

**Ethnographies of Work II**  
**Stella and Charles Guttman Community College**  
**Hybrid: House 3, Cohort 2**  
**Spring 2022**

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**In Person Class:** Monday, 11:30am-1pm

**Assignment Due Dates:** Sunday, 11:59pm (except where noted)

**Modules posted:** Monday, 11:59pm

**Office Hours:** Monday 1:30-2:30pm or by appointment (in person or on Zoom)

Course site:

[https://bbhosted.cuny.edu/webapps/blackboard/execute/announcement?method=search&context=course&course\\_id=2108063\\_1&handle=cp\\_announcements&mode=cpview](https://bbhosted.cuny.edu/webapps/blackboard/execute/announcement?method=search&context=course&course_id=2108063_1&handle=cp_announcements&mode=cpview)

**Catalog Description:**

Ethnographies of Work II is the second course of a two-course sequence that uses social science concepts, perspectives, and methods to increase student understanding of the work world and the processes and contexts that link the self and work. The focus for the second semester is to conduct an ethnographic investigation on an occupation of interest to the student. Students will conduct fieldwork at a work site; they will use observation, interviewing, and artifact analysis as methods to learn to identify and reflect on personal, cultural, social, structural, and economic aspects of the work experience. Students will also research quantitative data on occupations and employment trends to better understand the depth of particular careers. Throughout the semester, students will add more in-depth ethnographic writings to their body of ethnographic works and continue to reflect on their own journey toward deciding on a career path.

**Session Overview**

In this second course in the sequence, you will apply the ethnographic methods you have learned in EoW 1 along with methods we will focus on in EoW 2 with a special focus on interviewing. You will also build on your previous research to explore work more generally while continuing your work as an ethical researcher. This will culminate in a final paper using data gathered from yourself and your classmates. Make sure to check your email and/or the Blackboard site often for announcements and reminders. If you need assistance in getting online, contact [helpdesk@guttman.cuny.edu](mailto:helpdesk@guttman.cuny.edu).

**GSACS COIL Project Description**

This class will participate in the Global Scholars Achieving Career Success COIL program. This program will allow us to connect with a class in Morocco to connect culture with work as we explore workplace culture and inequality. Groups will be created across classrooms including at least two students from each class. As part of your assignment for this module, each student in the group will visit and observe a workplace in the same industry (Sales, food services, social services, education, construction, transportation). Each student will be expected to analyze their notes and examine how your culture was present in the workplace and how inequality was present in the workplace. Each student will then look at the data and write-up from one of their partners at the



other school and write up how their partners' workplace compares to theirs. The students will collaborate on describing some ways they think inequality could be addressed. This information will be shared in a formal presentation where each student will present or post a video of your work.

**Co-requisites or Pre-requisites:** Ethnographies of Work I

**Credits/Contact Hours:** 3 credits, 3 hours

### **Learning Outcomes:**

#### Course Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Demonstrate the ability to use diverse ethnographic methods (e.g., crafting pertinent research questions, conducting fieldwork with observations, an interview, and the recognition and analysis of artifacts) and concepts to research and compose a reflective, multifaceted analysis of the experience of individuals working in specific occupations.
2. Identify work trends and organization in the larger society and within the New York City context to understand their influence on occupational choices and pathways for individuals and social groups.
3. Show evidence of scientific knowledge about specific occupations and the entry-level requirements, employment trends and conditions, and career potential for individuals within those occupations.
4. Demonstrate a growing understanding of the complexity and range of factors that link self to work, particularly career choice.
5. Show enhanced understanding and practice of responsible and ethical work habits gleaned from ethnographic accounts of people at work in their research sites. These include regarding information gathering and analysis, self-presentation, giving & receiving feedback, communication, personal and social responsibility.

#### Program Learning Outcomes

This course is included in the following programs of study: Human Services, Liberal Arts Social Sciences & Humanities, Urban Studies, Information Technology and Business Administration.

