

# HUM 100-2 Asking and Answering Questions

## Summer 2022

**Class meetings:** M-Th, 2:30-4:00pm

**Office hours:** 1:30-2:30pm

**Professor:** Jean Clipperton (she/her/hers) [jean.clipperton@northwestern.edu](mailto:jean.clipperton@northwestern.edu)

**TA:** Kris Rosentel, [KristoferRosentel2020@u.northwestern.edu](mailto:KristoferRosentel2020@u.northwestern.edu)

### Course Description

In this course we will develop an understanding of social science by focusing upon Chicago and researching its current impact in our society. Given the short timeframe of the course, we will focus on two key elements of the research process: the formulation of research questions and the design of a research plan. We will develop skills for conducting social science research, like refining research questions, placing these questions in a broader context, and identifying relevant sources for answering those questions. The synthesis of this information will be the basis for the design of a research plan.

### Learning Objectives:

1. Develop a broad understanding of social science through the study of a place and how key sociological factors play out
2. Identify and formulate key relevant research questions
3. Identify needed resources to answer research questions
4. Synthesize information from resources to develop a plan for research
5. Describe and interpret a social issue in the context of the class
6. Develop skills conducive for academic success at Northwestern

**Textbook:** None

### Grading and Evaluation

The course will have regular daily assignments (see Canvas for specific details). Student engagement is a significant portion of your grade. ***Students are expected to read all of the assigned readings before each class.*** Note that this course is pass/fail.

### Your grade comes from the following elements:

Engagement (15%)

Daily assignments (60%)

Presentations + Reports (25%)

Engagement

Student engagement is evaluated in a number of ways: class attendance, discussion attendance, participation in class (asking good questions), coming to office hours, and participating in discussion. The idea is that you, as a student, are to be engaging with the course material in lecture and beyond. We are looking for thoughtful engagement with the topics at hand. We'll also do a number of exercises in the course that you'll complete in-class.

## Daily Assignments

These assignments will follow the content of the course and will be structured to build on one another to help you prepare for the presentations at the end of each course segment. Detailed instructions and a rubric will be posted for each assignment on Canvas.

## Presentations and Reports

There are two presentations in the course, one completed as a group and one completed individually. The goal of these presentations is to prepare you for presentations you might do in a class, which are often group based, but sometimes individual. Each presentation will build on the previous assignments you have completed. See Canvas for more detail about the prompt and the rubrics.

## Grading

This course is pass/fail with the goal that everyone will pass. Please don't hesitate to reach out if you have any questions about your performance in the course.

## **General Policies:**

### **Academic Integrity**

University education is predicated on original work and the intellectual integrity of the persons engaged in creative discovery. Northwestern University is committed to maintaining a cooperative, open intellectual climate in which those who search for knowledge and understanding receive credit for their personal contributions. Accordingly, all students in this course are expected to abide by scholarly norms and University policies regarding academic integrity. These policies, and resources about best practices to employ in order to abide by them, are available through the WCAS website. Violations of these standards, even if "unintentional," may result in serious sanctions.

It may be required to turn in written work for this course through Turnitin on the course's Canvas site a plagiarism prevention system that identifies "matched text" that is used without proper citation. You will also have the opportunity to submit your papers to Turnitin to check

that all sources you have used are properly acknowledged and cited. Note that all submitted papers will be included as source documents in the Turnitin reference database, solely for the purpose of detecting plagiarism of such papers.

## **Attendance**

Regular attendance in class is vital for learning and academic success and thus is a required component for the course. Students should contact me if they are unable to attend lecture; regular absences will be reflected in the engagement grade (and likely revealed in the other components of the course).

## **Engagement calculation**

We take attendance each class and discussion meeting --you get up to 5 points for each session you attend. For each class, you get 2 points for simply coming to class. Additional points come from in-class activities ranging from self-rating of engagement, short check-in questions, and overall course engagement. There are roughly 100 possible points available and your grade will be out of 90 points. Grades will be reported after the first 4 class sessions as a check-in. Engagement grades are designed to incentivize course attendance *and engagement*.

## **Access & Inclusion**

Difference enhances both the teaching and learning experiences. The classroom is a space where all students are welcome, regardless of age, dis/ability, ethnicity, gender identity and/or expression, national origin, race, religious non/belief, sex, sexual orientation, socioeconomic status, and alignment with other identities or contexts. Furthermore, if any student has a particular consideration, including learning and participation style, that affects their ability to meet course expectations, please see me as soon as possible. I am personally committed to creating and maintaining an inclusive learning environment for each and every student. Please, do not hesitate to contact me with specific needs or concerns, and the sooner the better. Maintaining transparency (and communication in general) with your instructor is not only a good professional skill, but also a good way to develop a more one-on-one relationship. Furthermore, accommodations are far easier and effective to arrange when planned than when rushed. In short, I will make every effort to ensure students equal access. Please let me know how I can help make this class work for you.

