

Kennesaw State University
SOCI 2210/W01 ONLINE CRN 80390
Professional Development for Sociology Students
Fall 2016

**IMPORTANT MESSAGE: This class is an *entirely* ONLINE class
using Desire2Learn BrightSpace (D2L).**

Instructor: Dr. Evelina Sterling
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Tel. 470-578-4828
Office Hours (in person and virtual): By Appointment

Course Description: This course is designed to introduce students to the skills and strategies necessary to successfully meet the requirements for a B.S. in Sociology. The course provides information about career opportunities in Sociology and related fields as well as information about preparing for and applying to graduate school. The primary objective of this course is to assist students in developing a plan to reach their academic and career goals.

Course Prerequisite: SOCI 1101 Introduction to Sociology

Course Goals and Learning Outcomes:

The course begins with an overview of the undergraduate major, then proceeds with an exploration of career options and graduate study, and concludes with the development of a strategic academic and career plan. Upon completion of this course students should be able to:

- Recognize strategies for success in the KSU B.S. in Sociology program
- Demonstrate the ability to think critically
- Explain key sociological theories and key concepts
- Discuss successful academic writing skills
- Recognize sociological research questions appropriate for survey research
- Define the components of a successful literature review
- Practice reviewing literature in Sociology, including appropriate analysis and citations
- Prepare a professional resume
- Relate individual personality traits to their relevance for career choice
- Express plans for success in reaching academic and career goals

Principal Texts: All students are expected to obtain the textbooks for this class.

1. Edwards, Mark. 2012. *Writing in Sociology*. Thousand Oaks, CA: Sage.
2. Richard, Paul, and Linda Elder. 2014. *The Miniature Guide to Critical Thinking: Concepts and Tools, 7th Edition*. Tomales, CA: Foundation for Critical Thinking.

Additional Readings: The following articles are available on Electronic Reserve or D2L. The password for Electronic Reserve will be provided later.

ASA Style Guide (D2L)

Berger, Peter L. 2005. "Invitation to Sociology." Pp. 5-10 in Ron Matson (ed.), *The Spirit of Sociology: A Reader*. Upper Saddle River, NJ: Pearson.

Berger, Peter L., and Thomas Luckman. 2005. "The Social Construction of Reality." Pp. 17-27 in David Kauzlarich (ed.), *Sociological Classics: A Prentice Hall Pocket Reader*. Upper Saddle River, NJ: Pearson.

Charon, Joel M. 2004. "How Do Sociologists Study Society?: Researching the Social World." Pp. 8-28 in *Ten Questions: A Sociological Perspective*. Belmont, CA: Wadsworth/Thomson.

Frye, Ron. 2009. "Chapter 1: The Product is You." Pp. 1-18 in *100 Great Answers to the Toughest Interview Questions, 6th ed.* Boston: Cengage.

----- 2009. "Chapter 2: It's Still a Jungle Out There." Pp. 19-34 in *100 Great Answers to the Toughest Interview Questions, 6th ed.* Boston: Cengage.

Girden, Ellen, and Robert Kabacoff. 2011. "Chapter 1: Introduction." Pp. 1- 25 in *Evaluating Research Articles from Start to Finish, 3rd ed.* Thousand Oaks, CA: Sage.

Kursmark, Louise M. 2012. "Chapter 1: Proving Your Value to Employers." Pp. 3-21 in *Best Resumes for College Students and New Grads, 3rd ed.* St. Paul, MN: JISTWorks.

----- 2012. "Chapter 2: Writing Your Resume." Pp. 23-40 in *Best Resumes for College Students and New Grads, 3rd ed.* St. Paul, MN: JISTWorks.

Lambert, Stephen. 2009. "Chapter 1. The Self-Assessment." Pp. 3-18 in *Great Jobs for Sociology Majors*. NY: McGraw-Hill.

----- 2009. "Chapter 3. Researching Careers and Networking." Pp. 37-54 in *Great Jobs for Sociology Majors*. NY: McGraw-Hill.

