

US23 SOC 316: Childhood Autoethnography Assignment

DUE: Saturday, July 29th, 2023 at 9:00 PM ET, submit to D2L assignment dropbox

Autoethnographies are reflections that connect one's personal life to larger social institutions and wider cultural patterns. Your autoethnography doesn't need to follow a strict chronological timeline. The best ones are reflective and flow in and out of narrative and analysis. Feel free to be creative, just be clear!

To prepare:

1. Write a timeline of your life. Think about where you were born, where you grew up, the kind of school you attended, what your family was like, what you did for fun, troubles you confronted, large social events, etc.
2. Draw connections between your life and your social location, socialization, subcultures you were a part of, and your school life.
3. This process is used to orient you to writing reflectively and does not need to be turned in for credit.

Address and include responses to the following in your autoethnography:

1. Include a **broad overview of your childhood**. Draw information from the timeline you have created.
2. Address the most important **socializing influences** on you as a child. What elements of your upbringing shaped your life today? How did your socialization impact your current life trajectory?
3. Speak to your generation. Do you feel part of a particular **youth culture** or generation? Why or why not?
4. Discuss your **school life**. What was your school environment like? What kind of resources were available to you? Did you feel like you belonged? In what ways do these considerations transfer to college?
5. Overall, discuss the impact of your **identities** on your transitions through childhood, adolescence, and young adulthood.

Technical requirements:

1. Double-spaced, 1-inch margins, 12-point Times New Roman font
2. Include full name, student number, course number and section, and date
3. Incorporate ASA-style in-text citations and end-text references
4. Save and upload in only .pdf, .doc, or .docx format

A note:

1. There is no word minimum or maximum for this assignment as each student has their own writing style and voice. *However*, most of your grade is earned in the detail you include in your writing. Remember: to write is to think, and you must clearly demonstrate a well-rounded understanding of the concepts, themes, and theories covered in our course.

Rubric:

	Less than full points	Full points
Content	Prompt(s) not fully answered, lacking connections, or under researched.	Addressed prompt(s) thoroughly and with detail. Clear connections to course.
Mechanics and organization	Obvious grammar, syntax, spelling, and punctuation errors. Disorganized or hard to follow. Inappropriate for intended audience.	Error-free in grammar, syntax, spelling, and punctuation. Clear and organized, follows an acceptable outline. Appropriate to audience.
Sourcing & citations	Unreliable sources, citation formatting errors, or not in ASA.	All sources are reliable and ASA citation formatting is error-free.

US23 SOC 316: Childhood Autoethnography Assignment Rubric

	0	2	6	8	10
Content: Overview, reflection on personal life	No overview or reflection on personal life or wholly off-topic.	Very brief overview and reflection on personal life.	Some discussion and reflection on personal life but little connection to course.	Overview and reflection on personal life provided but lacking in detail.	Provided overview and reflection on personal life with detail.
	0	2	3	4	5
Content: Socializing influences	No socializing influences mentioned or wholly off- topic.	Very brief attention spent to socializing influences.	Some attention to socializing influences but little connection to course.	Socializing influences provided but lacking in detail and connection to course.	Discussed socializing influences with detail. Clear connections to course.
Content: Generation, culture	No connection to generation or culture or wholly off- topic.	Very brief connections to a generation or youth culture.	Some mention of generation or youth culture but little connection to course.	Generation/youth culture provided but lacking in detail and connection to course.	Discussed connection to a generation or youth culture with detail. Clear connections to course.
Content: School experience	No mention of school experiences or wholly-off topic.	Very brief mention of school experiences.	Some discussion of school experience but little connection to course.	School experiences provided but lacking in detail and connection to course.	Discussed school experiences with detail. Clear connections to course.
Content: Identity, transition	No attention to identity and transitions or wholly off- topic.	Very brief mention of identity and transitions.	Some connection to identity and transition but little connection to course.	Identity and transitions provided but lacking in detail and connection to course.	Discussed identity and transitions with detail. Clear connections to course.
	0	1	1.5	2	
Organization, mechanics	Serious errors in organization, grammar, or syntax that make reading difficult.	Disorganized &/errors in grammar, syntax that disrupt reading.	Obvious errors in organization, grammar, &/ syntax but reading unaffected.	Clear, organized, and very few to no errors in grammar and syntax.	
Sourcing, citations	Missing in- or end- text citations, all unreliable sources, &/ plagiarism.	Structural &/ clear citation errors a/o half of sources are unreliable if used.	Stylistic &/ small citation errors &/one unreliable source if used.	Error-free and accurate citations in ASA format. All reliable sources if used.	

