

# Resources from Classroom Accessibility Workshop:

Request librarian instruction: <https://librarywest.uflib.ufl.edu/services-resources/library-instruction/>

How to read a journal article:

[https://www.icpsr.umich.edu/files/instructors/How\\_to\\_Read\\_a\\_Journal\\_Article.pdf](https://www.icpsr.umich.edu/files/instructors/How_to_Read_a_Journal_Article.pdf)

Context magazine (ASA publication): <https://contexts.org/>

Center for Teaching Excellence, iClicker: <https://ufl.pb.unizin.org/instructorguide/chapter/iclicker/>

Disability Resource Center: <https://disability.ufl.edu/faculty/>

Types of Accommodations: <https://disability.ufl.edu/students/accommodations/>

G-ATR portal (Accommodated Test Requests): <https://apps.ufsa.ufl.edu/ufsa/drc-gatr>

Additional Documentation:

Health Related Absences: <https://disability.ufl.edu/wp-content/uploads/2024/07/Health-Related-Absences-Guide-sheet.pdf>

Out-of-Class Time Extensions: <https://disability.ufl.edu/wp-content/uploads/2024/07/Out-of-Class-Assignment-Time-Extension-Guidesheet.pdf>

Participation Plan: <https://disability.ufl.edu/wp-content/uploads/2024/07/Participation-Plan-Guideline.pdf>

Presentation Plan: <https://disability.ufl.edu/wp-content/uploads/2024/07/Presentation-Plan-Guidesheet.pdf>

**Simple Rubric Example:**

Group Research Assignment 1			
Criteria	Ratings		Pts
List of Faculty	<p><b>10 pts</b></p> <p><b>Full Marks</b></p> <p>Document is an Excel or Word file. Formatting is consistent throughout. Contains all required information, and information is accurate. Easy to understand organization of information.</p>	<p><b>0 pts</b></p> <p><b>No Marks</b></p>	10 pts
Responses to Questions	<p><b>10 pts</b></p> <p><b>Full Marks</b></p> <p>Document is a Word or PDF file. Thoroughly answers all questions in complete sentences. Responses are well-organized and contain insightful reflection on the research process.</p>	<p><b>0 pts</b></p> <p><b>No Marks</b></p>	10 pts
Total Points: 20			

# **Team Research Assignment 1: Sociologists at UF**

## **SKILLS TO PRACTICE:**

- Working with others / task delegation
- Finding information online
- Designing a system for organizing data
- Reviewing data to reach a conclusion

## **OVERVIEW:**

Your team will need to locate the directory of sociology faculty (n=18) from the Department of Sociology and Criminology & Law website (<https://soccrim.clas.ufl.edu/>) and review each faculty member's individual page to find their research areas of specialization (sometimes referred to as research areas of interest or scholarly interests). Then, you will need to work together to create a list that contains each faculty member's name and their areas of research. Finally, you will need to review your list to determine the three (3) most common areas of research among the current sociology faculty at the University of Florida.

## **NOTE:**

Once you locate the directory, you will find many faculty members communicate their areas of research using a bulleted list, which makes your task for this assignment very easy. However, some faculty members do not utilize a bulleted list; for those faculty members, you will need to determine their areas of research based on the information provided on their directory page. You should discuss how your team handled these cases in your final submission.

## **FINAL PRODUCT:**

You will produce and upload two separate files to Canvas

1. An Excel spreadsheet or Word document that specifies all 18 faculty members listed in the online Sociology directory and their research areas of specialization or scholarly interests;
2. A Word document or PDF that answers the following questions:
  - a. How did your team complete this assignment? Give an overview of how the work was distributed, how you found the information you needed to complete the assignment, and any other information that gives insight into your team's work on this assignment.
  - b. Which faculty members did NOT use a bulleted list to communicate their areas of research? How did you determine what their areas of research were? If there are multiple faculty members to whom this applies, be sure to explain how you handled each case.
  - c. What are the three (3) research areas of specialization or scholarly interests that are most common among the current UF Sociology faculty? How did you determine that? In other words, what process did you go through to determine which areas were most common?

**More Detailed Rubric Example:** *(could be improved by adding more detail about points between full marks and no marks)*