#### Guttman Learning Outcomes

The following outcomes are considered in the teaching and learning for this class:

1. Written, Oral and Digital Communication
  - a. Effective Communication
  - b. Argumentation
  - c. Evaluation and Use of Sources
2. Critical Thinking and Problem Solving
  - a. Developing a Research Plan
  - b. Analysis of Ideas
3. Integrative Knowledge
  - a. Synthesize Methodologies
  - b. Contextualize an Issue



### COIL Student Learning Outcomes

1. Include intercultural & content-based SLOs
2. Global Awareness
3. Epistemic humility
4. Tolerance
5. Perspective Taking
6. Empathy
7. Cross-Cultural Communication
8. Cross-Cultural Understanding
9. Cross-Cultural Collaboration

### **Required Texts:**

#### Open Source:

Tyner-Mullings, Alia R., Gatta, Mary, and Coughlan, Ryan. 2020. *Ethnography Made Easy*. Guttman Open Source. <https://cuny.manifoldapp.org/projects/ethnographies-of-work> [EME]

Malley, Suzanne Blum and Hawkins, Ames. *Engaging Communities. Writing Ethnographic Research*. <http://www.engagingcommunities.org/> [EC]

Additional readings may be in the Blackboard course.

### **Recommended Texts**

Harris, Angelique and Tyner-Mullings, Alia. 2016. *The Sociology Student's Guide to Writing*. Thousand Oaks, CA: Sage ISBN: 978-1506350486. \$20 [SSG]

Excerpts can also be found at <https://us.sagepub.com/en-us/nam/the-sociology-students-guide-to-writing/book246805#preview>

Additional readings may be in the Blackboard course.

### **Assignments and Grading**

#### Final Project

This semester you will complete several major assignments that will allow you to create a final project. In it, you will create or further develop a question, use ethnographic data from observations and interviews, and compile other research on related workplaces. For your final assignment, you will take all your ethnographic data (observations, interviews, research) and compile it to think deeply about what your ethnographic research demonstrates about work, your theme, your question and the concepts we cover throughout the semester. This final project can be a paper, but it could also be submitted in another format as long as it meets all of the requirements.

#### Grade Distribution



Students are expected to come to class prepared and participate in all activities, discussions and assignments. There are several types of activities throughout the semester that make up your grade.

Overview of Graded Activity	Total Points
Working Project	575
Other Assignments	70
Participation	355
<b>Total</b>	<b>1000</b>

*The Points Menu*

In this class, we will use a points system where each assignment is worth a certain number of points. When you receive full credit on an assignment, you will receive all the points. If not, you will receive some proportion of the points. These are especially important to the course and your understanding of ethnography and work. Below is some detail on the activity that makes up the general categories and my expectations for how you prioritize them.

Expected Graded Activities are the bigger assignments that you are expected to complete. As the ‘Expected Graded Activity’ is where your work in the course comes together, you should try to do all of these assignments and complete them to the best of your ability.

Expected Graded Assignments (number of assignments)	Maximum Points
Annotated Bibliography with research outline	50
Literature review and research question	85
First Draft with Ethnographic Research Plan	40
Foundational Data	80
Interview Question Frame	40
Interview and coding/analysis	80
COIL Presentation and Final Presentation (2)	30
Final Paper	80
Peer Review	20
Autoethnography	50
Introductory Email	10
Dream Resume	10
COIL Ice breaker	20
COIL Analysis (second draft of final paper)	70
COIL Reflection	10
<b>Total</b>	<b>675</b>

These activities make up your participation and can also be used to supplement your other grades. They are important to engaging in the classroom and learning the topic. These are all strongly suggested. You should additionally try to do all of the Flexible Graded Activities as well.