Lore, Nicholas. 2011. "Chapter 15. Temperament and Personality." Pp. 183-207 in *The Pathfinder: How to Choose or Change Your Career for a Lifetime of Satisfaction and Success*. NY: Simon and Schuster.

Mills, C. Wright. 2005. "The Promise of Sociology." Pp. 1-8 in David Kauzlarich (ed.), *Sociological Classics: A Prentice Hall Pocket Reader*. Upper Saddle River, NJ: Pearson.

Ritzer, George. 2011. "Introduction to Sociological Theory." Pp. 33-39 in Ron Matson (ed.), *The Spirit of Sociology: A Reader*. Upper Saddle River, NJ: Pearson.

Society for Applied Sociology. 2004. *A Workbook for Job Seekers in Sociology*. Arnold, MD: Author.

PREPARING FOR SUCCESSFUL ONLINE CLASS!

The online format of this course requires that you have a hard-wired (not wireless) high speed Internet, and already possess the basic knowledge on Internet usage (such as browsers and

navigation). In addition, students should have access in multiple locations, such as home, work, campus, and/or residences of family members or friends).

This course may be challenging if you are not a self-motivated learner. There are a lot of complex writing assignments to complete within a brief period of time. You must be a strong, self-directed learner with good time management skills to remain up-to-date with readings, writing, and D2L assessments. As with most college level courses, students should expect to schedule three times the course credit hours for readings, assignments, and studying. By giving yourself *approximately nine hours* each week throughout the term for this course, you should be on track for success.

COMMUNICATION:

Contacting the Instructor

You are required to utilize your D2L account and check it regularly for periodic communications.

D2L email is the best way to personally communicate with me. If you send me an email at esterlin@kennesaw.edu, please always include “*Professional Development ONLINE – YOUR NAME*” in the subject line in order to ensure a response! For general questions that are not private, please post it in the “Ask Dr. Sterling” Discussion Board. I will also have time to meet in person while I’m on campus as well as by telephone, chats or video conferencing on D2L. These meetings are by appointment only and must be scheduled at least 24 hours in advance.

Email Responses and Grading Turnaround Times

It is my goal to be a responsive educator and replying to your emails in a timely manner. However, just as I respect that students are usually balancing school schedules with work and family, I ask for your understanding regarding my response time as well. I do try to check my email and the D2L site at least twice a day Monday through Friday (once in the morning and once late afternoon or early evening) so I’m usually able to respond within 24 hours, although occasionally due to my schedule, it might take up to 48 to 72 hours. I do not typically check my email from late Friday afternoon until Monday morning so please do not expect an immediate response from me on the weekends or school holidays. In terms of grading, I usually provide feedback and scores within two weeks, although it is usually quicker.

Connecting with Your Classmates

Just because this is online class, I still encourage you to interact with your classmates. Often, they are a great source of information and assistance, especially when you cannot reach me immediately. The best place to reach out to fellow students is through the Discussion Boards or on the “Student

Cyber Café.” This non-graded area of the course is the proper place for students to help each other about something covered in the syllabus, the schedule, or where to find something in the course D2L site. Postings and replies should be information beneficial for all students. Do not spam the class with non-course related information under any circumstance! Also, remember these messages are not private! Although virtual communication may be less threatening, be cautious not to share inappropriate personal details. Always maintain professionalism, academic integrity, proper netiquette, and all course policies and procedures are in effect. Discussions will be monitored, and the instructor reserves the right to delete problematic postings and/or prevent an individual student from posting again.

COURSE STRUCTURE:

This Professional Development course will start you off as a sociology major. The overall purpose of this course is to allow you to learn some of the fundamentals needed for a career in sociology. It will allow you to reflect on sociology and share your work with your classmates. It will introduce and reinforce skills necessary for any sociology major such as theory, research methods, communication and critical thinking in order to prepare you for success.

