

Course Syllabus

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| Instructor: Daniel Carlson & Thomas Quinn | | Pre-requisites: None |
| Course Name: FCS/SOC 2100 – The Transition to Adulthood | | Credit Hours: 3 |
| Department: Family and Consumer Studies/Sociology | | Semester: Spring 2022 |
| Office: Carlson – AEB 329 Quinn – BEH ??? | Hours: TBD TBD | Meeting Days: TBD |
| Email: Daniel.carlson@fcs.utah.edu ; Thomas.quinn@soc.utah.edu | | Meeting Times: TBD |
| Graduate Teaching Assistant: TBD | | Email: TBD |

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that the instructors may modify it with reasonable notice to you. We may also modify the Course Schedule to accommodate the needs of our class. [Any changes will be announced in class and posted on Canvas under Announcements.]

Course Description

Course Summary

In this course students will think critically about the meaning of adulthood, how it varies across time and place, and how sociological theories can explain what it is and what it means. Students will recognize that although normative expectations about the transition to adulthood exist, the experience of becoming an adult differs from person to person. Students will learn, however, that “different” does not necessarily mean “wrong.” Students will identify factors that influence the transition to adulthood and will develop practical skills to ensure that they feel their own transitions will be successful. They will come to see adulthood less as a life sentence than as an opportunity to be seized.

This course is designated as a GESC (General Education Student Choice). This designation means that this course can be used to fulfill a BF- Social/Behavioral Science GE requirement non-Social/Behavioral Science majors. If the student majors in a Social/Behavioral Science discipline it can then be used for any one of the following GE requirements (Fine Arts (FF), Humanities (HF), Physical/Life Science (SF), Applied Science (AS))

Course Objectives

By the end of this course, students will be able to:

- Critically evaluate the meaning of adulthood in contemporary America using sociological principles and theoretical perspectives.

- Analyze and assess factors that affect race and class variation in the transition to adulthood.
- Compare and contrast adulthood in contemporary America to adulthood at other times in America's history.
- Compare and contrast adulthood in contemporary America to adulthood in other societies.
- Acquire and apply skills and knowledge that are helpful in transitioning to adulthood.
- Get excited about the challenges, responsibilities, and opportunities for growth that comprise the transition to adulthood.

Required Materials

There are no required textbooks for this class. Rather, the instructors have put together a collection of readings from various sources. These readings are provided to you as .pdf files and posted in your weekly reading modules on Canvas.

In addition to readings on Canvas, students will be required to complete online assignments in H5P and construct a digital portfolio of their coursework. Therefore, to successfully complete this course students will need access to a computer and the internet. The University of Utah campus has numerous computer labs to facilitate student learning. For list of computer labs and open lab times please use the following link.

<https://support.csbs.utah.edu/services/labs.php>

Teaching and Learning Methods

To best enhance learning, we believe that the classroom should be an interactive environment that invokes and necessitates communication both between students and teachers and between students themselves. We have designed this class to reflect this belief. Although class will be based in part on lecture, student will also engage in experiential and problem-based learning and will have the opportunity to learn from each other through focus groups and other in-class group activities.

In order to facilitate discussion, collaboration, and sharing, this classroom will be in an inclusive environment. To demystify adulthood and provide mutual support for each other's learning experiences, students must feel comfortable sharing their thoughts and feelings. Instructors and students are expected to share their thoughts and experiences and to be respectful of the thoughts and experiences of others. Some of the topics covered in this course may be of a sensitive nature, therefore students should respect the fact that in a university setting there will be not only diversity of opinions, but also diversity of backgrounds. Bigotry, intolerance, and hate speech are unacceptable. Students who engage in these behaviors will be removed from class.

Evaluation & Grading

| <i>Assignment</i> | <i>Weighted Grade</i> |
|----------------------------------|-----------------------|
| <hr/> | |
| <i>Portfolio</i> | |
| Initial Impression | 10% |
| Application Assignments (3 of 6) | 30% |
| Focus Groups | 10% |
| Final Reflection | 10% |
| | 60% |
| <hr/> | |
| <i>Parental Interview</i> | 20% |
| <hr/> | |
| <i>Reading Reflection Papers</i> | 10% |
| <hr/> | |
| <i>H5P Activities</i> | 10% |
| <hr/> | |
| Total | 100% |

Assignments

Portfolio Assignment (60% of final grade overall) – Over the course of the semester students will compile a portfolio that expresses their learning experiences in this course and the evolution of their thoughts and feelings about the transition to adulthood. The portfolio will be comprised of the following components:

- *Initial Impression Assignment (10% of final grade)* – At the beginning of the semester students will create a visual collage representing their thoughts and feelings about what it means to be adult in contemporary America.
- *Application Assignments (30% of final grade)*– Throughout the semester students will engage in various skills acquisition exercises aimed at facilitating their transition to adulthood. These will involve topics such as civic engagement, apartment hunting, financial planning, and crafting one’s social media presence. Students are required to complete three of the six assignments possible.
- *Focus Groups (10% of final grade)* – As part of the Application Assignments (see above) students will participate in focus groups to discuss their initial thoughts on the topic, their experiences completing the application assignment, and the lessons learned. Focus groups will be facilitated by a discussion leader. Students will be assessed based on participation. Focus groups will function as a support group for students as well as sounding board to hone ideas.
- *Final Reflection (10% of final grade)* – At the end of the semester students will reflect on what they have learned over the duration of the course and compare and contrast their current views and feelings about adulthood to the initial views expressed in their initial

impression visual collage. Students will also reflect on the course material, the skills they have obtained, and their utility for their transition to adulthood.