Flexible Graded Activities and Assignments ( <i>number of assignments</i> )	Maximum Points
In Class Activities (11)	55
Out of Class Activities (11)	66
Group engagement questions (6)	30
Discussion Posts (6)	30
Reading Posts (6)	30
Article reviews (3)	45
COIL engagement (4)	24
<b>Total</b>	<b>280</b>

These are actions that contribute to your life at Guttman and beyond. They will also help support you as you work

through the semester. For these assignments, the easiest way is to choose a path and try to complete those activities. Assignments will have rubrics posted before they are due so you can make sure the assignment meets expectations before it is due. These activities can also be used to supplement for other places where you did not receive full credit but you can only receive 65 points in total from the Adaptable Graded Activities.

Adaptable Graded Activities and Assignments ( <i>number of assignments</i> )				
You can make choices here depending on preference. If you like to:	Total points	Use college resources/ programs	Help classmates	Lead in class
Data sharing (4)	20		20	
Office Hours (3)	9	9		
General Discussion (4)	12			12
Peer mentoring or tutoring (2)	4	8		
Relevant emails to faculty (3)	6	6		
College events (3)	9	9		
College personnel (4)	12	12		
Evening Workshops (2)	8	8		
Interview Question Bank (2)	30		30	
Stories of Work (4)	40			40
<b>Total</b>		<b>52*</b>	<b>50*</b>	<b>52*</b>

\*More than the 45 points needed for 1000 total points

Points	Letter Grade
<b>0-599</b>	NC
<b>600-699</b>	D
<b>700-724</b>	C-
<b>725-774</b>	C
<b>775-799</b>	C+
<b>800-824</b>	B-
<b>825-874</b>	B
<b>875-899</b>	B+



<b>900-924</b>	A-
<b>925-974</b>	A
<b>975-1000</b>	A+

### Assignment Overviews

1. *Class Participation and Discussion.* You should begin the week prepared to share your thoughts and demonstrate your mastery of what we are reading. Our discussions will be a safe place for you speak, and the opinions of all students will be respected. Participation also means regularly checking Blackboard and your emails for reminders and readings. Every week, there will be one check-in on the reading and discussions that focus on the topic for the week.
2. *Other Assignments.* This includes several assignments that support but don't directly contribute to your final paper.
3. *Working Paper.* Most of your work this semester will be focused on a paper where you will develop a question and conduct ethnographic and other research on related workplaces. There are several components to this paper (described at the end of the syllabus) and you will be graded on all of them.

### Course Schedule

#### Calendar

This calendar provides direction for when certain assignments/activities will be posted and/or are due. Homework and activities will be posted at least a week before they are due. My suggestions for you are in the second column and the last column is when I expect to complete my work.

When you send your *Introductory Email*, you can also let me know your favorite Disney animated or non-animated characters (or tell me you hate all things Disney). Pay close attention to this syllabus. There are more Easter eggs for additional points throughout.

Day	
<b>Deadline to Submit assignments</b>	Sunday (11:59pm)
<b>Online Component posted</b>	Monday (11:59pm)

		Topics and Questions	Readings and Assignments, Due in class or Sunday night
<b>Week 1</b>	8/7-8/13	<i>Ethnographies of Work I</i> <i>Ethnographies of Work II</i>	<u>Reading:</u> Review last semester's articles <u>Assignment:</u> Dream Resume, Introductory email



Week 2	3/14-3/20	<i>Review of Research and Ethics</i>	<u>Reading:</u> EME Theory (draft) <u>Assignment:</u> <b>Annotated bibliography or literature review</b>	
<b>Theory</b>				
Week 3	3/21-3/27	<i>Development of society</i>	<u>Reading:</u> Solidarity, Article 1 <u>Assignment:</u> Article Review 1, observation site description	
Week 4	3/28-4/3	<i>Theory and Work</i>	<u>Reading:</u> Article 2 <u>Assignment:</u> Article Review 2	Conduct Observation
Week 5	4/4-4/10	<i>The Sociological Imagination</i>	<u>Reading:</u> EME Writing a Proposal (draft) <u>Assignment:</u> <b>Literature review</b>	
<b>Perfecting Techniques</b>				
Week 6	4/11-4/24	<i>Research Questions</i>	<u>Reading:</u> Workplace inequality <u>Assignment:</u> <b>First draft with Ethnographic Research Plan</b>	
<b>Spring Break (4/15-4/24)</b>				
Week 7	4/25-5/1	<i>Interviewing</i>	<u>Reading:</u> peer Interview questions, EME Interviewing <u>Assignment:</u> Draft Interview frame	
Week 8	5/2-5/8	<i>Interviews</i>	<u>Reading:</u> Taylor <u>Assignment:</u> <b>final interview frame</b>	
Week 9	5/9-5/15	<i>Midterm Presentations Understanding labor</i>	<u>Reading:</u> EME Analyzing Ethnographic Data <u>Assignment:</u> <b>Autoethnography,</b>	Conduct
<b>Think Tank Retreat</b>				



