Abstract

In this portfolio, I look at two small interventions designed to help my students better engage and synthesize complex concepts addressed in class readings. The course I look at is C122 Interpersonal Communication. The course is decidedly unorthodox and the major project the students work on throughout the semester requires ethnographic research of their own speech communities and a series of papers that connects that research to concepts taught in class. One of the teaching challenges I faced was helping students engage the theories and concepts from readings in ways that would help them use those theories in their ethnographies. One of the interventions was designed to help students connect complex concepts by identifying concepts and explaining the concepts through a concept map assignment. The other intervention was designed to help me better track student learning on a small, everyday scale so that I could change class formats to address student needs. I found that while students did not always enjoy the concept mapping assignment, it was a significant assessment of their understanding and that their final ethnographic assignments reflected their complex connections between theory.

Introduction

I teach a 100 level class for the Department of Communication and Culture at Indiana University entitled Interpersonal Communication (C122). A faculty member in the department oversees the course, establishes a course-wide syllabus, assignments, content and guidelines and directs the team of graduate students who teach the sections offered. Graduate students are the primary instructors for the sections they teach and are responsible for all classroom activity and for all grading. There are more than twenty sections of C122 taught during a semester by different graduate instructors; this poses the challenge of maintaining standardization across sections while at the same time working with graduate instructors of differing levels of experience. The standardized syllabus, content and course outline provide consistency and fairness across sections while allowing graduate student instructors the opportunity to determine the kinds of teaching strategies they'll employ to help students learn the core concepts the course offers. Theoretically all C122 sections are reading and learning the same things on the same day, and turning in the same major assignments, but may be doing different activities in the classroom as part of that learning depending on their graduate instructor. Instructors can also choose to emphasize specific aspects of the major assignments. Aside from the daily decision making about how to best teach the concepts and articles assigned, the course does offer graduate student instructors complete control over “In-class Assignments”. The “In-class Assignments” give graduate students a chance to create assignments that carry points and are thus part of the students graded work. While being a structured, standardized general course, C122 also allows instructors to practice pedagogy styles and assignments.

Interpersonal Communication fulfills a College of Arts and Science, Social and Historical requirement. This is a general education credit that students may take as an elective to fulfill some part of their general education and a number of majors across

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1 See Appendix A for the syllabus used for C122 by all graduate students. I have italicized on page 5 of the
campus require the course for graduation. The class is capped at 24 students and is taught in classrooms in the dorms. As it is a 100 level course, it is designed to be taken by freshman and sophomores, and freshman and sophomores do primarily enroll in the course. However, in the two semesters I’ve taught Interpersonal Communication, juniors and seniors have enrolled when the major they’ve chosen requires C122 in order for graduation. Because the course is a 100 level requirement for many majors the class demographics often reflect the demographics of Indiana University undergraduate student body: 80% white, 3.8% African American, 3.1% Asian, 2.1% Hispanic, with 68% of students coming from Indiana.\(^2\)

At the beginning of every semester, I do an activity that asks the class collectively to write on the board all the different identity positions we all come from. The board ends up being filled with words like, “Hoosier, student, athlete, latina, daughter, black, uncle, brother, musician, white, New Yorker, employee . . .” This collective list reflects commonalities (most of the class is usually white and from Indiana) but also allows the differences to emerge and demonstrates the kinds of experiences and perspective students are bringing to the classroom.

C122 is structured around a textbook called A Cultural Approach to Interpersonal Communication: Essential Readings. This textbook offers students a unique approach to interpersonal communication as it is designed to give students the necessary theoretical and conceptual tools to conduct their own ethnography. The book is formatted to make scholarly articles accessible to students; it is full of theoretical work on the inseparability of culture and communication and its performative nature, followed by examples of specific ethnographic work that engages that theory. The ethnographic articles cover a wide range of communicative practices: slang in a California high school, greetings in the Sahara, sign language in a deaf church, the language of fraternities to name a few. The book is essentially a compilation of these scholarly articles, ordered to help introduce the idea of ethnography and performance to students through scholarly work. Since the readings in the book are not summaries, but the (sometimes abridged) articles themselves, the course asks high level reading and thinking skills of the students as it works to bring them closer to being able to complete their own ethnography.

