**SOC& 201– Connected Knower**

Points: 100 Date Due: See syllabus

\*Must be typed.\*

|  |  |
| --- | --- |
| Name: |  |
| Date: | Connected Knower #?  1 2 3 |

**CLAIMS** (30 points)

A **claim** is a meaningful argument made by the speaker or the author of the text. Within each category below, list 2 claims. Do not use direct quotes; paraphrase instead. Provide page numbers where appropriate. Add more boxes if needed.

**Lectures/Presentations** (Choose any two lectures and type in two claims from each. If a guest speaker was present, add another box. Please use complete sentences.)

|  |  |
| --- | --- |
| [date, week #] |  |
| [date, week #] |  |

**Our Class** (Two claims made by two other different students in the class.)

|  |  |
| --- | --- |
| [date, week #,  student name] |  |
| [date, week #,  student name] |  |

**Films** (Type up claims from all films/video clips shown since the last Connected Knower—two claims per film.). Add more boxes if needed.

|  |  |
| --- | --- |
| [title, date] |  |
| [title, date] |  |

**Readings** (Choose any four articles since the last Connected Knower and type in two claims from each. Do not quote directly, but paraphrase here and provide page numbers.)

|  |  |
| --- | --- |
| [title & author, week #] |  |
| [title & author, week #] |  |
| [title & author, week #] |  |
| [title & author, week #] |  |

**CONNECTIONS** (40 points)

Choose 3 or 4 claims, each from a separate category that appear to be connected.

1. List them and then explain what each claim means in your own words.
2. Then, connect all of the claims **through one unifying theme**. What meaning do they make together? What larger issue do they address? Write at least 3 paragraphs for this section.

|  |
| --- |
|  |

**REFLECTIONS** (20 points)

Reflect on how the above claims/connections/unifying theme relate to your own life and lived experiences (about 1/2 page).

|  |
| --- |
|  |

**SEMINAR QUESTIONS** (10 points)

From the four articles you chose in your Readings section, write an open-ended question for each article. (These should be questions you don’t necessarily have the answer for, and can’t be answered with a ‘yes’ or ‘no’).

1.

2.

3.

4.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| DIMENSIONS | LEVEL 1  (60-69%) | LEVEL 2  (70-79%) | LEVEL 3  (80-89%) | LEVEL 4  (90-100%) | SCORE |
| 1. CLAIMS   The student is able to make meaningful claims through a thorough understanding of the material and reference to page numbers. | Claims are partial, incomplete and/or irrelevant | Some claims are complete and reflect a relevant argument of the author or text; many page numbers missing | Most claims are complete and reflect a relevant argument of the author or text; some page numbers missing | Claims are meaningful, complete and reflect a relevant argument of the author or text with accompanying page numbers. |  |
| 1. CONNECTIONS   The student is able to synthesize claims into a unifying theme and critically analyze that theme. | Claims are not explained and unifying theme is too vague or not present | Claims are partially explained and synthesized into a unifying theme which needs more analysis | Claims are explained and synthesized into a coherent unifying theme which is thoroughly analyzed | Claims are fully explained and synthesized into a coherent unifying theme which is thoroughly and insightfully analyzed |  |
| 1. REFLECTIONS   The student is able to apply a theme to their own life experience. | Reflection is too general; doesn’t apply to a life experience | Reflection is general and could be applied more fully to a specific life experience | Reflection is somewhat detailed and clear and applied to a specific life experience | Reflection is detailed and clear and applied to a specific life experience |  |
| 1. SEMINAR   The student is able to construct thoughtful, open-ended questions based on the reading material. | Questions are closed-ended and do not reflect an understanding of the material | Some questions are open-ended and illustrate a general understanding of the material | Most questions are open-ended and illustrate an understanding of the material | Questions are thoughtful, open-ended and illustrate a thorough understanding of the material |  |
| 1. MECHANICS   The student is able to express and organize ideas effectively and use proper mechanics (spelling, punctuation, grammar). | Ideas are disorganized and paper has several misspellings and/or grammatical errors | Ideas are somewhat organized and paper has 4 misspellings and/or grammatical errors | Ideas are mostly organized and paper has no more than 3 misspellings or grammatical errors | Paper is easy to follow and has no more than one or two misspellings and/or grammatical errors |  |
| COMMENTS: |  |  |  |  |  |  |