Week 10	5/16-5/22	<i>Data Analysis</i>	Amnesty Week	Desmos: Peer Review <u>Reading:</u> EME Writing Ethnographies(draft) <u>Assignment:</u> Interview and revision of data section (second draft)
Week 11	5/23-5/29	<i>Editing and Revising</i>		<u>Reading:</u> Draft of paper <u>Assignment:</u> Peer Review
Week 12	5/30-6/5	<i>Presentations</i>		<u>Assignment:</u> Final Interview Question Bank, Stories of Work [No Class, Monday, May 30 <sup>th</sup> ]
Culminating experiences	6/6-6/9	Conference Presentations		<u>Assignment:</u> <b>Presentation, Final draft of paper</b>

*This calendar is subject to change with adequate notice. You will be informed of any changes on Blackboard.*

## Requirements & Course Policies

### Hybrid Class Guidelines

You are expected to attend every class and participate in the activities and discussions in the class. You will have assignments due every week. Please use the general discussion board for anything related to the course content that can be shared publicly. Check it regularly as you may be able to answer a classmate’s question and they may be able to answer yours. Otherwise, please email me, rather than sending a notification through Starfish. During the week, I will always get back to you within 24 hours but in most situations, it will be within 4. After 6pm, I may not get back to you until the following morning. On the weekends, it may take up to 36 hours to receive a response. You can find the weekly information under the Hybrid Learning link. Remote Learning will be made up of activities, assignments, and posts.

Posts are either on readings, based on discussion questions (usually developed from the activity or assignment), or are group engagement questions (used to make connections between students or develop groups).





We will also have an activity in class where we go around and introduce ourselves to each other but please add to your email something that you think I might find interesting about you.

### Format of work

Be sure that your assignment is in Word format and can be accessed by a PC. If you use Google Docs or OneDrive, be sure to download your document in Word format before uploading it to Blackboard. You do not need to have Word to download a file in Word. If you would like Word access, you can follow the instructions on page 10 or at the bottom of the Blackboard Home page. Do not “share” your document with me or use another program such as Pages, as I do not have the ability to open either of those formats. Use PDFs only as a last resort if you cannot submit any other way. Check the format of your paper before submitting it and let myself, or your classmates know, if you are having trouble with this. Keep an eye out for a message from me if I cannot open your file.

Your assignments should be appropriately labeled with your first or last name and the name of the assignment (ex. TynerAliaLiteratureReview). All written assignments, except those classified as notes or low stakes writing, must be typed, double-spaced, and in 12-point font. Times New Roman is preferred. They should be written in a way that is appropriate for a college essay which means they should not include any text-speak or exclamations. Any included citations should be written in APA or ASA format.

### Deadlines

Assignments are expected to be submitted electronically to the course in Blackboard before the end of the day on Sunday (11:59pm). In some situations, you may also be required to bring a hard copy to class for an activity. If I am unable to find or open your work, then it cannot be considered for a grade (see Format above for more information).

Late work will be accepted at any time one week following the due date and may be reviewed for partial credit. All work must be uploaded to Blackboard. I will not accept emailed work. If you submit an assignment late, you may not receive feedback and it is unlikely to be graded in a timely manner. The final draft of your final paper will only be accepted for 24 hours following the deadline.