US22 SOC 316: Youth & Society Music Analysis: Every Generation Has A Soundtrack

DUE: Thursday, August 18th, 2022 by 12:00 PM ET, D2L assignment dropbox

Young people play a big part in defining pop culture and connecting social problems to artistic expression. For this assignment, you will analyze one piece of music and its four components: voice, instrumentation, lyrics, and sound effects. This will form the basis for identifying which sociological themes from our course are reflected in the song or album that you chose.

To prepare:

1. Choose a song or album that you connect to and reflects the concerns of your generation.
2. Listen to your choice of music fully, and take brief notes on the vocals, instrumentation, lyrics, and sound effects.
3. Your notes do not need to be turned in for credit.

Address and include responses to the following in your analysis:

Music analysis: What the music (song/album) is about, its point of view, production, etc. No more than half a page.

1. What do the choice of vocals, instrumentation, lyrics, and sound effects tell us about the song? Who is the intended audience? When and how was this piece of music released? What other details should we know about the artist(s) to fully capture the message?
2. Does the song or album have music video(s)? Does the associated music video(s) “match” with the lyrics or social issue? Why or why not? It would be a good idea to link the song/music video at the end of your report in ASA style.

Course themes: Connections to our course.

1. Which sociological themes, theories, or concepts about youth or youth studies can you identify following your analysis? What are the connections? Identify and elaborate on at least 2.

References: Citations

1. Cite your music piece(s) and any other references in ASA style in a page separate from the body.

Your music analysis should be *at least* 500 words long, 1-inch margins, double-spaced, and use 12-point Times New Roman font. Use ASA style for references and upload only in .pdf, .doc, .docx, or .txt file format.

Rubric:

	Less than full points	Full points
Content	Prompt(s) not fully answered, lacking connections, or under researched.	Addressed prompt(s) thoroughly and with detail. Clear connections to course.
Mechanics and organization	Obvious grammar, syntax, spelling, and punctuation errors. Disorganized or hard to follow. Inappropriate for intended audience.	Error-free in grammar, syntax, spelling, and punctuation. Clear and organized, follows an acceptable outline. Appropriate to audience.
Sourcing & citations	Unreliable sources, citation formatting errors, or not in ASA.	All sources are reliable and ASA citation formatting is error-free.

US22 SOC 316: Music Analysis: Every Generation Has A Soundtrack Rubric

	0	2.5	5	8	10
Content: Music choice and analysis	No musical details provided or wholly off-topic.	Very brief details of music choice.	Some mention of musical choice.	Details of music provided but lacking in detail.	Discussed vocals, instrumentation, lyrics, audience, musical release, aspects of MV, social issues, with detail
	0	5	7.5	12	15
Content: Course element #1	No mention of course element.	Very brief mention of course element. Very little connections made.	Some discussion of course element, but connections are brief.	Course element provided and connections drawn, but lacking in detail.	Choice of course theme, concept, or theory discussed and connections made with detail.
Content: Course element #2	No mention of course element.	Very brief mention of course element. Very little connections made.	Some discussion of course element, but connections are brief.	Course element provided and connections drawn, but lacking in detail.	Choice of course theme, concept, or theory discussed and connections made with detail.
	0	2	4	5	
Organization, mechanics	Serious errors in organization, grammar, or syntax that make reading difficult.	Disorganized &/errors in grammar, syntax that disrupt reading.	Obvious errors in organization, grammar, &/ syntax but reading unaffected.	Clear, organized, and very few to no errors in grammar and syntax.	
Sourcing, citations	Missing in- or end-text citations, all unreliable sources, &/ plagiarism.	Structural &/ clear citation errors a/o half of sources are unreliable if used.	Stylistic &/ small citation errors &/one unreliable source if used.	Error-free and accurate citations in ASA format. All reliable sources if used.	

This assignment was inspired and informed by Yvette A. Jean's "Every Generation Has A Soundtrack" course music project, available on ASA's Teaching Resources and Innovations Library for Sociology (TRAILS) database.

Jean, Yvette A. 2019. "'Every Generation Has a Soundtrack' → Create an original insight piece highlighting music from a specific generation." *ASA TRAILS*.

US23 SOC 316: Reading Review Assignment

DUE: August 16th, 2023 at 12:00 PM ET, submit to D2L assignment dropbox

In this assignment you will be drawing connections across *at least* two chapters you have read this semester. This will serve as a review which includes broad sociological analysis and overall reactions. This includes chapters *across* weeks (such as Fernandez and Lareau), but **not** *within* weeks (Lareau chapter 1 and 6).