This course also includes several activities and assignments that will address specific sociology-related knowledge and skills. There are no major exams—only written assignments and activities due almost every week. Some of these assignments will only consist of a completion grade (if you complete it fully by following the instructions and turn it in on time) and others will be graded for quality using a rubric. Most importantly, this course will largely reflect what you put into it. Please take this class seriously and use what we learn to prepare you for your future as a sociology major.

Components of Evaluation:

Grade Earning Assignments

EVALUATION	DUE DATE	PERCENTAGE OF FINAL GRADE
Course Introductions	8/21	5%
Weekly Discussion Boards	Weekly	20%
Weekly Quizzes	Weekly	20%
Book Review Paper (1 st Draft)	9/11	5%
Writing Center Critique	10/2	5%
Revised Book Review	10/16	10%
Critical Analysis versus Summary Paper	10/30	10%
Resume Draft	11/20	5%

Mini-Literature Review	12/4	20%
TOTAL		100%

1. COURSE INTRODUCTIONS -- 5% of total grade DUE: no later than 11:59 pm on 8/21 (before the rest of the course materials can be accessed)

Part 1: Online Introduction: This is a two-part assignment worth 5% your total grade. First, you will offer a brief introduction to the class via the online discussion board—this introduction should be relatively concise, but offer a general introduction of yourself to your classmates. Generally speaking, this would take the form a solid paragraph and would engage some information about what you are majoring in, perhaps your status/year, career/job information if relevant, why you are interested in gerontology, and maybe a few quirky or interesting things about yourself.

Additionally, please post a photo to your D2L profile (this occurs in the main D2L page where you logged in – under “My Settings” then “Profile”). Seeing your photo helps me feel more connected to you as a student and helps me more readily recognize someone—particularly in receiving emails and reading the discussion boards. If for some reason you do not wish to post a personal picture of yourself, please feel free to post another image of personal significance, or you could create a “cartoon” version of yourself online as well

Part 2: Introduction Paper for Instructor:

The 2nd part of this assignment will be to write a more formal longer self-introduction that is intended solely for the instructor (hopefully it is clear that this should be different in tone and structure from your online introduction). This introduction should be minimally one page in length, but should not exceed two pages. Overall, it is not to your benefit to skimp on content/length on any course paper.

In this introduction to the instructor, you might include some of the aspects also on the discussion board, but you should expand and offer more in depth information on yourself. Herein, you might speak more at length about now only where you stand academically currently, but what aspirations you have for the future as far as education and career? What aspects of being a sociology major are you particularly interested in topically? What do you think the biggest challenges will be for you in terms of taking on online course? You may share some of your family/social background if you feel it is useful, especially how you will fit this online class into your existing schedule, responsibilities, and obligations. This is fairly open-ended but is intended to help me to “know” you better and be better able to offer appropriate guidance and feedback over the course of the semester. Please write this as a more formal introductory topic (paragraph format, not stream of consciousness, etc.). Additionally, this introduction will also help me to gauge your writing skills

to hopefully advise in advance if the writing center would be a resource you should consider before submitting the final course project paper. While content is a central aspect of how papers will be evaluated, grammar and structure are also important aspects of writing, especially in an upper level course. Writing skills should be constantly growing and developing to prepare you for written communication in the working/professional world. Obviously, writing skills will be particularly important in an online course where nearly all interactions will be in written form!

2. DISCUSSION BOARDS (Weekly) -- (worth 20% of final grade)

While your responses won't be graded per se, points are earned for proper participation each week. In the discussion boards, students are **REQUIRED** to post to every discussion board by responding to the weekly question about that specific week's content. These questions will encourage you to apply what you have learned through the readings. Additionally, you must also reply to at least one other post with more details, examples, or corrections based on the course content. A total of 15 Discussion Boards will be posted throughout the term (one for each of the 13 weeks of content plus a midterm board during week #7 and a final course discussion board during week #16). Essentially, each completed discussion board participation will count for 1% of your final grade. No partial credit or extensions will be granted for discussion board participation—it is either 100% (you participated by both answering the weekly question and responding to another post within the assigned dates) or 0% (you did not complete both of these things). While the discussion boards will remain available for the entire module, I encourage you post weekly in order to stay on track and not fall behind.