My classroom is intended to be a constructive and critical space, wherein all students feel comfortable engaging openly with the material, each other, and oneself. However, this is only possible when everyone commits to this endeavor. I expect you to do so, and to help your peers (and me) to do the same. While I very much encourage (and celebrate) dissent and/or debate, I will not tolerate disrespect in my classroom. Please let me know if you feel the

principles expressed in this syllabus are not being upheld so that I can address it as soon as possible.

## Communication

I am generally available via email at the address above, and will do my best to respond within 24 hours of contact during the week and 48 hours on weekends. In addition to the office hours above, there will likely be time at the end of each class meeting to discuss individual issues. Please do not hesitate to be in touch with any questions or concerns. It's helpful for me if you put 'HUM-100-2' in the heading. I do ask that you *check the syllabus* before contacting me because the answer you seek is most likely there already. I typically sign emails with my initials and you can address me as Professor Clipperton or Dr. Clipperton (either is fine).

Additionally, office hours are a time I've set aside to meet with students – please feel free to come by and ask questions, that's what they're for!

## Writing

While the main objective of the course is to encourage students to think critically and constructively about research--their own and others'--students should also aim to clearly express their ideas in writing. This is seldom straightforward or easy, but good writing allows the reader to understand the argument at hand, while bad writing often reveals muddled thinking. Written work in this course will be evaluated not only for the ideas but for clarity of expression. For outside resources, consult <http://www.weinberg.northwestern.edu/advising/degree/writing.html> Unless otherwise specified, written work submitted for this course should use 12 point font, double-spaced, with 1-inch margins.

## Late Assignments

Late assignments will receive a 5% point reduction each day they are late (e.g. 0.5 point off a 10 point assignment for each day late). When they are due in class: Deductions will begin after the beginning of class on the due date, and will accumulate with each 24 hour period after that. When they are NOT due in class, the penalty starts AT the deadline (e.g a paper due at 11:59pm is late and accrues the penalty at 12am). No assignments will be accepted more than 5 days after the deadline. If you are going to miss a deadline, it is far better to give advance notice (the sooner the better!) so we can figure out a plan. Things happen and we try to be flexible but fair for all students.

## Religious Observances

Northwestern University recognizes the need for students, faculty, and staff to observe religious holidays during the academic year. In cases of religious observance, I follow the guidelines set forth by the Provost here: [www.northwestern.edu/religious-life/religious-living/religious-holidays/accomodations.html](http://www.northwestern.edu/religious-life/religious-living/religious-holidays/accomodations.html) In brief, please notify me early in the course if you have a conflict during the term, and appropriate accommodations will be made. Note that you must notify me before the date, not after.

## Student Accommodations

I strongly support providing reasonable accommodations for students with documented disabilities on an individualized and flexible basis. Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU ([accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu); 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential. AccessibleNU is responsible for providing, coordinating, and facilitating reasonable accommodations and services to ensure that all Northwestern students with disabilities have the opportunity to fully participate in academic programming and all other facets of University life. You are also welcome to contact me privately to discuss your academic needs, although I cannot arrange for disability-related accommodations. Students can find useful resources for safety and security, academic support, and mental and physical health and well-being at the NUhelp [website](#) and [app](#).

### Schedule of Topics:

**Below provides a brief overview of the topics for each day with assignment deadlines. Readings will be provided on the Canvas course page.**

Class day		Lecture topic	Assignment due
<b>M</b>	<b>Aug 8</b>	Research Questions	
<b>Tu</b>	<b>Aug 9</b>	Library presentation	Library reflection
<b>W</b>	<b>Aug 10</b>	Introduction to the scientific method	
<b>Th</b>	<b>Aug 11</b>	Developing a research question	
<b>M</b>	<b>Aug 15</b>	Reading and interpreting academic articles	Research question
<b>Tu</b>	<b>Aug 16</b>	Writing a literature review	Academic article notes
<b>W</b>	<b>Aug 17</b>	Zotero & intro to theory	
<b>Th</b>	<b>Aug 18</b>	Group work sessions	
<b>M</b>	<b>Aug 22</b>	Developing a theory	Academic article notes
<b>Tu</b>	<b>Aug 23</b>	Library presentation	Library reflection
<b>W</b>	<b>Aug 24</b>	Understanding Data	Sources
<b>Th</b>	<b>Aug 25</b>	Group work sessions	
<b>M</b>	<b>Aug 29</b>	Quantitative evidence	Theory & hypotheses

<b>Tu</b>	<b>Aug 30</b>	Outside speaker	Academic article notes
<b>W</b>	<b>Aug 31</b>	Reading research	Intro & evidence
<b>Th</b>	<b>Sept 1</b>	Group work time	
<b>F</b>	<b>Sept 2</b>	Presentations	Presentation doc & final paper