To prepare:

1. Review your reading journals and the concepts you have learned over the semester.

Address and include the following in the monograph review:

1. A coherent and succinct **summary** of your chapters. What are their argument(s), sociological goals, and main points? Why did the author choose to highlight these lines of inquiry, arguments, or narratives?
2. Briefly discuss each chapter's **strengths and weaknesses**. Consider their styles of writing, organization, and presentation.
3. Include your **overall reaction** to your chapters.
4. Draw *at least* 2 of the most prominent **sociological connections** between your choice of chapters. Does one chapter bring forth an argument that supports another? Refutes a claim? Expands on an idea, concept, or theory?
 - a. Make sure to include specific concepts/theories learned in our course. Expand on these connections, be well-rounded!
5. Finally, including a **rating** out of your chapters out of 10. Who would you recommend these chapters to? Why?

Technical requirements:

1. Double-spaced, 1-inch margins, 12-point Times New Roman font
2. Include full name, student number, course number and section, and date
3. Incorporate ASA-style in-text citations and end-text references
4. Save and upload in only .pdf, .doc, or .docx format

A note:

1. There is no word minimum or maximum for this assignment as each student has their own writing style and voice. *However*, most of your grade is earned in the detail you include in your writing. Remember: to write is to think, and you must clearly demonstrate a well-rounded understanding of the concepts, themes, and theories covered in our course.

Rubric:

	Less than full points	Full points
Content	Prompt(s) not fully answered, lacking connections, or under researched.	Addressed all prompt(s) thoroughly and with detail. Clear connections.
Mechanics and organization	Obvious grammar, syntax, spelling, and punctuation errors. Disorganized or hard to follow. Inappropriate for intended audience.	Error-free in grammar, syntax, spelling, and punctuation. Clear and organized, follows an acceptable outline. Appropriate to audience.
Sourcing & citations	Unreliable sources, citation formatting errors, or not in ASA.	All sources are reliable and ASA citation formatting is error-free.

US23 SOC 316: Reading Review Rubric

	0	1	3	5	6
Content: Summaries	Nothing provided &/ wholly off-topic &/ doesn't address prompt.	Very brief detail &/ missing connections to course.	Thin detail &/ unclear connections to course.	Lacking in detail &/ missing response to at least 1 reading.	Detailed summaries of all readings provided (at least 2). Clear connections to course.
Content: Strengths and weaknesses	Nothing provided &/ wholly off-topic &/ doesn't address prompt.	Very brief detail &/ missing connections to course.	Thin detail &/ unclear connections to course.	Lacking in detail &/ missing response to at least 1 reading.	Detailed discussion of strengths and weaknesses of all readings provided (at least 2). Clear connections to course.
Content: Overall reactions	Nothing provided &/ wholly off-topic &/ doesn't address prompt.	Very brief detail &/ missing connections to course.	Thin detail &/ unclear connections to course.	Lacking in detail &/ missing response to at least 1 reading.	Detailed reaction to all readings provided (at least 2). Clear connections to course.
Content: Sociological connections	Nothing provided &/ wholly off-topic &/ doesn't address prompt..	Very brief detail &/ missing connections to course.	Thin detail &/ unclear connections to course.	Lacking in detail &/ missing response to at least 1 reading.	Detailed discussion of at least 2 sociological connections between all readings provided (at least 2).
Content: Rating	Nothing provided &/ wholly off-topic &/ doesn't address prompt.	Very brief detail &/ missing connections to course.	Thin detail &/ unclear connections to course.	Lacking in detail &/ missing response to at least 1 reading.	Detailed rating of all readings provided (at least 2). Clear connections to course.
	0	5	8	10	
Organization, mechanics	Serious errors in organization, grammar, or syntax that make reading difficult.	Disorganized &/ errors in grammar, syntax that disrupt reading.	Obvious errors in organization, grammar, &/ syntax but reading unaffected.	Clear, organized, and very few to no errors in grammar and syntax.	
Sourcing, citations	Missing in- or end-text citations, all unreliable sources, &/ plagiarism.	Structural &/ clear citation errors a/o half of sources are unreliable if used.	Stylistic &/ small citation errors &/ one unreliable source if used.	Error-free and accurate citations in ASA format. All reliable sources if used.	

US23 SOC 316: Extra Credit Social Research Review #1

DUE: Saturday, July 29th, 2023 by 9:00 PM ET, D2L assignment dropbox

Sociological research about youth covers a wide variety of topics, and this is your chance to read, assess, and critique a piece you find intriguing.

To prepare:

1. Choose an article from the “Optional” folders from Week 1, 2, 3, or 4.
2. Read the article and take brief notes on the introduction, theoretical or conceptual framing, methods, results, and major conclusions. See the “Reading strategies” folder in D2L and reach out for help if needed to learn how to read social research.
3. Your notes do not need to be turned in for credit.