At the end of the semester, there will be a week when up to three late, missing or revised assignments can be submitted for full credit. You should think carefully about which assignments you submit during this time. Amnesty Week will be the only time when assignments will be accepted that were previously missed or received lower grades. No late work that has passed the late deadline will be accepted once Amnesty Weeks ends. Considering this, add to your email what you do to keep yourself on track.

Once an assignment is graded, you will see the grade in Blackboard and can click on the assignment to see my comments and the rubric breakdown for that assignment. After the late week, your grade for the assignment will move to 0 if it has not been submitted.



I recognize that deadlines can be hard to meet which is why I provide an additional week after the due date for assignments to be submitted and why I have an Amnesty Week. I believe it is always better to submit something so you can receive feedback even if you do not feel that it is your best work. With that in mind, the official kick-off for this class is Saturday, if you see any mistakes in this syllabus, please include it in your email and send it to me by Monday, March 7<sup>th</sup> for additional points and so I can make changes before the final syllabus is posted.

### Technology

We will spend a lot of time with Microsoft Office, Blackboard, #slack, and Desmos in the course of our classwork and work that you do out of class. If you are not familiar with these programs, please meet with me within the first two weeks of the semester so we can make sure you do not fall behind. If you will need any particular technology or are having trouble accessing something that we are doing, please send me an email so we can figure out how to manage that.

#### *Personal Technology*

Phones, MP3 players, laptops, tablets, PCs and other electronic tools are a necessity for all of us in the workplace and are used for appropriate functions, during appropriate times, and in appropriate places. This classroom is our workplace and we will explore more about what that means over the course of the semester.

There will be several chargers available for phones, tablets and laptops. In order to minimize the distraction of the plugging and unplugging of phones, all visible mobile phones must be plugged in or sitting with the chargers. All other phones must be away. I will usually be able to give you a few minutes during the middle of class to check your messages.

When we need to use laptops, you may use your own or the ones that we use in the classroom. Please make sure to fully sign off of all the computers and plug it into the laptop cart when putting it away. If you will need any particular technology or are having trouble accessing something that we are doing, please send me an email so we can figure out how to manage that.

#### *Blackboard*

(see the video posted on Blackboard)

#### *Microsoft Office*

As a student, you have access to Microsoft Office 365 applications. The applications are available on <https://www.office.com/>. You will need to click the sign in button and type your full Guttman email address and password. Once you log in, you need to click on "Install Office" button on the top right of the homepage and select "Office 365 apps" to download and run the Microsoft Office 365 Installer. Once you have the applications, you need to sign in again using your full email and password. You should ensure that you keep track of where your files are saving and the file names they are saved under. Contact [helpdesk@guttman.cuny.edu](mailto:helpdesk@guttman.cuny.edu) for more information.

#### #Slack

(to be added soon)



### Group Work

This class will include some group work. This is not necessarily an easy task but it is something we need to learn to do as much of our work once we leave school will include working with other people. I expect you to be respectful to each other and work toward the common goal of successful completion of our activities and the class as a whole. Any group assignments must be handed in by every member of the group. If any member does not submit an assignment, I will assume they did not work on it and they will get a zero.

You will be a member of two groups over the course of the semester. The first group will be with our partners in Morocco as you begin to engage with EoW II. You will work with your second group through the writing process.

### Attendance and Respectful Participation

Guttman is a diverse college which means every class represents all types of diversity. In addition to including people from all racial and ethnic groups, my classroom is LGBTQ+ inclusive. All people, identities, and opinions are valued here. If you have a question, please ask it, if you have a concern, please share it, and if you have a problem, feel free to join my office hours to discuss it with me. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in orientation, identity, and parenting status.

Some of the issues covered during the seminar may evoke strong emotions. Students, faculty and staff must be able to disagree respectfully with others on topics that are personally very important to them. Civility is essential to all scholarly discourse.