The class format revolves around discussion of the articles assigned for the day and explaining and practicing the skills necessary to complete the course wide ethnography project. Classroom activities involve a variety of things; short mini-lectures, large group discussion about the articles, small group work that they put up on the board, discussion about video clips that demonstrate a concept from class and group presentations. Class also periodically involves description and practice of different ethnographic methods as students work towards their ethnographic project. The structure of the course seems to promote transfer of some of the signature pedagogies through the nature of the assignments. We ask students to conduct their own ethnography; students are not just reading about scholars and they way they’ve done ethnography but they are themselves participating in the research methods the field suggests are important. In this process they are learning to look critically at the process of communication and figure out what kind of

\(^2\) Taken from a report prepared by Lisa Kurz, David Perry and Ray Smith entitled Learning Activities of IU Bloomington Students: Report of an Online Survey.
meaning they see being produced in that process. Teaching them how to go about doing an ethnography involves giving them multiple examples of this critical examination of communication through not only the text book (scholarly articles that demonstrate ethnography) but through the myriad of media examples they encounter everyday. I think one process of transfer is required when I ask students to find the way concepts from the course show up in their everyday lives. This happens regularly in class discussion (on good days) and gives them a chance to think in the way our discipline asks them to about the concepts they are learning in class.

Objectives

I look at two specific teaching innovations: an early intervention in teaching theory on one of the more challenging reading days that involved group work and concept mapping, and regular and brief in-class assessments designed to help me better uncover what was still unclear for students. I developed both of these assessments with the objective to help student better understand, engage and synthesize core concepts introduced in the reading. I wanted to focus on this objective, as it seemed to be at the core of what the other major assignments require them to do. As mentioned in the introduction the course’s seeks to help students connect everyday communicative practices with larger theories that help explain social and cultural worlds. To this end, students must complete an ethnography that spans the course of the semester, working to track their own everyday communicative practices, they are then asked to connect them to larger notions of theory that help illuminate and explain what they see in their recordings. To do this, students must understand the complex theories and concepts the course introduces through the readings.

The skills needed to understand these readings are part of the courses learning objectives and dovetail with the disciplines core pedagogies. Critical reading, the ability to pull out core concepts from articles and connect them to others are all part of the skill set students need to successfully complete the final ethnography. This final project is built on smaller assignments that help students work up to the ethnography. Students are asked to record two social situations over the course of the semester that they can compare in their final ethnography. Each recording involves the students transcribing two to three minutes of the recording, completing jottings about the context of the recording, and writing up “fieldnotes” about the recording. The fieldnotes portion of the assignment is designed to help students begin to engage the practical everyday moments of communication with the theories we’ve talked about in class. Students do this assignment for each of their recorded situations.

One of my teaching challenges involved helping students understand and synthesize concepts introduced via academic texts assigned as readings. This involved helping them to see the connections between the texts, the way the theories engaged one another. My challenge was enabling students to see the way the theories fit into their own “ethnographies;” I wanted to help students see the connection between the theories they read about in the articles and the conversations they were recording and transcribing in their living rooms. This was part of the biggest challenge teaching this class presents: helping students acquire the skills to 1) understand the theories about communication being presented 2) be able to see and articulate the relationship between the various
theories being presented 3) take those theories and apply them in nuanced ways to their ethnographic material. These are high level skills we are asking students to do.

Implementation

To help students practice the three skills (understand theories, articulate relationships between them and apply the theories to their ethnographic material) I designed a small intervention that allowed students to practice the first two skills mentioned. I created an assignment that draws from teaching innovation scholarship called “concept mapping.” Concept maps are a way for students to illustrate their understanding of concepts and the way those concepts are related. A critical component of concept maps are the short phrases or word that go between the concepts; these “connecting words” articulate the relationship between the two concepts. The addition of connecting words in a concept map assignments makes the maps more than a number of concepts with lines between them. The connecting words make explaining and thinking about the connection between concepts visible. Often concept maps are used in science-based classes as they allow students to demonstrate what is often a relationship of hierarchy between states or material things. In this case, I wanted students to use concept maps to explain theories and methods for understanding communication.

