Professor: Dr. Kim Lacey (please, call me Kim!)
Office: B 358
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Online office hours (Teams and Canvas chat): Tu/Th 10:00 a.m.-12:00 p.m. and by appointment

Considerations before we begin this course:
- RPW 210 is a Category 10 course, meaning you will be writing a lot.
- This is an asynchronous course, meaning we will not be "meeting" for a virtual lecture nor will be meeting in person. You are responsible for completing each week's module on time.
- Please read the course calendar, which is at the end of the syllabus, carefully. Note that some assignments are due at different times throughout the week, but all are due by 11:59 p.m. EST. If you are living in a different time zone, please make sure you take careful note of this requirement. No late assignments will be accepted. If you know there's a conflict, submit your work early.

Very important: Ask yourself this question: "What will happen to my participation in this course if my computer goes down?" If the answer is "I am doomed," then you should withdraw and register for a face-to-face section another time. You need to have backup technology plans, because a "down" computer will not excuse you from the work in this course. Please use a cloud-based storage system (such as Dropbox, Google Docs, or OneDrive) to save your work and have access to it in multiple locations.

Class procedures
This course is divided into modules. You are expected to complete the activities in each module by the due dates. While all of the modules are available "on demand," the modules are **NOT** self-paced—that is, each week has different activities that must be completed in that week (i.e., discussion posts). You must complete all the activities in each module to earn credit. Please be aware that some modules will require you to comment on others' discussion posts. Just as you would in a face-to-face class, you are expected to be active and participate in discussion with your classmates. Failure to do so will result in a lower grade.

Participation in this course is asynchronous. You are not expected to be online at the same time as the professor or as your peers, as long as you complete the assignments. Each week, all instructions and assignments, along with a description of the week's activities, are made available to you in the "Modules" tab.

Canvas is not a new tool at SVSU, and I do expect you to be well versed in using Canvas. However, if you need help, please refer to the extensive library of Canvas how-to videos and help pages: http://guides.instructure.com/

Participation
For this class, I strongly suggest you log on at least once a day, if for no other reason than just to keep up with what is going on in the course. I also want to reinforce that you should try to check the course at least one weekend day, even if you have completed the requirements for the week.

As in a face-to-face class, attendance does not equal participation. Merely logging in does not mean that you are participating in class.

I recommend that you treat this like a face-to-face class, meaning you set aside some time each week for you to "have class." Even though we aren't meeting, you should carve out specific time that you can devote to this course. That might mean two hours every Tuesday and Thursday, or it might mean three hours in the middle of the night. Whatever works for you, find a schedule and stick with it all semester. It will make keeping up with the course load much easier.

Tone
The objective of the discussions we will have should be collaborative rather than combative. Remember that even an innocent remark in the online environment can be easily misconstrued. Some suggestions to combat this are to carefully proofread your responses and to remember that humor online is sometimes difficult to carry off. Sarcasm is particularly difficult to get across in written form, so be careful. Disrespect will not be tolerated.

A note about the content of our course: We will be dealing with very complex and mature subject matters this semester. Some of the content we read and watch will be *profane, graphic, violent, and sexually explicit*. If such topics bother or deeply offend you, this is probably not a course that best fits your needs. Please know that I do not expect you to agree with everything we discuss, but I do ask that you have an open mind and engage with the texts in an appropriately professional and academic manner. Some of the material we will be discussing is highly sensitive and incredibly personal. Please note that you are never under any circumstance expected to self-disclose any information you do not want to. As a member of this class, you must also respect others who do self-disclose information (this includes but is not limited to sexual orientation, gender identification, social and personal experiences, etc.). Confidentiality is an important aspect of our classroom experience.

Our classroom
We will spend most of our time in class in following places:
- **Modules (direct access via "Modules" tab):** The entire semester is built around 16 weekly modules. In each module, you'll find all the work to be completed that week. You should follow these in order.
- **Assignments (direct access via the "Assignments" tab):** Paper descriptions are available in the "Assignments" tab. You can also find these under the "Files" tab.
- **Discussion posts (direct access via the "Discussions" tab)**: This is where you will be participating in Questions and Answers and some other activities. The "Modules" link right to where you need to go for each activity.
- **Weekly updates (direct access via each weekly "Module"):** At the start of each week, I will post a short video discussing some of the issues of the week. These include, but are not limited to reviewing assignments, tricky ideas, points of interest and confusion, answers to questions, etc. I will post the weekly update at the beginning of each weekly module.
- **Pages (direct access via the "Pages" tab)**: This tab is a collection of smaller pages containing items we'll be using this semester. These include your "Groups" (see note below) and other actions. All of this will be linked in the "Modules."
- **Office Hours:** My office hours are a time that I set aside to help you. If you have questions about course work, grades, or other concerns, you are welcome to "stop by." I'll login to the "Chat"

function on Canvas, but please note that anything written in the chat remains there all semester. If kanytime with questions.

