CONTEMPORARY SOCIAL PROBLEMS: VIEWS FROM HUMAN DEVELOPMENT AND EDUCATION

YU-TZU DEBBIE LIU, BROWN UNIVERSITY

ABSTRACT

This is a graduate (or upper-level undergraduate) course in the School of Education that meets face-to-face twice a week for 80 minutes each for a total of 15 weeks (a typical semester for universities that operate on a two semester academic year). Students taking this course are typically pursuing studies in the field of education, either as practicing teachers or educational researchers. The purpose of this course is to explore a selection of contemporary social problems in light of current theories and research in cognitive science, human development, and learning and teaching. The purpose of this course is to help students understand the complexities inherent in any social problem, underlying causality, and potential solutions. The course is heavily based on discussion. The course takes on a constructivist approach to teaching and learning, wherein students take on an increasingly active role in their learning as the course progresses.

INTRODUCTION & COURSE DESIGN

This is a graduate (or upper-level undergraduate) course in the School of Education that meets face-to-face twice a week for 80 minutes each for a total of 15 weeks (a typical semester for universities that operate on a two semester academic year). Students taking this course are typically pursuing studies in the field of education, either as practicing teachers or educational researchers. The purpose of this course is to explore a selection of contemporary social problems in light of current theories and research in cognitive science, human development, and learning and teaching. Contemporary, in this context, refers to the prominence of selected social problems in current cultural dialogue and does not necessarily imply that the issue is new. The course is designed to be flexible, allowing for social issues to be changed out depending on the instructor’s expertise. The value of the course comes from students learning how to apply insights from the field of human development and education to better understand a social issue, whichever the issue may be.

The course takes on a constructivist approach to teaching and learning, wherein students take on an increasingly active role in their learning as the course progresses. For example, the course is structured

ACKNOWLEDGEMENTS

I would like to thank Dr. Tina Grotzer and Rebecca Miller at the Harvard Graduate School of Education for their support and feedback in developing this course, and the collegial community at the Harvard Graduate School of Education for their overall influence on my pedagogical style.
into three units; in Unit I the instructor is the sole facilitator of the class discussions and presents supplementary information to guide the discussions. As the course transitions to Unit II, students (rather than the instructor) will lead 60 minute class presentations and discussions on the assigned readings and topic of the day. Within Unit III, students are given even more autonomy and flexibility in exploring a topic of their interest for the remainder of the semester. The course concludes with student presentations on the social issue they have chosen to explore in Unit III. Hence, the course design incorporates a standard weaning process. With the instructor leading Unit I, students are provided with a model for how to lead class discussions and the depth of analysis, as they become increasingly responsible for their learning (i.e. through choosing their own topics to explore and through various forms of class presentations).

As a heavily discussion-based course, course readings are relied upon to guide the class discussions. The selection of diverse readings is intended to help students develop an integrated perspective. Some readings provide a clear and succinct summary of a complex issue. Other readings present a provocative stance that warrants students’ consideration and critique. Sometimes two readings that present conflicting views about the same topic are provided. One reading may offer a broad overview, while another provides a focused analysis.

Given that the success of this course depends heavily on the informed, thoughtful, and engaged participation of everyone, a fairly large component of a student’s grade comes from “class participation” (25%). As a part of the participation grade, students are required to lead a class presentation and discussion. This was designed to prevent unduly penalizing students who may have a more introverted learning style and have difficulty speaking up in class. As a graduate and upper undergraduate course, a large portion of the grade comes from the production of three papers (65%). In accordance with the weaning process, the first two papers entail synthesis of already-supplied information from the first two units of the course respectively (20% each), whereas the third paper is more exploratory in nature (25%) as it requires students to research and synthesize their own information. The remaining 10% of the course grade is given to the culminating class presentation wherein students share their work on the social issue of their choice for Paper 3 (Paper 3 is submitted after the presentation, during finals period). Given that the work done for Paper 3 provides the materials for the final presentation, an allocation of 10% of the grade for the final presentation seems fitting despite the fact that it is a culminating event.