The importance of your participation over the week should also be self-evident.

Your consistent and active participation in class, assigned events, reading, discussions and assignments positively impact your grade. You should be prepared and are expected to read the required pages. Please let me know if anything keeps you from completing your assignment.

### **College Policies**

#### Policy on Academic Honesty

Guttman Community College considers intellectual honesty to be the cornerstone of all academic and scholarly work. GCC views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to its Academic Integrity Officer, who keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student, or which is not adequately referenced, is considered plagiarism. Unintentional plagiarism is still plagiarism, so if you have any question about whether or not to acknowledge a source, acknowledge it. If you are still uncertain, be sure to ask. Refer to Article II of your Student Grievance Procedures for further details on academic honesty and Guttman's academic integrity procedures, at <http://guttman.cuny.edu/wp-content/uploads/2014/08/AcademicIntegrity1.pdf>. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.



### Disability Support Services

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Guttman Community College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/or Learning) consult the Office of AccessABILITY.

### Other Accommodations

I also ask that you please examine the class schedule and class calendar and notify me if you request an accommodation related to your observance of a religious holiday occurring during the timeframe the courses meet. If there is any other reason why an accommodation might be necessary, please let me or another appropriate person know within that same time frame.

### Critical Incident Management

Guttman expects students to respect the rights, privileges and property of other people. Faculty are required to report disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment or inhibits students' ability to learn.

### Viewpoint Tolerance

Some of the issues covered during the seminar may evoke strong emotions. Students, faculty and staff must be able to disagree respectfully with others on topics that are personally very important to them. Civility is essential to all scholarly discourse.

### Expectations for Out-of-Class Time

For every one instructional credit hour in class, a Guttman student is expected to spend at least two hours out-of-class studying, reading, writing, researching and working on projects, and preparing for tests. E.g. for a 3 credit course that meets for 3 hours each week, a student is expected to spend at least 6 hours outside of class time doing related course work. If a course provides more time in class than one hour for one credit, the additional time may offset out-of-class time expectations.

### Starfish

Starfish is a communication tool for students, faculty, advisors, and many academic support and student service areas at Guttman. Instructors and advisors may use Starfish to provide you with feedback about your progress. Throughout the semester, you may receive emails or text messages regarding your academic performance and referrals to specific campus resources, such as peer mentors or tutors. You can use Starfish to make appointments with your advisor, for my office hours, or to connect with other service areas. You should email me if you have any other questions or concerns. To access Starfish log into [my.guttman.cuny.edu](http://my.guttman.cuny.edu) and click the Starfish icon on the left side of the page. If you need help using Starfish, you can speak to your advisor.

### Assignment and Activity Details

1. *Autoethnography.* You will revise your autoethnography from EoW 1 to include your work from this course and the previous one and their relationship to your educational and career paths. You will think about what you learned about careers of interest; what you learned



about the opportunities at Guttman and college, in general; and what you learned about yourself in your first semesters here. You will also look at how your work in this class or events in your life helps you to think about your own future and what you will need to get there.

2. *Introductory email.* Please submit this assignment as soon as possible. Your email should include your name, your major, how you think I can support you this semester and, if there is anything you think might have an effect on your success this semester. Also, if you've read through the entire syllabus, you've found some Easter eggs to add to the email for a few extra points. For this last one, add which assignment you are most excited or worried about.
3. *COIL Assignments.*
  - a. *Ice Breaker:* Post a video on #slack and share an object, food, or musical selection that represents your culture or is important to your family,
  - b. *Comparative Analysis Assignment:* This will be composed from the second draft of your final project
  - c. *Project Presentation:* You will present this information with your partners in Morocco on May 11<sup>th</sup> from 8-12. This can be done live or prerecorded
  - d. *Reflection:* You will complete a reflection on your experience