I chose to introduce the concept maps on a particularly challenging reading day. On Day 4 of the course, students must read 6 short but theoretically dense articles about ethnographic methods and the theoretical insights those methods yield. Students often walk away from the class feeling lost and it is challenging to get them to connect the concepts between articles and authors. To help prepare them for the concept map assignment and to encourage them to deeply understand at least one article, I assigned the students to be “experts” on one of the articles, emphasizing that they needed to read all of them.

Students came to class prepared and were assigned to work in small groups to come up with a “single sentence summary” that they wrote on the board for their assigned article. They also drew out the ethnographic tools offered and listed them there as well. Students in groups then explained to the class their findings. As each group did this, we worked together as a class to draw out the key concepts from each article. Underlying the concepts already there, and adding others that had not made an appearance on the chalkboard, I tried to visually accent the concepts as well as talk through the process of finding the critical concepts in a text.

When this process was over there were a number of concepts circled on the board. At this point I then passed out the concept map assignment sheet which outlined for students the basic task ahead of them (found in the appendix). As I walked them through the assignment, I cleared a space on the board where we mapped out a few of the concepts together and came up with connecting words as a model for what they were to go home and do on their own. At this point I talked about the importance of connecting words and emphasized how critical they were for this kind of map. I emphasized to them that concept maps are a unique representation of their understanding and that no two maps needed to look the same, but that there most likely would be some commonalities throughout their maps. I emphasized the importance of connecting words explaining that these phrases help explain how they see the concepts connected and are the evidence for their understanding
of the relationship between concepts. I then sent students home to complete their concept maps for the following day of class.

Before I collected the assignments the following course period, I debriefed the process with the students. Many of them said they had never been asked to complete an assignment like this before and they found it particularly challenging. At this point, I asked students to pull out their concept maps and trade with a neighbor. They were to look over their classmate’s map and notice similarities and differences from the work that they did. I asked them to circle connecting words that were confusing or did not clearly explain the relationship. I then led a class discussion on the things they noticed after sharing their maps.

**Assessment**

In this assessment piece, I draw from actual samples of students’ work, their reflections on the assignment, and the class discussion where students talked about the challenges and reflected on their concept maps. It became clear from our class discussion that students found the assignment challenging and that it had required them to think in ways that they had not often been asked to do.

Students struggled particularly with the connecting words. In some instances, a clear and descriptive connecting word articulated the relationship between concepts and in others the connecting words became more of a way to define one of the concepts and did not address the connection between the concepts at all. I have included two samples of students first attempts at concept map below. In both it is clear that students struggled to explain the connection. This was a bit of a wake up call for me as I realized that what the students’ work reflected was that they had not clearly understood the concepts. In light of this, I spent the day after I had graded the maps, developing a lesson plan that would have the students re-engage with the unclear concepts and connect them again. As part of this lesson plan, I reassigned the students to take their maps home and edit them to better reflect their understanding. Students groaned a bit at this, and I made efforts to articulate why I was having them do this. I explained that the maps actually worked really well at helping me see where there were still gaps for them in their understanding and that in order to complete the semester wide project it was critical for them to get this stuff, and their grade on their concept map would change based on the editing they did. I still saw some eyes roll but most folks seemed grateful for the opportunity to improve their grade, if not for the opportunity to fill in the gaps in their understanding.

When students resubmitted their concepts maps, I asked them to fill out a survey based on their experience with the concept map. The survey consisted of three questions 1) what was the process of doing a concept map like for you? 2) How did the concept map assignment ask you to relate to the material? 3) Did you find the concept map help you understand the material? Students answered these questions anonymously.

In looking at their response it is clear that students had a range of experiences with the concept map. Many said that this was a challenging assignment. One student said, “This assignment was challenging, and I had a hard time starting, but it helped me think and reflect on all the ideas in the article and see how they related.” Another commented, “it was challenging, but I felt it was effective because it really just helped me to tie everything
together.” In a similar vein, a student said, “I’ve never done this before but I feel it was interesting in a good way. It helped to show that different things could be connected” In these students’ responses, they address the difficulty of the assignment, but the benefit of being able to connect the concepts in ways they hadn’t prior to the concept.