Address and include responses to the following in your review:

1. Include a **general overview of the piece**. What is the piece about? What is its point of view and main arguments? Why is it important? What method is used? What do the authors find?
2. Draw *at least 2 sociological connections* between the research and the concepts and/or theories learned in the course each week. Expand on these connections, be well-rounded!
3. Assess and **critique** the piece through discussion of the strengths and weaknesses. What is convincing, and what is not? How is this piece supportive of or challenging one of our course materials? What sociological perspectives are missing, and how would inclusion of them improve the research?

Technical requirements:

1. Double-spaced, 1-inch margins, 12-point Times New Roman font
2. Include full name, student number, course number and section, and date
3. Incorporate ASA-style in-text citations and end-text references
4. Save and upload in only .pdf, .doc, or .docx format

A note:

1. There is no word minimum or maximum for this assignment as each student has their own writing style and voice. *However*, most of your grade is earned in the detail you include in your writing. Remember: to write is to think, and you must clearly demonstrate a well-rounded understanding of the concepts, themes, and theories covered in our course.

Rubric:

	Less than full points	Full points
Content	Prompt(s) not fully answered, lacking connections, or under researched.	Addressed all prompt(s) thoroughly and with detail. Clear connections.
Mechanics and organization	Obvious grammar, syntax, spelling, and punctuation errors. Disorganized or hard to follow. Inappropriate for intended audience.	Error-free in grammar, syntax, spelling, and punctuation. Clear and organized, follows an acceptable outline. Appropriate to audience.
Sourcing & citations	Unreliable sources, citation formatting errors, or not in ASA.	All sources are reliable and ASA citation formatting is error-free.

US23 SOC 316: Extra Credit Social Research Review #2

DUE: Wednesday, August 16th, 2023 at 12:00 PM ET, D2L assignment dropbox

Sociological research about youth covers a wide variety of topics, and this is your chance to read, assess, and critique a piece you find intriguing.

To prepare:

1. Choose an article from the “Optional” folders from Week 4, 5, 6, or 7.
2. Read the article and take brief notes on the introduction, theoretical or conceptual framing, methods, results, and major conclusions. See the “Reading strategies” folder in D2L and reach out for help if needed to learn how to read social research.
3. Your notes do not need to be turned in for credit.

Address and include responses to the following in your review:

1. Include a **general overview of the piece**. What is the piece about? What is its point of view and main arguments? Why is it important? What method is used? What do the authors find?
2. Draw *at least 2 sociological connections* between the research and the concepts and/or theories learned in the course each week. Expand on these connections, be well-rounded!
3. Assess and **critique** the piece through discussion of the strengths and weaknesses. What is convincing, and what is not? How is this piece supportive of or challenging one of our course materials? What sociological perspectives are missing, and how would inclusion of them improve the research?

Technical requirements:

1. Double-spaced, 1-inch margins, 12-point Times New Roman font
2. Include full name, student number, course number and section, and date
3. Incorporate ASA-style in-text citations and end-text references
4. Save and upload in only .pdf, .doc, or .docx format

A note:

1. There is no word minimum or maximum for this assignment as each student has their own writing style and voice. *However*, most of your grade is earned in the detail you include in your writing. Remember: to write is to think, and you must clearly demonstrate a well-rounded understanding of the concepts, themes, and theories covered in our course.

Rubric:

	Less than full points	Full points
Content	Prompt(s) not fully answered, lacking connections, or under researched.	Addressed all prompt(s) thoroughly and with detail. Clear connections.
Mechanics and organization	Obvious grammar, syntax, spelling, and punctuation errors. Disorganized or hard to follow. Inappropriate for intended audience.	Error-free in grammar, syntax, spelling, and punctuation. Clear and organized, follows an acceptable outline. Appropriate to audience.
Sourcing & citations	Unreliable sources, citation formatting errors, or not in ASA.	All sources are reliable and ASA citation formatting is error-free.

US23 SOC 316: Extra Credit Social Research Review(s) Rubric

	0	1	3	5	6
Content	Nothing provided, wholly off-topic, or doesn't address any prompts.	Very brief detail &/ missing response at least 3 prompts.	Thin detail &/ missing response to at least 2 prompts.	Lacking in detail &/ missing response at least 1 prompts.	Detailed overview, clear inclusion of course content, and critique.
	0	1	1.5	2	
Organization, mechanics	Serious errors in organization, grammar, or syntax that make reading difficult.	Disorganized &/ errors in grammar, syntax that disrupt reading.	Obvious errors in organization, grammar, &/ syntax but reading unaffected.	Clear, organized, and very few to no errors in grammar and syntax.	
Sourcing, citations	Missing in- or end-text citations, all unreliable sources, &/ plagiarism.	Structural &/ clear citation errors a/o half of sources are unreliable if used.	Stylistic &/ small citation errors &/ one unreliable source if used.	Error-free and accurate citations in ASA format. All reliable sources if used.	