- **Remind:** Occasionally I'll use Remind to send notes and reminders. Head to remind.com/join to enter our class page. Our class code is: rpw210w23

A note about "groups": Each student will be assigned into one of four groups: A, B, C, or D. Most weeks, these groups will have some task to accomplish. Sometimes, this task will involve creating questions and facilitating a discussion while other weeks you will have to answer questions and respond to others. More specific instructions will be in the actual module itself. The groups are listed under "Pages" → "Group Assignments."

Textbooks
Dress, Appearance, and Diversity in U.S. Society by Kelly L. Reddy-Best
Direct link: https://iastate.pressbooks.pub/dressappearancediversity/
This is a free, open access textbook. You can download it or bookmark it in your browser. Readings will also be linked in the modules.

This textbook and our syllabus have been adapted under a Creative Commons Attribution 4.0 International License, which permits adoption and adaptation with attribution. Many thanks to Dr. Reddy-Best for the incredible resources we are using this semester!

Technology requirements
To have success in this class, you are expected to access and use Canvas regularly. You should also have access to a cloud-based storage system (as noted above). For your papers, you must use some sort of word processing software. Office 365 is available to all SVSU students for free, which I encourage you to use. Additionally, you must have access to a means of creating and posting a video. This could simply be taking a video on your phone, tablet, or computer.

Assignments
Further details about assignments can be found under the "Assignments" and "Files" tabs on Canvas.

Assignment	Percentage of final grade	Due date
Questions and Answers	36% (3% each)	Almost weekly—check modules and/or syllabus
Case Studies	40% (10% each)	Case Study #1: Sunday, February 12 Case Study #2: Sunday, March 5 Case Study #3: Sunday, April 9 Case Study #4: Sunday, April 23
Annotated Bibliography	12%	Sunday, April 2
Final ~~Reflection~~ Research Analysis	10%	Saturday, April 29

All assignments (except the Q&As) will use the category 10 rubric, which can be found at the end of this syllabus (following the course calendar).

Grading Scale
↑95%: A
↑90%: A-
↑87%: B+
↑83%: B
↑80%: B-
↑77%: C+
↑73%: C
↑60%: D
   0%: F

All grades will be posted on Canvas. I will not share grades on social media.

A note on the grading scale: SVSU does not assign C-, D+, D- grades. Anything below a 73% will result in a D. Anything below a 60% will result in a F.

A note about extra credit and extensions: I do not give extra credit or extensions. Please complete all assignments to the best of your capabilities on time.

Late work is unacceptable. Please ensure that your work is submitted on time. The deadlines are clearly marked on all assignments and on the syllabus. If you know a due date conflicts with something outside of class, plan ahead and submit your assignment early. I will send a confirmation e-mail by 9 a.m. the next morning. If you do not receive a confirmation e-mail, I did not receive your paper. If Canvas isn't working, please email me your work.

Accessibility and Non-Discrimination Clause
Students who need accommodations are encouraged to meet with the instructor or contact the SVSU Office of Accessibility Resources and Accommodations (phone: 989-964-4168). SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability, or veteran status in the provision of education, employment, and other services.

Academic Integrity Policy
In RPW 210 deliberate plagiarism or cheating in any form will result in the grade of zero (0) for the entire assignment. I reserve the right to use Turn It In if necessary.

The full Academic Integrity Policy can be found here:
http://www.svsu.edu/studentconductprograms/policies/academicintegritypolicy/

Writing Center Information
You can book appointments here: https://www.svsu.edu/writingcenter/makeanappointment/

Course Calendar

Important notes:

• This schedule is subject to changes. If changes are made, you will be notified in writing via e-mail.
• **Not all assignment due dates will appear on Canvas' "To Do" list. The Q&As have varying due dates. You need to be aware of your weekly task and plan accordingly.**
• Make sure you read through and complete the entire module for each week. The "Module work" listed below is simply a checklist of weekly requirements. Each part of the modules has very specific directions.
• Please note: our final assignment of the semester is due on a <u>Saturday</u>, not Sunday like most other major assignments.