Fig 1.

![Concept Map Diagram]

Fig 1 demonstrates a concept map with connecting words that sometimes failed to articulate connections and instead defined words. It is clear where the student understood and could articulate connections between concepts and where there were still gaps in their understanding.

Another set of responses commented directly on the technology and the newness of this assignment. One student said, “I really liked using the software to create the map because it was something different. It forced me to think of more creative ways to connect the articles.” Another group of responses pointed to the challenge of connecting words. Students said, “I had never done one before so I actually found it rather challenging to connect the words.” Another student said, “It was hard to come up with connecting words. I don’t think the connections I made were as strong as they should have been.”

Some students expressed a strong dislike of the assignment citing that “It was challenging and kind of annoying to me, because I felt like I was repeating the connecting words. It didn’t really help my understanding of the articles.” Another said that it wasn’t a challenge but that it was “Relatively easy to do but I don’t believe it helped me learn much.” And a final commented expressed the desire to never do one again, “I’ve never done a concept map before this class and hopefully will never do one again”
In taking stock of these comments and our class discussion I would say that the concept map assignment challenged students in a way that stretched them beyond their comfort zone. I think this was in part because of the newness of the assignment and their unfamiliarity with concept maps. I also think that the assignment asked them to think about class material in a way that was also new and challenging and for some uncomfortable. Requiring them to explain the connections between concepts turned out to be a difficult task. Part of redeeming this assignment for them involved the opportunity to rework their maps. This also was a chance to model the way high level thinking happens; it often requires assessment and rethinking to make clear the complexities cited.

Fig 2.

After implementing this teaching innovation, I would make a few adjustments and tweaks so that it can better connect to the core pedagogies of the course. Although the reworking of the maps was not an initial part of my assignment design, I will keep that in
future iterations of this assignment because students produced much clearer maps after their second chance at it. I also liked that processing the experience gave students a chance to discuss the difficult nature of the task and to strategize together about ways to make it easier to connect the complex concepts we were discussing in class.
APPENDIX A

Course Syllabus:

C122 Interpersonal Communication | Course Guidelines for Students

About these Guidelines
As for all your college courses, you are responsible for understanding all of the policies, assignments, and due dates for C122. If you have any questions, talk with your instructor.

Required Course Materials
1) Monaghan, Leila, and Jane E. Goodman, eds. A Cultural Approach to Interpersonal Communication. (Blackwell, 2006). This textbook is available at the Indiana Memorial Union (IMU) Bookstore (355-6018), the TIS Bookstore (3rd and Jordan Streets, 332-3306), and Boxcar Books (310A South Washington St., 339-8710). Consult the syllabus for the dates on which you will be responsible for the readings.

2) A portable recording device (cassette tape or electronic) and two cassette tapes or CDs. Some tape recorders are available for rental from the Kent Cooper Room of the Wells Library.

3) Other materials as designated by your instructor.

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Student Ethics

Academic and Personal Misconduct
Every student will be treated equally according to the policies of this course and Indiana University. All students should review the Code of Student Rights, Responsibilities and Conduct (http://www.dsa.indiana.edu/Code/). It explains the University’s expectations about plagiarism, cheating, and appropriate academic and personal conduct. Please seek clarification if you have any questions about any of the course policies.

Although studying and working together are strongly encouraged in C122, you must complete all written assignments and exams by your individual effort. According to the Code of Student Rights, Responsibilities and Conduct (section I.A.3):

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

a. Quotes another person’s actual words, either oral or written;

b. Paraphrases another person’s words, either oral or written;

c. Uses another person’s idea, opinion, or theory; or
d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Because you will be held responsible for your work, do not hesitate to ask your instructor for clarification about plagiarism before you hand in written work. The instructor and course director are obligated by the University to report academic and/or personal actions which may be deemed misconduct under the provisions of this code. Punishments for cheating and plagiarism can include failing the class.

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**Written Assignments**

**Written Assignments**

Papers, transcriptions, tapes, and signed fieldnotes will not be returned to students but will become the property of CMCL. Exams will also become property of CMCL, and students must return exams to their instructor if they are handed out for viewing.

