| **Range** | 110.00 |
| **Average** | 62.46 |
| **Median** | 90.00 |
| **Standard Deviation** | 47.20 |
| **Variance** | 2227.61 |

**Status Distribution**

|  |  |
| --- | --- |
| **Null** | 1 |
| **In Progress** | 0 |
| **Needs Grading** | 0 |
| **Exempt** | 0 |

**Grade Distribution**

|  |  |
| --- | --- |
| **greater than 100** | 8 |
| **90 – 100** | 6 |
| **80 – 89** | 3 |
| **70 – 79** | 1 |
| **60 – 69** | 0 |
| **50 – 59** | 0 |
| **40 – 49** | 0 |
| **30 – 39** | 0 |
| **20 – 29** | 0 |
| **10 – 19** | 0 |
| **0 – 9** | 10 |
| **less than 0** | 0 |

***Spring 2012***

***Instructor A***

GRADES

Sociology 101 Section 26530 (MWF 11-11:50)

Students: 26

Null Score: 3

Scored attempts: 26

Mode: A

Median: A (100%)

Mean: A (93%)

Sociology 101 Section 26534 (MWF 8-8:50)

Students: 25

Null Score: 5

Mode: A

Median: A (95%)

Mean: A (93%)

\*\* Means, etc do not include null (0) grade scores.

FEEDBACK

Overall, the assessments that were turned in met basic standards set forth by the

rubric, and in most cases fit the criteria for an A. Everyone who turned in the

assessment was able to integrate conceptual material as needed and think outside the

classroom to apply concepts when needed as well. Part of the issue with some of the

grades was not fully completing the assessment -- meaning they responded to the

majority of the questions, but not all of them. When I asked these students why they did

not answer all the questions they all stated they “didnʼt have time.”

In each section the importance of the assignment was stressed every class

period leading up to the due date and encouraged them to ask each other and myself

questions about the assessment questions. Some students, much like last semester,

insisted question were too vague and needed further assistance. Again, like last

semester, I would brainstorm with students to help them think about things we had done

during the semester they could use to help respond to questions. Students who

regularly attended class, completed readings, and actively participated in class activities

didnʼt seem to struggle with the assignment, which is to be expected.

***Fall 2012***

***Instructor A***

"My student's in SOC 101 class really enjoyed the Common Assignment because they were able to conduct research and provide educational examples to the assignment. They enjoyed the part of the assignment where they provided an interesting picture. As an instructor, I think this assignment is important because it allows the student's to think more about sociological concepts and apply their knowledge of social issues and problems in our society. I have a total of 27 students in my class and 90% of them got an A and the other 10% got a B on this assignment."

***Instructor B***

"The students demonstrated a lot of what they learned over the course of the semester and discussed topics that were important to them.  It was nice to see them choose a variety of topics to discuss.  Specifically the questions surrounding the research process and the news article that they were to write demonstrated a good amount of information.  The average grade on the assignment was a 91.8%."