Week 1: Monday, January 9-Sunday, January 15
Welcome to RPW 210!
1.1 Watch
     Weekly update #1
1.2 Review weekly goals and objectives
1.3 Discussion post
     Introduce yourself
1.4 Watch
     Questions and Answers
1.5 Discussion post

Week 2: Monday, January 16-Sunday, January 22
Dress, Appearance, and Identity
2.1 Watch
     Weekly update #2
2.2 Review weekly goals and objectives
2.3 Watch
     Introduce Case Study #1
2.4 Read
     Chapter 2: Dress, Appearance, and Identity
2.5 Questions and Answers
     Group A: Respond to 2 Reading Questions
     Group B: Respond to 2 Video Questions
     Group C: Create and post 2 Reading Questions
     Group D: Create and post 2 Video Questions

Week 3: Monday, January 23-Sunday, January 29
Identity, Social Justice, and Dress
 	
3.1 Watch
     Weekly update #3
3.2 Review weekly goals and objectives
3.3 Read
     Chapter 3: Identity, Social Justice, and Dress [E-book chapter] [MLO 3.1; 3.2]
3.4 Questions and Answers
     Group A: Create and post 2 Video Questions
     Group B: Create and post 2 Reading Questions
     Group C: Respond to 2 Video Questions

Group D: Respond to 2 Reading Questions

Week 4: Monday, January 30-Sunday, February 5
Social Science Theories

4.1 Watch
   Weekly update #4
4.2 Review weekly goals and objectives
4.3 Read
   Chapter 4: Social Science Theories
4.1 Questions and Answers
   Group A: Respond to 2 Video Questions
   Group B: Respond to 2 Reading Questions
   Group C: Create and post 2 Video Questions
   Group D: Create and post 2 Reading Questions

Week 5: Monday, February 6-Sunday, February 12
Culture

5.1 Watch
   Weekly update #5
5.2 Review weekly goals and objectives
5.3 Watch
   Introduce Case Study #2
5.4 Read
   Chapter 5: Culture
5.5 Questions and Answers
   Group A: Create and post 2 Reading Questions
   Group B: Create and post 2 Video Questions
   Group C: Respond to 2 Reading Questions
   Group D: Respond to 2 Video Questions
5.6 Reminder!
   Case Study #1 due

Week 6: Monday, February 13-Sunday, February 19
Subculture and Group Membership

6.1 Watch
   Weekly update #6
6.2 Review weekly goals and objectives
6.3 Read
   Chapter 6: Subculture and Group Membership
6.4 Questions and Answers
   Group A: Respond to 2 Reading Questions
   Group B: Respond to 2 Video Questions
   Group C: Create and post 2 Reading Questions
   Group D: Create and post 2 Video Questions

Week 7: Monday, February 20-Sunday, February 26
Fashion Theories

7.1 Watch
   Weekly update #7
7.2 Review weekly goals and objectives
7.3 Watch
   Introduce Annotated Bibliography

7.4 Read
    Chapter 7: Fashion Theories
7.5 Questions and Answers
    Group A: Respond to 2 Video Questions
    Group B: Respond to 2 Reading Questions
    Group C: Create and post 2 Reading Questions
    Group D: Create and post 2 Video Questions

Week 8: Monday, February 27-Sunday, March 5 **Sex and Gender**

8.1 Watch
    Weekly update #8
8.2 Review weekly goals and objectives
8.3 Watch
    Introduce Case Study #3
8.4 Read
    Chapter 8: Sex and Gender
8.5 Questions and Answers
    Group A: Create and post 2 Video Questions
    Group B: Create and post 2 Reading Questions
    Group C: Respond to 2 Reading Questions
    Group D: Respond to 2 Video Questions

Week 9: Monday, March 6-Sunday, March 12 *Spring Break: No work!*

Week 10: Monday, March 13-Sunday, March 19 **Sexuality**

10.1 Watch
    Weekly update #10
10.2 Review weekly goals and objectives
10.3 Read
    Chapter 9: Sexuality
10.4 Questions and Answers
    Group A: Respond to 2 Reading Questions
    Group B: Respond to 2 Video Questions
    Group C: Create and post 2 Video Questions
    Group D: Create and post 2 Reading Questions