**Format for C122 Written Assignments**

In C122, please use the following common writing conventions to guide the format of your assignments.

- **Typeface and Line Spacing:** Use a standard typeface (such as Times or Courier), font size (12 or 10 point font), and double-space your entire paper.
- **Margins:** One inch on all sides.
- **Quotations:** Any material that you use verbatim from other sources must be placed between quotation marks and properly cited in APA or MLA style with in-text or parenthetical citations. Please also use proper documentation style when paraphrasing sources. See [http://www.libraries.iub.edu/index.php?pageId=337](http://www.libraries.iub.edu/index.php?pageId=337) for a quick guide to APA and MLA style. Your instructor will indicate which you should use.
- **References:** All writing that cites references should include a list of those references at the end of the paper, prepared according to APA or MLA style.
- **Page Numbering:** Each page should have a page number.
- **Title Page:** Include your name and e-mail address, the title of your assignment, your C122 instructor's name, the section number, and the date at the top of every paper.

**Assignment Due Dates**

All written assignments are due during class on the date specified on the syllabus. An assignment turned in any time after the end of class on the due date, or any time the next day, will be considered one day late and will be assessed a 10% penalty. The 10% penalty will continue to be applied for each additional day the assignment is late.

Do not turn in a course assignment by placing it on the instructor's desk, in his/her departmental mailbox, or by giving it to any member of the faculty or staff in the Department of Communication and Culture without specific permission from your instructor to do so. Even then, it is your responsibility to keep a copy of the assignment in
case the original is misplaced. Your instructor is not responsible for missing assignments. Any assignment received late or missing will be subject to the late penalty.

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**Assistance**

**Time Management**

C122 has a heavy reading load and many other requirements. The major semester-long ethnography assignment cannot be completed without doing all of the rest of the assignments. Nor can you pass the course without completing the ethnography assignment. That means it is imperative for you to keep up with your work and budget your time carefully in order to succeed in this course. The syllabus indicates when readings and projects are due and when exams will be given. Use the syllabus to plan your weekly schedule.

A good rule of thumb for university-level courses is that students who wish to earn an *average* grade should plan on devoting about two (2) hours each week outside of class for *each* credit hour taken. During some weeks, of course, the workload will be heavier than others. Plan on more than six hours a week of your time if you want to earn a grade of B or A.

**Tutoring**

Writing assistance is available through **Writing Tutorial Services (WTS)**, located in Ballantine Hall 206, the Wells Library, and the Academic Support Centers in Briscoe, Forest, and Teter Residence Halls. WTS staff members have been very helpful to C122 students in the past. You are encouraged to take advantage of their assistance.

To request an appointment with a tutor who will be familiar with C122 assignments, call 855-6738 in advance. You can find out more about Writing Tutorial Services from its web site, [http://www.indiana.edu/~wts](http://www.indiana.edu/~wts).

The **Academic Support Centers (ASC)** also offer tutors and advisers who can assist you with time management, study skills, textbook reading, test preparation, and writing. The ASCs are open daily for study groups, meetings, and advising. Contact any Student Academic Center for hours and availability (855-6931 or [http://www.indiana.edu/~acadsupp/ASChome.shtml](http://www.indiana.edu/~acadsupp/ASChome.shtml)).

**Alternative Arrangements**

If you require alternative arrangements for test taking or other class activities due to physical impairment, a learning disability, or other special circumstances, please discuss the matter immediately with your instructor.

If you have not done so already, please contact Student Disability Services (Franklin Hall 006; (812) 855-7578; iubdss@indiana.edu; [http://www2.dsa.indiana.edu/dss/](http://www2.dsa.indiana.edu/dss/)). This office offers a wide range of services and can explain what kinds of alternative arrangements are available including notetakers, test accommodations, and counseling on effective learning strategies.

**Office Hours and Availability for Conferences**
You are encouraged to discuss your work and progress in this course with your section instructor throughout the semester. Your instructor will hold office hours at the time and place indicated in class and will be glad to make appointments with students who are unable because of class conflicts to meet during those times. Your instructor may require you to attend office hours as a requirement of the course. E-mail can be a convenient way to ask some questions, but keep in mind that a response may not be immediately forthcoming.

