

Soc101: Introduction to Sociology



Fall 2016 - Section 2259 - Online

Instructor: Sean Davis

Office Hours: M/W1:30 -
2:30pm(OC Cafeteria), online,
and by appointment

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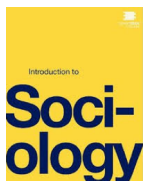
Teaching Philosophy:

My classroom approach is learner-centered, focused on empowering students through the discovery of their own voices, and one that emphasizes building a diverse community in and out of the classroom. I seek to promote your success by embracing innovative and diverse classroom activities. My goal is to enable you to achieve long-term success through the successful achievement of “small wins” that promote consistency, enhanced motivation, and confidence in abilities to master course student-learning outcomes (for details see page 6).

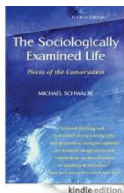
General Course Information

Required Textbooks:

1. *Introduction to Sociology*, 2e - (ISBN: 1938168410)



2. *The Sociologically Examined Life*, 4th ed. – Schwalbe (ISBN: 9780073380117)



Course Description:

Welcome to Sociology 101! Sociology is the scientific study of human interaction. This course covers a broad study of human behavior and social interaction. You will learn to think as sociologists think and view the world a new and exciting way! At the end of the course, you will be able to see how you are actively constructing the social world and how the social world is shaping your behavior and actions.

Assignments and Activities: Overview

Readings:

You are expected to complete all of the assigned readings. The assigned readings are to be completed by the day listed on the schedule (**the schedule is tentative and subject to change**). Both textbooks are required for this course. All supplemental readings will be available on Canvas. Readings may be added or subtracted during the course of the semester.

Mid-Term Exam (120 points):

Exam will be multiple-choice and short answer questions. No make-up exams will be available.

Discussion Task Responses (7) (30 points each):

Written assignments are **critical** (we will cover what this means) responses to the readings and not just summaries. These are required to be at least two pages, 12-point font, double space. These will be turned in to me. **Late work will not be accepted unless an agreement has been made between student and instructor prior to the due date.** A discussion of what is expected of discussion task responses appears on page 3 of the syllabus.

Final Exam (150 points):

The final exam will be a combination of multiple-choice questions and a take-home essay. The prompt of the take-home essay will be given to students one week prior to the due date.

Class Assignments (3 total - each for 50 points points):

1. Story Bird – Social Interaction Story
2. Project Implicit – Share your experience
3. Gender Workshop Paper – Share your analysis of gender in the media

Details and guidelines of each assignment will be available on Canvas

Readiness Assurance Tests (262 points):

At the beginning of each learning module you will take a Readiness Assurance Test (RAT) consisting of 12 multiple-choice items. The RATs are designed to help you prepare for class activities and discussion tasks.

Discussion Tasks

- a. ***Summarizing the reading:*** This task should include the major question(s) the author is asking in the reading, the reason this question is important/relevant and the major conclusions drawn by the author. Write this task as if you were explaining the main ideas discussed by the author, to someone who hasn't read the article. A summary is *not* a list of topics covered by the author.
- b. ***Connecting reading to previous readings:*** This task should include at least two specific ways in which the current reading is connected to previous readings. It is not enough to simply state the two connections; you have to explain how and why they are connected.
- c. ***Identifying and defining key concepts:*** This task should include at least three concepts that you think are relevant/important to the reading. Please include the definition of these concepts and explain why you think they are key concepts.
- d. ***Generating discussion questions:*** This task should include two questions that will generate discussion and encourage us to use higher order thinking skills. In other words, do not include purely factual or recall questions. Please provide a short summary of how you would answer your questions.
- e. ***Providing real-world examples of the issues discussed in the reading:*** This task should include a reference to a current newspaper article or other popular media, or a related scientific article. Please explain why the article/example you have chosen is relevant to the current reading. It is not enough to take a word from the reading and then find an article that has that word in it.
- f. ***Relating reading to personal experiences:*** This task should include at least one specific way in which you can relate the content of the reading to your personal experiences. Please explain how and why they are related.

You will be assigned a number from 1 to 6 within your team that indicates your "position" for the discussion task assignment. So if the tasks are listed as **ABCDEF**, person 1 will do the summary, person 2 will connect to previous readings, etc. If the tasks are listed as **BCDEFA**, person 1 will connect to previous readings, person 2 will identify and define key concepts, etc. Discussion tasks should reflect your own analysis of the reading. I am looking for a thoughtful and analytical discussion of the issues. Please cite page numbers when referring to specific material from the reading.