**COURSE PURPOSE**

The purpose of this course is to explore a selection of contemporary social problems in light of current theories and research in cognitive science, human development, and learning and teaching. Applying these principles allow students to better understand the complexities inherent in any social problem, its underlying causality, and potential solutions. The course is divided into three units. The first unit addresses science illiteracy as a social problem. The second unit addresses the role of New Digital Media in creating and providing solutions to various social issues. The third unit begins with a general survey of a few other issues unique to present-day society, as a launching point for students to then select a topic of their interest to explore for the remainder of the semester, which will culminate into their final paper (Paper 3). This involves students conducting individual literature reviews to explore mechanisms and possible solutions to a social problem of their choice, and using the class (weeks 10-12) as an intellectual community to work through puzzles in their thought processes and advance their thinking.
An important goal of the course is for students to gain greater expertise in defining a social problem, and using research evidence and theoretical frameworks to better understand causal mechanisms, solutions, and implications of their analysis. As outlined below, a question is posed for each class that will be used both to guide general discussion and written assignments. The last two weeks of the course (may vary depending on class size) will be devoted to student presentations on the social issue they have selected to explore for their final paper (Paper 3).

COURSE REQUIREMENTS

I. CLASS PARTICIPATION AND LEADING CLASS: 25% OF THE COURSE GRADE

Class participation includes attending class, being prepared for class discussions by reading and reflecting on the assigned readings beforehand, actively participating and contributing to class discussions, and following through with assigned tasks such as posting readings on the course online forum by the specified deadline and bringing materials to class when working in groups.

Starting Week 6 (Unit II), each student will select a day to lead a 60 minute presentation and discussion. Students are to use this time to engage the class in understanding and discussing the readings assigned for that class. Students are encouraged to use this time creatively and present alternative or supplementary perspectives/information/videos to the class. See sign-up sheet at the end of the syllabus (Appendix A); preferably one student will present each day, but if the class enrollment is high, students can present together as a group.

II. THREE PAPERS (PAPER 1 & 2: 20% OF THE COURSE GRADE. PAPER 3: 25% OF THE COURSE GRADE)

Paper #1 topic: How can we better understand science illiteracy as a social problem?

Paper #2 topic: What role do New Digital Media play in creating and providing solutions to social issues?

Paper #3 topic: Using a social issue of your choice, address the following:

- Defining the social problem: What is the nature and scope of the problem?
- Understanding causes of the social problem: What theories or perspectives can be employed to better understand or explain the problem? Provide evidence and/or counterevidence.
- Investigating solutions to the social problem: What are the implications of your analysis?

The topics for the first two papers correspond to the readings and discussions that will be covered in the first two units, respectively. This allows students to demonstrate their understanding of the materials covered in each unit. Papers will be assessed in terms of 1) the extent to which the relevant evidence/materials (for the first two papers, this is gleaned from class readings and discussions) are appropriately integrated and connected to address the topic, and 2) clear writing and thoughtful formatting/structure of the paper for ease of reading and understanding. Refer to the grading rubric at the end of the syllabus (Appendix B).

Papers are due before class on the assigned date. Please submit all papers electronically in doc or docx files via email or course online forum. Do not send pdf files. The text of all three papers should be about
5-8 (no longer than 8) typed double-spaced pages, using APA-style citation formatting. All three papers should include a full and accurate bibliography of works cited.

### III. FINAL CLASS PRESENTATION: 10% OF THE COURSE GRADE

During the last two weeks of class, each student will have 20 minutes (15 minutes presentation, 5 minutes for questions and feedback) to share the work he/she has done thus far on the social issue of their choice for Paper 3. This allows students to learn about various social issues from each other, provide feedback, and incorporate feedbacks and suggestions in the write-up of their paper.