Parental Interview (20% of final grade overall) – Students will conduct a brief interview (~30-45 min) with a parent or guardian to compare and contrast their experiences and perspectives on the transition to adulthood to the student’s own. Students will select the five most salient details about their parents’ transition to adulthood and compare it to their own.

Reading Reflection Papers (4 – 2.5% each; 10% of final grade overall) – For four select sets of readings students are asked to provide a brief reflection (~½ page) on what they have learned from the reading and how they can incorporate that knowledge as they transition to adulthood.

H5P Assignments (10% of final grade overall) – For units in which students do not participate in the Application Assignments they will complete short learning activities on the H5P platform independently on their own time.

Grading Scheme

| | | |
|-----------------------|---------------------|---------------------|
| A 100%-93% | A- 92.9%-90% | |
| B+ 89.9%-87% | B 86.9%-83% | B- 82.9%-80% |
| C+ 79.9% - 77% | C 76.9%-73% | C- 72.9%-70% |
| D+ 69.9%-67% | D 66.9%-63% | D- 62.9%-60% |
| E 59.9%-0% | | |

Course Policies

Attendance & Participation

Regular attendance and participation at all class meetings are expected. In the event of absence, students should consult with peers and online class resources to fill in any material and notes they have missed. Except in the rare cases of sudden illness or emergency (excused with documentation), students are expected to arrange with the instructors to submit assignments in advance of a planned absence.

Canvas

This course uses Canvas. Announcements, course materials, readings, and grades will all be posted on our course page. Students will upload assignments through Canvas unless otherwise instructed.

Problems with Canvas? Contact 24/7 Canvas Support by clicking the Help button located on the left-side global navigation.

Communication

Students are encouraged to communicate any and all questions or concerns to the instructors and/or graduate teaching assistant during office hours, phone, or email. Students are especially encouraged to utilize office hours as an opportunity for one on one interaction with their faculty instructors and the teaching assistant to discuss course material and student progress. Faculty hold offices specifically for these purposes. Students are always welcome!

When emailing faculty students should expect a response within 24 hours. Students should take into consideration that email after normal business hours (after 5 pm on weekdays; anytime on weekends) may result in delays in response.

Finally, be advised that the instructors will not respond to emails sent within 24 hours of an assignment due date or deadline. Any questions or requests for clarification should be made well in advance. In other words, you can be the sort of student who needs a lot of help from the instructor—and that's totally fine—or you can be the sort of student who leaves everything until the last minute—which is also totally fine. You cannot, however, be both simultaneously (at least not without giving me heartburn).

Late Assignments

A 10% grade reduction will be applied to assignments for each day the assignment is late, including weekends.

Grading

Instructors do not give grades, we record them. And because we do not give grades, we do not negotiate them. In this course students are evaluated on their comprehension of the course material and their ability to convey that knowledge to us in the format provided. While we understand that students may desire or need a certain grade in this course, students must realize that the grade earned is a product of their own cumulative effort and understanding of the course material. Therefore, students are encouraged to take ownership over their grade and the learning process. This can include forming study groups, scheduling appointments with me to discuss assignments and ways to improve performance, contacting the student writing center for assistance with writing assignments, etc. Nevertheless, instructors at times make mistakes in recording grades. If you feel that we have made an error in calculating your grade we are happy to listen to your concerns, take them under advisement, and make corrections when warranted. To assist students in tracking their progress, all grades will be posted on Canvas.

Electronic Devices in Class

Texting, using social media, and internet surfing are inappropriate during class. Use of laptop computers or other electronic devices is allowed for activities relevant to the course material.

Institutional Policies & Procedures

- 1. *The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the [Center for Disability & Access](#), 162 Olpin Union Building, (801) 581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.
 - a. *Accommodation Policy (see Section Q):***
<http://regulations.utah.edu/academics/6-100.php>
- 2. *Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the [Office of Equal Opportunity and Affirmative Action](#), 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the [Center for Student Wellness](#), 328 SSB, 801-581-7779 or email at advocate@sa.utah.edu. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
- 3. *Drop/Withdrawal.*** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. See the [Academic Calendar](#) for the last day to withdraw from term, first and second session classes.
 - a. *Deadlines for courses with irregular start and end dates policy.***
<https://registrar.utah.edu/handbook/miscellaneous.php>
- 4. *Plagiarism/Cheating.*** It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, "includes,

but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct." For detailed definitions and possible sanctions please see the **Student Code** below.

<http://regulations.utah.edu/academics/6-400.php>

5. **Wellness Statement.** Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructors or TA before issues become problems. And, for helpful resources, contact the Center for Student wellness at www.wellness.utah.edu or 801-581-7776.
6. **Veterans Support Center.** The Veterans Support Center is a "one stop shop" for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. You can visit their website for more information about their services and support at <http://veteranscenter.utah.edu>.
7. **LGBT Resource Center.** The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>.
8. **Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu>); the Writing Program (<http://writing-program.utah.edu>); the English Language Institute (<http://continue.utah.edu/eli>).
9. Please let us know if there is any additional support you would like to discuss for this class.

CSBS Emergency Action Plan



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at <http://alert.utah.edu/headsup> to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus if you see a life threatening or emergency situation, please call 911!
- **Safety Escorts:** For students who are on campus at night or passed business hours and would like an escort to your care, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.