Your questions about C122 should be addressed first to your section instructor. The course director is available for consultation if you believe that your concerns are not being addressed or if you feel uncomfortable discussing any issue with your instructor. The course director is Dr. Jennifer Robinson. She can be reached at jenmetar@indiana.edu or 855-4607. Raise any questions and/or concerns you have regarding anything contained in these guidelines as soon as possible.

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Attendance and Participation

Attendance

Attendance in C122 is required. If you anticipate that you will miss more than three classes during the semester for any reason, consider re-enrolling in C122 during another semester. In-class assignments cannot be made up.

C122 sections are not interchangeable, and you must attend the section for which you are registered. Failure to attend the section listed on your course schedule will mean you are counted as absent from the correct section, and any assignments you complete may not be transferable to another section.

Each student will be allowed three absences during the semester. For each absence after three, 20 points will be deducted from your accumulated points. To illustrate, assume that you have 830 points at the end of the semester with five absences. Your grade will be lowered by 40 points to 790 for a final grade of C+. It is your responsibility to be marked present on the class roll/roster at the beginning of each class session. If you are late to class, it is your responsibility -- at the end of the class -- to check in with the instructor. Chronic tardiness will also result in a deduction from your accumulated points.

You are responsible for course content covered on days you are tardy or absent.

The University recognizes some absences as legitimate. You will receive no penalty for work due on a day for which you have a legitimate and documented absence. However, these absences are NOT in addition to your original allotment of three absences. It is your responsibility to provide documentation for a legitimate excuse to the instructor within one week of the missed class period. If you do not meet this deadline, the absence will be unexcused.

If you are involved in University activities approved by the Dean of Faculties that will necessitate missing classes, you should consult the instructor well in advance of the date you will be absent. Students who participate in intercollegiate sports should discuss their semester sports schedule with the instructor during the first week of classes. In either case,
Participation

Each class meeting is an opportunity to participate in lecture-discussions examining current theoretical understandings of interpersonal communication and exploring ways these principles apply in our own lives. By being present and on time, reading the assigned material, making study notes, and participating in discussions, you will increase your opportunities to learn and understand the course material.

In C122, we expect participation in every session and see participation as the "practical" part of the course. Just as you are graded on your laboratory skills in a chemistry class, you will be graded on your ability to speak to other members of the class clearly and coherently in C122. You will be graded on both general participation and on the presentations you are expected to make.

Active participation is critical to learning; passive learning is quickly forgotten and does not help you understand the practical applications of interpersonal communication theory. The first step in participating is reading your textbook. By doing the assigned reading, you can use class time to increase your understanding of interpersonal communication concepts. If you have not read the material prior to class discussion, then you will be more likely to be confused -- class discussion should be your second, not your first exposure to this material.

Examinations

If sufficiently extreme circumstances arise that you must miss a scheduled examination, you must contact your instructor as soon as possible, preferably prior to the scheduled date. Written documentation from an independent source is a condition of make-up examinations. That is, no make-up exam can be given without verification of the legitimate reason the regularly scheduled examination was missed.

In-class Assignments (100)

There will be two major in-class assignments required and a number of smaller in-class assignments. They will be explained in greater detail as their due dates approach, but here is an outline of what those assignments will look like.

1) Core Concepts Map – because this class asks you to understand and apply a lot of tricky theory we will be doing a core concepts map activity associated with readings. This activity is designed to help you integrate and connect ideas presented in the readings. (40)

2) Discussion Questions – reading is critical to this class as mentioned above and in order to make sure you are both reading and engaging with the material, you will be asked to submit questions everyday that we have assigned readings. You need only write 1-2 thoughtful questions and turn them in at the beginning of every class (this will also count as attendance). We will use these discussion questions to generate classroom discussion as well. (60)
Grading

Final course grades are determined on the basis of a cumulative point system. There is a maximum of 1000 points in the course. *Note: To pass the course, you must complete the Ethnography Portfolio Project.*