Posting to Discussion Boards on D2L

You can locate the discussion boards by clicking on “Communication with Your Teacher and Classmates” from the Home Page as well as through each week of the three modules. In order to get credit for participating in the Discussion Boards, you need to both 1) Post at least once with a thoughtful response to the weekly question posted by the Instructor and 2) Provide a thoughtful response to one of you classmates' responses offering additional detail.

POSTING—The Instructor will post an open-ended thought-provoking question based on the week's topic and readings to stimulate discussion. Your response should include a descriptive topic written in the subject line to clearly give others a sense of the discussion. In the body of your post, focus on original thought and opinion about the material. To further show your understanding, provide an original real-world example or personal experience which supports or refutes the material. **EACH POSTING SHOULD BE NO LESS THAN 10 SUBSTANTIVE LINES.**

REPLIES—There can be multiple replies to each post, as long as each reply remains focused on the original topic and continues to extend the conversation. Your replies should clearly state if you agree or disagree with the substance of the original post, extend the conversation with additional original thought or opinion about the material, and clearly provide another unique original real-world example or personal experience which supports or refutes the position. AGAIN, EACH REPLY SHOULD BE NO LESS THAN 10 SUBSTANTIVE LINES.

3. *QUIZZES (Weekly) – (worth 20% of your final grade)*

These quizzes are to assist you with your general comprehension of the material. As a result, questions are largely definitional and come from the readings. Each week, a new quiz will be posted corresponding with the readings supplemental website links and videos. They must be completed by the end of the week in order to receive credit. You will have two chances to take each quiz if needed.

4. *WRITTEN ASSIGNMENTS – (worth a total of 55% of your grade)*

Book Review – (DUE Module #4) (worth 5%) -- Each student will select a contemporary sociology book to read and critique. This critique should be at least 750 words. This is good practice in with reading sociological research and understanding the discipline. There is a list of books which to choose a book to review and critique, but students can select books outside this list with approval from the instructor. GRADING REQUIREMENTS: At least 750 works; graded for quality (see rubric).

Writing Center Critique – (DUE Module #7) (worth 5%) – All students MUST submit their book review papers to the writing center for assistance. A grade will be assigned once a confirmatory email has been received from the writing center. For this assignment, please type up a summary of the suggestions from the writing center and submit it in Dropbox in D2L. Graded for completion.

Book Review Revisions (DUE Module #9) (worth 20%) – All students must revise their Book Review papers in accordance to the writing center's comments as well as the new information discussed in class. Graded for quality (see rubric).

Critical Analysis versus Summary Paper (DUE Module #11) (worth 10%) -- The purpose of this assignment is for you to begin to organize your thoughts on your paper including locating (and reading) one peer-reviewed journal article. Also, it will help you discern between a summary and a critique. Pick a journal article on any topic from a sociology-related journal. In one paragraph, summarize the journal article, telling me what it is about in your own words. Next, in another paragraph, you will need to provide a critical analysis of this article. You can write this paper with the intent of

incorporating it into your final mini-literature review paper. Please include the citation for this article in the correct ASA format. The phrase “peer reviewed” means that the publication contains articles reviewed and deemed academically sound and scientifically rigorous by the author’s peers in the field. Graded for quality (see rubric)

Resume Draft (DUE Module #14) – (worth 5%) – Students will need to submit a draft resume incorporating the information discussed in class. Graded for completion.

Mini-Literature Review Paper Due (DUE Module #15) (worth 20%) -- Paper must be 4-5 pages using at least four outside sources. *A literature review or research paper discusses published information in a particular subject area.* All outside sources (i.e., articles, websites, etc.) must be academic in nature and based on research (not opinion or personal experiences). Always use proper citations using ASA style. Graded for quality--detailed instructions and a grading rubric will be posted in D2L.

Grading Scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F.

Earning Grades: Grades are “earned” and are not arbitrarily “granted” in this class. Thus, unless I make an error in calculation, I will not change your grade at the end of the semester for scholarship eligibility, graduation requirements, or any other reason.