Grading and Classroom Policies

Total Performance Score	902 points	Project Implicit Assignment	≈50 points
RATs	≈262 points	Gender Workshop Assignment	≈50 points
Discussion Task Responses	≈220 points	Story Bird – Team Story	≈50 points
Midterm	≈120 points		
Final	≈150 points		

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%



Classroom Conduct and Courtesy:

We will maintain a respectful and peaceful environment. We will be discussing issues that may make you feel uncomfortable. The classroom/discussion boards should be a safe place for a diversity of views. Everybody brings a different set of knowledge and experiences to the classroom and you are expected to be tolerant of views different from your own.

Disability Services

If you are a student with any disabilities, whether physical or learning, and believe you may need accommodations in this class, please let me know and contact Disabled Students Programs & Services as soon as possible. The phone number is 760-795-6658. They are located in Building 3000-Student Services, Room 3009.

Academic Integrity:

MiraCosta College highly values academic integrity. This means an honest representation of one's own work (Board of Trustees Policy 5505). Examples of academic dishonesty include:

- A. Cheating—copying from another student or using materials that are not preapproved by me in any work for the course.
- B. Plagiarizing—copying someone else's work or ideas and passing it off as your own. Proper citation techniques and other writing tips can be found at <https://www.miracosta.edu/student-services/writingcenter/handouts.html>
- C. Falsification—making up fictitious information and presenting it as factual.

Other Policies and Information

Drops:

You may be dropped from the course if you have chronic inactivity (Not logging on to Canvas for one or two weeks). Additionally, more than 3 late, or incomplete, assignments may also result in you being dropped from the course. Please note that I maintain discretion in dropping students for lack of attendance/activity or participation in the course on an ongoing basis. However, you bear full responsibility for the consequences of any Instructor Drop including those that may impact scholarships, financial aid, transcripts, program requirements, and others that may apply. Ultimately, it is your responsibility to maintain active participation in the course, and your grade will reflect your efforts. Additionally, you hold full responsibility to drop the course within appropriate timeframes should I not process a drop on your behalf. Please monitor deadlines and your progress accordingly.

Withdrawal: Withdrawing from the course is ultimately the student's responsibility. If you stop attending, you must go to Admissions & Records and drop the course or you may receive an "F" at the end of the semester. Students may drop this course without a "W" appearing on their record by a particular deadline as outlined by MiraCosta College. I will inform students of these dates as they approach and reach out to students who may benefit from taking this option.

Incomplete Grades:

Students seeking an "incomplete" grade must consult with me no later than two weeks prior to the week of finals. Incompletes will be considered for unforeseeable, emergency, and justifiable reasons at the end of the term, and only upon agreement of conditions for completing coursework.

Pass/No Pass Grading Option:

You may have the option to choose Pass/No Pass grading for this class. If you choose this option, you must submit a Petition for Pass/No Pass to Admissions & records by the date outlined by the institution. This option for grading is nonreversible once selected. The petition form is available online, or from Admissions & records. Students planning to transfer should consult with a counselor before option for Pass/No Pass to ensure this option is accepted by their intended transfer institutions. Check the MiraCosta College catalog or schedule for more detailed information.

Student Learning Outcomes (SLOs)

These are what the sociology department at MiraCosta College expects students to be able to do by the end of this course:

SEE - I Model

This is a basic model for the expectations for your written and oral arguments assessed in this course:

STATE - Write, in your own words, what someone else has said or written. This is the key concept, problem, or question at issue.

Elaborate – Expand on your statement. “In other words...”

Exemplify – Give an example of the concept from your life and from the content.

Illustrate – Create an analogy, metaphor, simile, graph, chart, cartoon, etc.

The student will apply the sociological imagination through a written assessment, using information resources to demonstrate a capacity to perceive a social issue from different points of reference.

The student will be able to analyze a specific social concept as it pertains to the operation of social institutions.

The student will distinguish different major sociological theories, which explain social behavior in a written assessment.

Learning Modules

**1. What is
Sociology?**

2. Socialization

3. Social Class

**4. Races and
Ethnicities**

**5. Gender, Sex, and
Sexualities**

**6. Work and
Education**

**7. Social Change
and Activism**

The following instructional strategies will be implemented in this course:

- Limited Lectures
- Team Discussions
- Class Discussions
- Films and short videos
- Interactive and active learning exercises
- Readings and critical writing assignments