Week 11: Monday, March 20-Sunday, March 26 *Research week and voluntary conferences*

11.1 Watch
    Weekly update #11

Week 12: Monday, March 27-Sunday, April 2 **Beauty and Attractiveness**

12.1 Watch
    Weekly update #12
12.2 Review weekly goals and objectives
12.3 Watch
    Introduce Final Research Analysis assignment
12.4 Read

Chapter 10: Beauty and Attractiveness
12.5 Questions and Answers
    Group A: Create and post 2 Reading Questions
    Group B: Create and post 2 Video Questions
    Group C: Respond to 2 Reading Questions
    Group D: Respond to 2 Video Questions
12.6 Reminder!
    Annotated Bibliography due

Week 13: Monday, April 3-Sunday, April 9
(Dis)Ability

13.1 Watch
    Weekly update #13
13.2 Review weekly goals and objectives
13.3 Watch
    Introduce Case Study #4
13.4 Read
    Chapter 11: (Dis)ability
13.5 Questions and Answers
    Group A: Create and post 2 Video Questions
    Group B: Create and post 2 Reading Questions
    Group C: Respond to 2 Video Questions
    Group D: Respond to 2 Reading Questions
13.6 Reminder!
    Case Study #3 due

Week 14: Monday, April 10-Sunday, April 16
Religion

14.1 Watch
    Weekly update #14
14.2 Review weekly goals and objectives
14.3 Read
    Chapter 12: Religion
14.4 Questions and Answers
    Group A: Respond to 2 Video Questions
    Group B: Respond to 2 Reading Questions
    Group C: Create and post 2 Video Questions
    Group D: Create and post 2 Reading Questions

Week 15: Monday, April 17-Sunday, April 23
Race and Ethnicity

15.1 Watch
    Weekly update #15
15.2 Review weekly goals and objectives
15.3 Course evaluation
15.4 Read
    Chapter 13: Race and Ethnicity
15.5 Questions and Answers
    Group A: Create and post 2 video questions
    Group B: Create and post 2 reading questions
    Group C: Respond to 2 video questions

Group D: Respond to 2 reading questions
15.6 Reminder!
    Case Study #4 due
15.7 Reminder!
    Final reflection due next Saturday
15.8 Bye and thank you!

Week 16: Monday, April 24-<u>Saturday</u>, April 29

16.1 Reminder!
    Final Research Analysis due

Category 10 Rubric	A range (advanced)	B range (target)	C range (developing)	D/F range (entry level)
Context, Audience, Purpose Write in a manner responsive to the context, the audience, and the purpose of the assigned task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., incorrectly assumes the instructor or self are the audience).
Conventions Use conventions particular to a specific genre or discipline, including organization, content, presentation, formatting, and/or stylistic choices.	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Research Employ high quality, credible, relevant sources to develop ideas that are appropriate for the discipline or genre of the writing.	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.

Critical Thinking The evaluation of information and ideas to synthesize conclusions in order to affirm existing perspectives and solutions or propose new ones.	Evaluates information, ideas, or sources. Identifies gaps or limitations in existing ideas or sources. Synthesizes existing ideas or information to take a position. Affirms existing ideas or proposes new ones.	Evaluates information, ideas, or sources. Identifies gaps or limitations in existing ideas or sources. Synthesizes existing ideas or information to take a position.	Evaluates information, ideas, or sources. Identifies gaps or limitations in existing ideas or sources.	Identifies a conclusion based on given information. Superficially evaluates conclusion.
Effective Communication Exchange of information, regardless of medium, between two or more people wherein the intended message is purposefully designed and delivered.	Delivery of information is highly coherent. Communication achieves stated purpose. Communication aligns with intended audience. Uses conventions appropriate to a particular medium in a sophisticated way.	Delivery of information is coherent. Communication achieves stated purpose. Communication aligns with intended audience. Follows conventions appropriate to a particular medium.	Intended information is delivered. Communicates with a clearly-stated purpose. Follows conventions appropriate to a particular medium in a rudimentary way.	Information is delivered. Communication lacks a clearly-stated purpose. Shows an awareness of conventions appropriate to a particular medium.