Paper Submission Details

All submitted papers are expected to be typed using 12 pt Times New Roman font, 1 inch margins, double-spaced (unless otherwise noted), and paginated. There should not be any extra space between paragraphs (if using Word, under “home” the “paragraph,” in the dropbox, there is a box you can check “Don’t add space between paragraphs of the same style”). Additionally, titles/heading should not be excessive—and any cover page is not included in the total number of pages. Failure to adhere to these guidelines may result in a grade deduction as per the grading rubric. **ALL PAPERS SHOULD CONTAIN YOUR NAME AND ASSIGNMENT TOPIC/TITLE ON THE ACTUAL PAPER!**

Additionally, your paper must be saved and uploaded with your name in the title. Document uploaded should be saved as “LastName, FirstName—Name of Assignment.” For example: Sterling, Evelina—Writing Assignment #1. Failure to save and submit you file with correct label may result in a grade deduction as per the rubric.

I encourage you to use the KSU Writing Center. It is a free services offered to all KSU students, including online students. They offer experienced writing assistants who will work with you throughout the writing process on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment (in person or virtual appointments are strongly encouraged), visit www.kennesaw.edu/english/WritingCenter or stop by Room 242 in the English Building.

A note on plagiarism: All papers should be properly cited using ASA style. I check all papers for plagiarism so please cite all your references even when you paraphrase. If you use direct quotes, you must place the quote in parenthesis and provide the citation with the page number. If you are caught plagiarizing (which includes turning in work that is not your own as well as turning in a paper written previously for another class), you will receive a zero for the assignment and appropriate judicial processes will be initiated. *All work produced should be produced by you and you alone and original to this specific class.* See academic integrity statement below.

Extra Credit:

I do not provide an extra credit or “extra points” for this course.

Late Assignments & Excuses

Due dates for assignments are non-negotiable, and all assignments must be completed on time. You will be given plenty of notification regarding assignment due dates and all assignments will remain posted for a set period of time. Do not miss the expiration dates as no changes or extensions will be granted. You will receive a zero for a missed or late assignment, and no partial credit will be given. All assignments must be turned in online through D2L. Do NOT fax me, leave your assignment under any door, in any wall pocket outside a door, or mailbox. Only an extreme emergency with documentation (such as an accident report or emergency room receipt copies sent to me as a .pdf or .jpg file in D2L email) will be considered. In these cases only, you MUST contact me **before** the due date. Warning: doctor notes must cover the entire time an assignment was available online and must also be accompanied by a visit receipt date during (not after) the assignment availability time.

What if I have a technology problem?

It is your responsibility to pace and complete the work on schedule. Sometimes circumstances beyond our control (such as upgrades, software and/or hardware failure, and/or computer incompatibility) prevent us from using D2L. Note that computer/technical failure and/or waiting too late to complete the assignment DOES NOT EXCUSE YOU from completing the course assignments and requirements on time. You know the course schedule for graded items now, each is available for an extended period of time, and you have enough notice to make sure your work is completed. It is best to work early in case you have to try again before the deadline.

ENROLLMENT STATUS POLICY:

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. Please refer to the official KSU policy for potential reimbursement if you withdraw from classes.

Academic Integrity Statement:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs, Section II of the Student Code of Conduct addressed the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to the University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in grade adjustment, or a "formal" hearing procedure which may subject a student to the Code of Conduct's minimum one semester suspension requirement. The full policy is published at the following link:

<https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>

Persons with Disabilities

Any student with a documented disability needing academic adjustments is requested to notify the instructor as early in the semester as possible. Verification from the KSU Student Disability Services is required. All discussions will remain confidential. For more information, please contact Student Disability Services at <http://sss.kennesaw.edu/sds/>

Writing Center

I encourage all my students to utilize the KSU writing center. "The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit www.writingcenter.kennesaw.edu or stop by English Building, Room 242 (Kennesaw campus). These services are also available for online students via virtual appointments. Please contact the writing center for more information or to schedule an appointment http://writingcenter.kennesaw.edu/how_we_help_writers/session-formats.php

Career Services

Because this course intends to help you begin your career as a sociologist, you should reach out to the KSU Career Services Center. The Career Services Center shares in the mission of the University by educating and facilitating the career development of students and alumni, in preparation for the ever-changing work environment. Through strategic engagement with internal and external partners, the Career Services Center provides access to services, programs, and

experiences that develop competent and competitive professionals who will contribute to local and global communities.