## COURSE TIMELINE

<table>
<thead>
<tr>
<th>UNIT</th>
<th>WEEK</th>
<th>TOPIC</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE INTRODUCTION</td>
<td>1: Thu</td>
<td>What defines a social problem?</td>
<td></td>
</tr>
<tr>
<td>UNIT I: SCIENTIFIC LITERACY</td>
<td>2: Tue</td>
<td>How can we better understand science illiteracy as a social problem?</td>
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<tr>
<td></td>
<td>2: Thu</td>
<td>Looking at cognitive patterns: How can we better understand science illiteracy as a complex social problem?</td>
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<tr>
<td></td>
<td>3: Tue</td>
<td>Looking at the nature of science: How can we better understand science illiteracy as a complex social problem?</td>
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<tr>
<td></td>
<td>3: Thu</td>
<td>Looking at the power of belief: How can we better understand science illiteracy as a complex social problem?</td>
<td></td>
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<tr>
<td></td>
<td>4: Tue</td>
<td>Looking at the gender gap: How can we better understand science illiteracy as a complex social problem?</td>
<td></td>
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<tr>
<td></td>
<td>4: Thu</td>
<td>How can we better understand stereotype threat as a social problem?</td>
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<tr>
<td>UNIT II: NEW DIGITAL MEDIA</td>
<td>5: Tue</td>
<td>What role do New Digital Media play in creating and providing solutions to social issues?</td>
<td>Paper #1 due</td>
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<tr>
<td></td>
<td>5: Thu</td>
<td>How can we better understand cyberbullying as a social problem?</td>
<td></td>
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<td></td>
<td>6: Tue &amp; Thu</td>
<td>How can we better understand media violence as a social problem?</td>
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<td>7: Tue</td>
<td>How can we better understand Facebook (social media) as a social problem?</td>
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<td></td>
<td>7: Thu</td>
<td>How can we better understand the digital divide as a social problem?</td>
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<tr>
<td></td>
<td>8: Tue</td>
<td>How can we better understand the civic achievement gap as a social problem?</td>
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<tr>
<td>UNIT III: OTHER SOCIAL ISSUES</td>
<td>8: Thu</td>
<td>How can we better understand environmental inequality as a social problem?</td>
<td>Paper #2 due</td>
</tr>
<tr>
<td></td>
<td>9: Tue</td>
<td>How can we better understand the Black-White Achievement gap as a social problem?</td>
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</table>
UNIT I: SCIENTIFIC LITERACY

WEEK 1/THURSDAY: WHAT DEFINES A SOCIAL PROBLEM?

READINGS:

READINGS:
- Instructor and student introductions.
- Exploring required components that define a social problem.

WEEK 2/TUESDAY: HOW CAN WE BETTER UNDERSTAND SCIENCE ILLITERACY AS A SOCIAL PROBLEM?

READINGS:

IN CLASS:
- Example questions to explore: What makes one scientifically literate? What are arguments for and against science literacy?
- Watch Minds of Our Own. Harvard-Smithsonian Center for Astrophysics, 1997. DVD.
- Explore questions related to the topic for the next class: Do the facts speak for themselves? Is seeing believing?
WEEK 2/THURSDAY: LOOKING AT COGNITIVE PATTERNS: HOW CAN WE BETTER UNDERSTAND SCIENCE ILLITERACY AS A COMPLEX SOCIAL PROBLEM?

READINGS:


IN CLASS:

- Where lies the complexity in science literacy? Explore challenges dealing with conceptual change, cognitive heuristics (patterns of perception and thinking), and reasoning with complex causal patterns.

WEEK 3/TUESDAY: LOOKING AT THE NATURE OF SCIENCE: HOW CAN WE BETTER UNDERSTAND SCIENCE ILLITERACY AS A COMPLEX SOCIAL PROBLEM?

READINGS:


IN CLASS:

- Where lies the complexity in science literacy? Explore challenges dealing with individual and public understanding of the Nature of Science (i.e. how science works, how scientific knowledge is generated, the characteristics of the product and process of science), and their trust in science.
- The Structure of Scientific Revolutions (Thomas Kuhn, 1962). Explore paradigm shifts in science, and how science does not connote absolute fact or certainty.

WEEK 3/THURSDAY: LOOKING AT THE POWER OF BELIEF: HOW CAN WE BETTER UNDERSTAND SCIENCE ILLITERACY AS A COMPLEX SOCIAL PROBLEM?

READINGS:

IN CLASS:

- Where lies the complexity in science literacy? Explore challenges dealing with social and motivational factors.

WEEK 4/TUESDAY: LOOKING AT THE GENDER GAP: HOW CAN WE BETTER UNDERSTAND SCIENCE ILLITERACY AS A COMPLEX SOCIAL PROBLEM?

READINGS:


IN CLASS:

- Where lies the complexity in science literacy? Explore challenges dealing with social and motivational factors.

WEEK 4/THURSDAY: HOW CAN WE BETTER UNDERSTAND STEREOTYPE THREAT AS A SOCIAL PROBLEM?