Criteria	Ratings	Pts
Introduction	<p><b>3.5 pts</b> <b>Full Marks</b></p> <p>Introduces the two counties that will be analyzed and provides a brief overview of the interesting or meaningful characteristics of the selected cases. Thoroughly introduces the case study method and the data sources (maps) being used. Section is written in an academic tone, is well-organized, and easy to understand. No grammar or spelling errors; properly cites information inspired by or borrowed from another source.</p>	<p><b>0 pts</b> <b>No Marks</b></p> <p>3.5 pts</p>
Within-Case Analysis 1	<p><b>5 pts</b> <b>Full Marks</b></p> <p>Provides a rich description of the county using accurate interpretations of the chosen data sources. Incorporates all relevant sociological concepts and perspectives to provide an insightful and meaningful analysis. Incorporates concepts or key terms from Module 4, Section is written in an academic tone, is well-organized, and easy to understand. No grammar or spelling errors; properly cites information inspired by or borrowed from another source.</p>	<p><b>0 pts</b> <b>No Marks</b></p> <p>5 pts</p>
Within-Case Analysis 2	<p><b>5 pts</b> <b>Full Marks</b></p> <p>Provides a rich description of the county using accurate interpretations of the chosen data sources. Incorporates all relevant sociological concepts and perspectives to provide an insightful and meaningful analysis. Incorporates concepts or key terms from Module 4, Section is written in an academic tone, is well-organized, and easy to understand. No grammar or spelling errors; properly cites information inspired by or borrowed from another source.</p>	<p><b>0 pts</b> <b>No Marks</b></p> <p>5 pts</p>
Cross-Case Analysis	<p><b>5 pts</b> <b>Full Marks</b></p> <p>Provides a thorough comparison of the two counties, and proposes some sociological insight or lesson illustrated by the two cases. Analysis demonstrates the sociological significance of the selected cases, and the two chosen counties represent strong case selection decisions for this assignment. Incorporates concepts or key terms from Module 4. Section is written in an academic tone, is well-organized, and easy to understand. No grammar or spelling errors; properly cites information inspired by or borrowed from another source.</p>	<p><b>0 pts</b> <b>No Marks</b></p> <p>5 pts</p>
Conclusion	<p><b>1.5 pts</b> <b>Full Marks</b></p> <p>Provides a brief review of the most important or meaningful insights from the case study overall. Addresses any weaknesses or limitations of the data and/or analysis. Proposes next steps for future research on this topic. Section is written in an academic tone, is well-organized, and easy to understand. No grammar or spelling errors; properly cites information inspired by or borrowed from another source.</p>	<p><b>0 pts</b> <b>No Marks</b></p> <p>1.5 pts</p>
<b>Total Points: 20</b>		

## **Team Research Assignment 4: Mapping Inequalities**

### **SKILLS TO PRACTICE:**

- Case study methodology, using within- and cross-case analysis
- Secondary data analysis using existing statistics
- Interpreting data visualizations

### **OVERVIEW:**

Students will work with their assigned team to conduct an in-depth case study of two (2) counties within the United States. Teams will need to analyze multiple map visualizations in order to learn more about these counties, and then synthesize that information with the assigned readings for Module 4. Teams will produce a final report of their findings that demonstrates an accurate and insightful application of sociological knowledge.

### **PROJECT STAGES:**

**Stage 1:** Identify two (2) counties in the United States, locate them in the maps below, and review the information available. Your final report must include information from both maps from Column A and two (2) maps from Column B.

#### **Column A (Demographics)**

[Median Income and Racial Composition Map](#)  
[Family Budget \(Living Wage\) Map](#)

#### **Column B (Resources)**

[Broadband Internet Access Map](#)  
[Higher Education Access Map](#)  
[Supermarket Access Map](#)

In addition to using the maps above, you may use county-level data from [City-Data.com](#) to learn more about the demographics of your chosen counties; your final report should be primarily based on the data from your chosen maps with limited information from [City-Data.com](#). Please contact Dr. McClellan if your team plans to incorporate information from other chapters of the textbook or any other source to ensure that information is a good fit for this report.

**Stage 2:** Use the information from the chosen maps, Module 4 readings, and supplemental readings to write your final report.

### **NOTE:**

Be strategic about the counties you choose to work with. Choose counties that will allow you to make an interesting sociological analysis. For example, you could choose two counties that have very different demographics but similar access to resources, or vice versa. Or, you could choose counties which seem to exemplify or contradict the trends discussed in the Module 4 assigned readings. The best submissions will not only provide an in-depth analysis of two counties, but will also provide an interesting or insightful reason for examining those counties.

### **FINAL PRODUCT:**

Your case report should include the following sections and information:

- I. Introduction and Methodology
  - a. Identify the two counties that will be analyzed and a brief statement about why these counties are interesting or meaningful cases for study
  - b. What is a case study? What is within-case analysis? What is cross-case analysis? What are the strengths and weaknesses of this method? (cite from Supplemental Readings below)
  - c. What maps are you using to examine these counties? What information does each map convey? (cite from website above)

### II. County 1 Within-Case Analysis

- a. Provide a rich description of the county based on the chosen maps and explain the sociological significance of the characteristics you describe, including but not limited to:
  - i. Compare the median income in the county to the living wage and federal poverty line for the average household size. Is the median household able to attain a modest yet adequate standard of living? Would the median household qualify for government assistance (often defined as incomes within 150% of the FPL)?
  - ii. Based on the data, how would you classify the social class of this county? In what ways does this county exemplify the trends from Chapter 9, and in what ways does it contradict the trends?
  - iii. Based on the racial composition of the neighborhood and the information from Chapter 11 and the supplemental materials in "National Statistics on Access to Resources," what types of experiences and concerns might be present in this county?
  - iv. Based on the county's access to resources (Internet, food, education), elaborate on the relative ease or difficulty of daily living. Are residents likely to be able to know about and access opportunities that lead to beneficial outcomes (upward social mobility, good mental and physical health, strong social cohesion)?