For your paper you will complete a

1. *Annotated Bibliography (with research outline).* You will compile an annotated bibliography from the references you collected for your previous workplace paper. If you completed a literature review for your previous paper, you can submit that instead. You will also include a brief description of your proposed plans for the semester paper.
2. *Literature Review (with research question).* The next step in your paper writing process will be to add to the annotated bibliography and turn it into a literature review. This includes additional reading, organizing the literature around themes, and developing a preliminary research question based on that work.
3. *First Draft (with Ethnographic Research Plan).* You will submit your previous paper and will develop a detailed plan for continuing your research. This will include a description of the workplaces and some background information on them, as well as an outline of each members' responsibility and how you will reach your group goals.
4. *Foundational Data.* This will include resubmitting any ethnographic data you collected last year.
5. *Interview questions frame* includes the interview questions you would like to ask on your topics
6. *Interview Assignment (and analysis).* You will submit an interview transcript and incorporate aspects of a revised analysis of data.
7. *Presentations.* You will give two presentations to the class, one for the COIL project and one on your final project near the midterm and at the end of the semester.
8. *Completed Final Project.* For your final assignment, you will take all your ethnographic data (observations, interviews, research) and use it to think deeply about what your ethnographic research demonstrates about work, your theme, question and the concepts we covered throughout the semester. For most, this will be a paper of 5-10 pages.



9. *Article review.* For both of the articles you read, you can submit a summary sheet which outlines the article and its connection to your overall topic. You can submit an additional article review, if you would like.

#### Other participation assignments

1. *Dream Resume.* This is the first assignment you will complete. You will answer different questions about the career you have in mind and your path to it.
2. *Introductory Email.* This will be our first communication. You will address some questions listed in the assignment as well as any additional items described in the syllabus for extra credit.
3. *Stories of Work.* You can read articles and/or listen to audio about different occupations and answer the posted questions.
4. *Interview question bank.* You can upload and revise questions in our interview question banks.
5. *Data sharing:* This will be an opportunity to share some of your work after submitting it. This can help other students with data collection.
6. *Discussion.* There are a few ways that discussions will occur. *Group engagement* will happen on Blackboard as you post questions to your classmates. *Reading snapshots* will happen during discussions or share-outs at the beginning of class on the topic of the reading. *Class Discussion* will generally occur following a topic introduction but can also happen during or small group work.
7. *Desmos* are what we use in this class instead of Power Point. These are very important as it is through this platform that we go over the concepts and ideas that you will need to do some of the discussions and most of your assignments. You should review the first Desmos before the first class.
8. There many different ways to engage with the college community. Attending class is the most important way but you can also get support from *peer mentoring or tutoring* or connect with me through *office hours*.
9. *Emails to myself or other faculty members* is an important way to communicate and they can be used for additional points
10. For *College events and College personnel*, you can submit a record of attendance at the college event or a visit to a college service and a reflection on the process.
11. *Evening workshops* near midterm and near the end of the semester, I will hold two workshops in the evening or on the weekend on time management and long-term planning (if students decide they want a different topic, I will change it)



Graded Activities	Maximum Points
<b>Working Paper</b>	<b>575</b>
Annotated Bibliography with research outline	50
Literature review and research question	85
First Draft with Ethnographic Research Plan	40
Foundational Data	80
Interview Question Frame	40
Interview and coding/analysis	80
COIL Presentation and Final Presentation (2)	30
Final Paper	80
Peer Review	20
COIL Analysis (first draft of final paper)	70
<b>Other Assignments</b>	<b>70</b>
Autoethnography	50
Introductory Email	10
Dream Resume	10
<b>Participation</b>	<b>355</b>
COIL Ice breaker	20
COIL Reflection	10
In Class Activities (11)	55
Out of Class Activities (11)	66
Group engagement questions (6)	30
Discussion Posts (6)	30
Reading Posts (6)	30
Article reviews (3)	45
COIL engagement (4)	24
Adaptable Graded Activities and Assignments	45
<b>Total</b>	<b>1000</b>