READINGS:


IN CLASS:

- Explore causes of gender/minority academic gap (e.g., input received from other people, society/media, culture; ones self-perceptions, expectations, and theory of intelligence), possible mechanisms of stereotype threat, and some solutions or interventions.
- Example questions to reflect on: How does one’s developmental stage interact with the various aspects influencing science literacy? How can developmental research inform our approaches to addressing science illiteracy (i.e. to better teach or present science)?
UNIT II: NEW DIGITAL MEDIA

PAPER #1 IS DUE BEFORE CLASS.

WEEK 5/TUESDAY: WHAT ROLE DO NEW DIGITAL MEDIA PLAY IN CREATING AND PROVIDING SOLUTIONS TO SOCIAL ISSUES?

READINGS:


IN CLASS:

- Explore the positive and negative effects of New Digital Media (e.g., on cognitive development, social development, family dynamics, peer relationship).

WEEK 5/THURSDAY: HOW CAN WE BETTER UNDERSTAND CYBERBULLYING AS A SOCIAL PROBLEM?

READINGS:


IN CLASS:

- Example question to explore: Is there Goodness (Gardner, 2011) left with the New Digital Media culture?

WEEK 6/TUESDAY: HOW CAN WE BETTER UNDERSTAND MEDIA VIOLENCE AS A SOCIAL PROBLEM?

READINGS:


**IN CLASS:**

• Starting this week, students will present and lead discussions for 60 minutes. The instructor will use the remaining 20 minutes to either supplement the students’ presentation by drawing the class’ attention to key take-away points, wrap up a previous class’s conversation, and/or set-up the conversation for next class.

**WEEK 6/THURSDAY: HOW CAN WE BETTER UNDERSTAND MEDIA VIOLENCE AS A SOCIAL PROBLEM?**

**READINGS:**


**WEEK 7/TUESDAY: HOW CAN WE BETTER UNDERSTAND FACEBOOK (SOCIAL MEDIA) AS A SOCIAL PROBLEM?**


**WEEK 7/THURSDAY: HOW CAN WE BETTER UNDERSTAND THE DIGITAL DIVIDE AS A SOCIAL PROBLEM?**


**WEEK 8/TUESDAY: HOW CAN WE BETTER UNDERSTAND THE CIVIC ACHIEVEMENT GAP AS A SOCIAL PROBLEM?**


• Pettingill, L. (September 2007). *Engagement 2.0? How the New Digital Media can Invigorate Civic Engagement*. 
UNIT III: OTHER SOCIAL ISSUES

WEEK 8/THURSDAY: HOW CAN WE BETTER UNDERSTAND ENVIRONMENTAL INEQUALITY AS A SOCIAL PROBLEM?

READINGS:


IN CLASS:

- Have students start thinking about the topic they will explore during weeks 10-12, which will culminate into their final paper (Paper 3), and which will be the basis for the final presentation. Suggest possible social issues for students to explore:
  - Topics introduced in Unit III:
    - Immigration issues (e.g., increasing cultural/religious diversity in classrooms, children of illegal immigrants); Black-White Achievement gap; Environmental inequality
  - Topics in Unit II (that were not explored in depth in Paper 2)
    - Civic achievement gap; Social media
  - Unexplored topics
    - Global (in)competency; Ageing population; Teen pregnancy; Economic inequality; Discrimination

PAPER #2 IS DUE BEFORE CLASS.

WEEK 9/TUESDAY: HOW CAN WE BETTER UNDERSTAND THE BLACK-WHITE ACHIEVEMENT GAP AS A SOCIAL PROBLEM?

READINGS:


WEEK 9/THURSDAY: WHAT SOCIAL ISSUES ARISE FROM INCREASE IMMIGRANT DIVERSITY IN CLASSROOMS?

READINGS:

WEEK 10/TUESDAY AND THURSDAY: DEFINING THE SOCIAL PROBLEM: WHAT IS THE NATURE AND SCOPE OF THE PROBLEM?

Research articles and post on the course online forum one representative article used to define the problem that you have chosen to explore and write about for Paper 3; read postings on the course online forum by your designated classmates; if it’s your day to share, bring materials (e.g., articles, questions, write-ups) to facilitate discussions on the existence of the social problem.