### III. County 2 Within-Case Analysis

- a. Provide a rich description of the county based on the chosen maps and explain the sociological significance of the characteristics you describe, including but not limited to:
  - i. Compare the median income in the county to the living wage and federal poverty line for the average household size. Is the median household able to attain a modest yet adequate standard of living? Would the median household qualify for government assistance (often defined as incomes within 150% of the FPL)?
  - ii. Based on the data, how would you classify the social class of this county? In what ways does this county exemplify the trends from Chapter 9, and in what ways does it contradict the trends?
  - iii. Based on the racial composition of the neighborhood and the information from Chapter 11 and the supplemental materials in "National Statistics on Access to Resources," what types of experiences and concerns might be present in this county?
  - iv. Based on the county's access to resources (Internet, food, education), elaborate on the relative ease or difficulty of daily living. Are residents likely to be able to know about and access opportunities that lead to beneficial outcomes (upward social mobility, good mental and physical health, strong social cohesion)?

### IV. Cross-Case Analysis

- a. In what ways are these two counties similar? In what ways are they different?
- b. What sociological insights or lessons can be drawn from examining these two cases?
- c. In what ways do these counties exemplify or contradict the sociological trends discussed in class and presented in the supplemental materials? What other insightful or meaningful sociological analysis could you apply to this cross-case analysis?

### V. Conclusion

- a. Review information: Why did you choose these counties? What were some of the most significant findings or insights in the report?
- b. What are the limitations of this research method and analysis strategy? How could it be improved? What additional information do you wish you had access to (for a richer analysis)?
- c. Any other concluding thoughts

## Peer Evaluation Rubrics:

### Creating a Peer Evaluation Rubric

- Casual vs. scientific observations
  - Developing *a priori* standards
  - Taking contemporaneous notes for later review
- Choose 3 – 5 dimensions to evaluate
  - Determine point value for each dimension; **total must = 10**
  - Information / examples for appropriate scoring
  - Leave space for general feedback / comments
- The entire team must come to consensus on how you will evaluate each other!

### Creating a Peer Evaluation Rubric

#### *EXAMPLE RUBRIC 1:*

#### **Dimension 1: Participation** = 2 points

Did your teammates come to class?

#### **Dimension 2: Preparation** = 3 points

Did your teammates come prepared?

#### **Dimension 3: Contribution** = 5 points

Did your teammates contribute to team success?

#### **Feedback Prompt: CONTINUE-STOP-START**

I would like you to CONTINUE to... I would like you to STOP... I would like you to START...

# Creating a Peer Evaluation Rubric

## EXAMPLE RUBRIC 2:

### **Dimension 1: Cooperative Learning Skills = 4 points**

- Arrives on time and remains with team during activities
- Demonstrates a good balance of active listening and participation
- Asks useful or probing questions
- Shares information and personal understanding

### **Dimension 2: Self-Directed Learning = 4 points**

- Is well prepared for team activities
- Shows appropriate depth of knowledge
- Identifies limits of personal knowledge
- Is clear when explaining things to others

### **Dimension 3: Interpersonal Skills = 2 points**

- Gives useful feedback to others
- Accepts useful feedback from others
- Is able to listen and understand what others are saying
- Shows respect for the opinions and feelings of others

**Feedback Prompt:** "One thing I appreciate about you" and "One thing I request"

# Creating a Peer Evaluation Rubric

## **Here are other possible dimensions:**

- Fosters good team climate
- Facilitates contribution of others
- Completes task on time
- Responds well to conflict
- Displayed positive attitude
- Was consistently helpful
- Expressed thoughts clearly
- Reacted sensitively to non-verbal cues
- Worked hard
- Was dependable

**Feedback can be general (w/o prompt)**

## Additional Info to Discuss with Team

- Name, pronouns, major, class status
- Think of a time when you were in a great team; what made the team work so well together?
- Think of a time when you were in a terrible team; what made the team so difficult to work with?
- Think of your personal strengths and weaknesses - In what way can you best contribute to the team? What is a way that would be challenging for you to contribute?

Peer Evaluation Rubric Template:

### **Peer Evaluation Rubric**

<i>Dimension</i>	<i>Point Value</i>	<i>Description / Examples</i>

Feedback Prompt \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_