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<td>50</td>
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<tr>
<td>Communication in Everyday Practice</td>
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<tr>
<td>Group Presentation I</td>
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<td>50</td>
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<tr>
<td>Group Presentation II</td>
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<tr>
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<tr>
<td>Proposal</td>
<td>5% (Pass/Redo/Fail)</td>
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<tr>
<td>Fieldnotes I (includes recording &amp; transcript)</td>
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<td>Fieldnotes II (includes recording, transcript, &amp; idea draft)</td>
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Grading Scale

After any adjustments for unexcused absences, final grades will be assigned according to the following schedule:

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<td>94-96.9%</td>
<td>A</td>
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<td>90-93.9%</td>
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</tr>
<tr>
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<td>B+</td>
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<td>830-869.99</td>
<td>83-86.9%</td>
<td>B</td>
</tr>
<tr>
<td>800-829.99</td>
<td>80-82.9%</td>
<td>B-</td>
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<td>70-72.9%</td>
<td>C-</td>
</tr>
<tr>
<td>670-699.99</td>
<td>67-69.9%</td>
<td>D+</td>
</tr>
<tr>
<td>630-669.99</td>
<td>63-66.9%</td>
<td>D</td>
</tr>
</tbody>
</table>
Grade Appeals
Students may appeal grades received on written work, quizzes, and exams. **You must wait at least overnight after receiving the grade to schedule an appointment for a grade appeal.** Students are encouraged to use that time to review the instructor's critique and formulate a logical argument for appeal. **Your appeal must be written, with the assignment or exam and the instructor's evaluation attached to the written appeal.** These materials must be provided to the instructor at least one day before the grade appeal meeting. Grade appeals must be made within one week of receiving the grade. If you are not satisfied with the instructor's response, the formal written appeal may be brought before the course director. This must occur within one week of the grade appeal meeting. **Note:** *You are responsible for following all instructions for assignments, including those provided in paper, electronic, and oral form.*

Extra Credit
No extra credit is allowed in this course.

Grade of Incomplete
A grade of incomplete will not be given except under extraordinary circumstances. If such circumstances arise, contact your instructor immediately to discuss the issue and to learn about procedures for requesting an incomplete. Approval of an incomplete is not automatic upon initiating a request. Documentation of the extraordinary circumstances and a plan for completing the course requirements must be detailed in writing; it will be reviewed and can be approved only by the course director.

Note the University policy regarding absence from class late in the semester *(Bulletin/Schedule of Courses, p.28):* "Failure to complete a course without an authorized withdrawal will result in the grade of F."

Posting of Grades
Indiana University complies with the Family Educational Rights and Privacy Act, which provides for the protection of your personal records, including the grade information. While some instructors provide grade information in a secure format on the C122 Oncourse web page, grades will not be given out over the phone, mailed early, or distributed to your personal e-mail account. **Do not ask your instructor to do so.**
APPENDIX B

Concept Map Assignment

Instructions

Your task is to create a map of the concepts we've discussed so far in class. In your map, the concepts should be circled and connected to each other by lines. These lines should have connecting words (a word or phrase that describes how the two concepts are related).

Using the concepts we generated together in class, you should begin to explore the connections and relationships between the many ideas presented to us in the text. Remember that the main idea of the assignment is to get at the relationship between the key ideas we talked about in class. It's crucial that your concept map has connecting words between the main ideas as these connecting words explain the relationships you see. You may create the concept map with a computer program or by hand.

You will be evaluated based on the following:

- Your map should include all of the concepts words we brainstormed together in class but you are welcome to generate other concepts that help you make connections.
- Connecting words between concepts should be clear and easy to follow
- Connecting words should describe the way concepts are connected and not define the concepts.

Instructions for Using Cmap Tools on the Computer

Downloading Cmap Tools:
- Go to http://cmap.ihmc.us/conceptmap.html
- Select Download.
- Choose the appropriate platform for your computer
- Download the .exe installer file
- Run the installation.

Creating a Cmap:
- Choose IHMC Cmap Tools in the Program Files.
- When the View window opens, choose "New Cmap" under File.
- Start mapping.

Saving a Cmap:
- So that others can view your concept maps, export your concept map into a pdf or image file.
- Under File, select "Export Cmap as..."
- Choose your preferred file format. (use a pdf or jpg so it's visible on other computers)