CLASS PREPARATION AND SCHEDULE FOR WEEK 10-12

BEFORE CLASS:
- Saturday night (~11:59pm): Upload 1 representative article to the course online forum.
- Read articles from 3 designated classmates (Refer to the Reading List at the end of the syllabus; Appendix C).
- If it’s your day to share, bring materials (e.g., your article, questions, or write-ups) to facilitate discussion on your work.

IN CLASS: WORK IN DESIGNATED GROUPS OF 6.
- 3 people present on Tues (20 minutes each person).
- 3 people present on Thurs (20 minutes each person).
- Students will utilize the classroom as an intellectual community to work through puzzles and further their thinking. Questions to ask of themselves and each other:
  - Are you convinced that this is a social issue? What makes it a social issue? Is it truly a social issue, or a cause of a larger social issue?

WEEK 11/TUESDAY AND THURSDAY: UNDERSTANDING CAUSES OF THE SOCIAL PROBLEM: WHAT THEORIES OR PERSPECTIVES CAN BE EMPLOYED TO BETTER UNDERSTAND OR EXPLAIN THE PROBLEM? PROVIDE EVIDENCE AND/OR COUNTEREVIDENCE.

Research and post on the course online forum one representative article on possible theories or perspectives that could be used to analyze the problem you have chosen; read postings on the course online forum posted by classmates in your designated group; bring materials (e.g., articles, questions, write-ups) to facilitate discussions on your work.

IN CLASS:
- Explore various challenges that add to the complexity of their social problem: developmental challenges, cognitive challenges involved with processing information, affective challenges involved with changing behaviors or beliefs, and social or cultural challenges.
WEEK 12/TUESDAY AND THURSDAY: INVESTIGATING SOLUTIONS TO THE SOCIAL PROBLEM: WHAT ARE THE IMPLICATIONS OF YOUR ANALYSIS?

Research and post on the course online forum one representative article on possible solutions to the social problem you have chosen; skim all postings on the course online forum by other classmates in your designated group; bring materials (e.g., articles, questions, write-ups) to facilitate discussions on your work.

**IN CLASS:**

- Explore the negative or positive effects of the social problem at the individual, institutional, or societal levels, and possible solutions at each level.
- Remind students the purposes of the class presentations are as follows:
  - Learn from your colleagues about their various social issues
  - Receive feedback from peers to help you in your thinking/writing
  - Incorporate feedback and suggestions in your Paper 3

WEEK 13 & 14/TUESDAYS AND THURSDAYS: CLASS PRESENTATIONS

**IN CLASS (FOR WEEK 13-14):**

- Each student will have 20 minutes (15 minutes presentation, 5 minutes for questions and feedback) to share the work he/she has done thus far on the social issue of his/her choice for paper #3.
- Remind students to give constructive feedback: Ask questions of clarification. What strikes you positively about the topic or the framing of the topic? What are you wondering about, puzzled about, your concerns and recommendations? Respond to the presenter’s requests for feedback on particular points.

PAPER #3 IS DUE FINALS WEEK
## APPENDIX A: STUDENT PRESENTATION AND DISCUSSION SIGN-UP SHEET

Students lead 60 min discussions/presentations/demonstrations. You can use the time however you like to engage the class in the readings and/or topic of the week. You do not have to focus solely on the readings (but if you are more comfortable doing so, you may); you might want to present alternative or supplementary perspectives/information/videos with the class. [Preferably one student will present each day, but if the enrollment for the class is high, more students can present together as a group].

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Student name</th>
<th>Student name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6/Tues:</td>
<td>How can we better understand media violence as a social problem?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6/Thurs:</td>
<td>How can we better understand media violence as a social problem?</td>
<td></td>
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<tr>
<td>Week 7/Tues:</td>
<td>How can we better understand Facebook (social media) as a social problem?</td>
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<tr>
<td>Week 7/Thurs:</td>
<td>How can we better understand the digital divide as a social problem?</td>
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<tr>
<td>Week 8/Tues:</td>
<td>How can we better understand the civic achievement gap as a social problem?</td>
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<tr>
<td>Week 8/Thurs:</td>
<td>How can we better understand environmental inequality as a social problem?</td>
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<tr>
<td>Week 9/Tues:</td>
<td>How can we better understand the Black-White Achievement gap as a social problem?</td>
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<tr>
<td>Week 9/Thurs:</td>
<td>What social issues arise from increase immigrant diversity in classrooms?</td>
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</tbody>
</table>
## APPENDIX B: GRADING RUBRIC FOR PAPERS

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduction is engaging; states the main topic and previews the structure of the paper</td>
<td>Introduction states the main topic and previews the structure of the paper</td>
<td>Introduction states the main topic but does not adequately preview the structure of the paper</td>
<td>No clear introduction or main topic; the structure of the paper is missing</td>
</tr>
<tr>
<td><strong>Thesis Statement</strong></td>
<td>Clearly and concisely states the paper’s purpose in a single sentence, which is engaging and thought-provoking</td>
<td>Clearly states the paper’s purpose in a single sentence</td>
<td>States the paper’s purpose in a single sentence</td>
<td>Incomplete and/or unfocused</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Writer covers the appropriate content in depth, in his/her own words; the writer cites sources when specific statements are made; the significance of quotes, when used, is explained</td>
<td>Writer includes the major sections of pertinent content, and covers them adequately; the significance of quotes, when used, is explained</td>
<td>Writer includes the major sections of pertinent content, but does not cover them in much depth or detail; Direct quotes (with citations) are somewhat overused</td>
<td>Writer has omitted major sections of pertinent content, or simply strings together direct quotes (with citations) without interpretation in his/her own words.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Conclusion is engaging and restates the thesis; insights into the topic are appropriate; conclusions are strongly supported within the paper</td>
<td>Conclusion restates the thesis; the writer provides concluding remarks that show an analysis and synthesis of ideas</td>
<td>Conclusion does not adequately restate the thesis; some of the conclusions are not supported in the body of the paper</td>
<td>Incomplete and/or unfocused</td>
</tr>
<tr>
<td><strong>Clarity of Writing</strong></td>
<td>Writing is clear and concise</td>
<td>Writing is clear, but unnecessary words are</td>
<td>Writing is generally clear, but unnecessary</td>
<td>It is difficult for the reader to understand what</td>
</tr>
<tr>
<td>Category</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
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<tr>
<td><strong>Organization/Structure</strong></td>
<td>Demonstrates logical sequencing of ideas through well-developed paragraphs (cite and evaluate research evidence); transitions tie individual paragraphs together.</td>
<td>Paragraphs are mostly well-developed; there is a basic flow from one section to the next</td>
<td>Organization of ideas not fully developed; not all sections or paragraphs follow in a natural or logical order</td>
<td>No evidence of structure or organization; little direction with disjointed subtopics</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No grammatical, spelling, or punctuation errors</td>
<td>Almost no grammatical, spelling or punctuation errors; grammatical errors do not compromise readability</td>
<td>Many grammatical, spelling, or punctuation errors; grammatical errors somewhat compromise readability</td>
<td>Numerous and distracting grammatical, spelling, or punctuation errors</td>
</tr>
<tr>
<td><strong>Citations and References</strong></td>
<td>All sources are cited in the text and reference section</td>
<td></td>
<td></td>
<td>Some sources are not documented, raising the possibility of plagiarism.</td>
</tr>
</tbody>
</table>

*Adapted from the work of Dr. Paul Harris, Harvard Graduate School of Education*
APPENDIX C: **READING LIST**

**Before class, please read all 3 articles posted by your classmates in your group.** For example, if you are in Group 1, make sure to read the articles posted by Student 1, Student 2, and Student 3 for Tuesday’s class. If you are in Group 2, make sure to read the articles posted by Student 7, Student 8, and Student 9 for Tuesday’s class.

<table>
<thead>
<tr>
<th>Student</th>
<th>Social Problem Topic (instructor fills this in once he/she knows the student’s topic of choice)</th>
<th>Day to share (20min each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
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<tr>
<td>Student 1</td>
<td></td>
<td>Tues</td>
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<td>Student 2</td>
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<td>Student 3</td>
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<td>Student 4</td>
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<td>Student 5</td>
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<td>Student 6</td>
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<td>Group 2</td>
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<td>Student 7</td>
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<td>Student 8</td>
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<td>Student 10</td>
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<td>Student 11</td>
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<tr>
<td>Student 12</td>
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