<http://careers.kennesaw.edu/>

COURSE OUTLINE:

I plan to follow the course schedule listed below as closely as possible. If changes are necessary during the semester, I will announce them in advance in class and on D2L. Please read the specified material in the text prior to the dates on which they will be discussed. I expect that you will come to class prepared to discuss assigned course material. You will be responsible for all assigned readings, whether they are explicitly covered in class or not. Please ask questions about any information presented in texts or lectures.

Module/Dates	Topics	Readings	Assignments Due DUE: Sundays by 11:59 pm
PART 1: Welcome to Sociology (Modules 1-5)			
Module 1 Aug 15-21	What is Sociology?	-Berger, "Invitation to Sociology" (D2L) -Mills, "The Promise of Sociology" (D2L)	Introductions Assignment DUE 8/21 Discussion Board #1 Quiz #1
Module 2 Aug 22-28	How to Think Critically	Richard and Elder, <i>The Miniature Guide to Critical Thinking</i>	Discussion Board #2 Quiz #2
Module 3 Aug 29-Sept 4	A Brief Introduction to Sociological Theory	Ritzer, "Introduction to Sociological Theory" (D2L)	Discussion Board #3 Quiz #3
Module 4 Sept 5-11	Sociology as a Science	Charon, "How do Sociologists Study Society?" (D2L)	Discussion Board #4 Quiz #4 Book Review FIRST DRAFT DUE 9/11
Module 5 Sept 12-18	Researching Sociology	Edwards, Ch 1-3	Discussion Board #5 Quiz #5
Part 2: Resources for a Successful Sociology Student (Modules 6-10)			
Module 6 Sept 19-25	Student Conduct and Integrity		Discussion Board #6 Quiz #6
Module 7 Sept 26- Oct 2	Library Services and the Writing Center	Edwards, Ch 4-5	Discussion Board #7 Quiz #7 Book Review Meeting with Writing Center and

			Summary of Suggestions DUE 10/2
Module 8 Oct 3- Oct 9	Study Aboard and Internships	Edwards, Ch 13 and 16	Discussion Board #8 Quiz #8 Mid Course Feedback Survey DUE
Module/Dates	Topics	Readings	Assignments Due DUE: Sundays by 11:59 pm
Module 9 Oct 10-16	Senior Seminar and Student Organizations	Berger and Luckman, "The Social Construction of Reality" (D2L)	Discussion Board #9 Quiz #9 Revised Book Review DUE 10/16
Module 10 Oct 17-23	Managing Time, Handling Stress, and Working with Faculty		Discussion Board #10 Quiz #10
Part 3: Becoming a Sociologist (Modules 11-15)			
Module 11 Oct 24-30	Reviewing Literature	-Edwards, Ch 6-7 -ASA Style Guide (D2L)	Discussion Board #11 Quiz #11 Critical Analysis versus Summary DUE 10/30
Week 12 Oct 31- Nov 6	Writing for Sociology	Girden and Kabacoff, "Introduction" (D2L)	Discussion Board #12 Quiz #12
Module 13 Nov 7-13	What Do You Want to Do in Life?	-Lambert, "The Self- Assessment" (D2L) -Kursmark, Ch 1 (D2L)	Discussion Board #14 Quiz #12
Module 14 Nov 14-20	Getting a Job in Sociology	SAS, "Workbook for Job Seekers in Sociology" (D2L) -Lambert, "Researching Careers and Networking" (D2L) -Kursmark Ch 2 (D2L) -Frye, Ch 1-2 (D2L)	Discussion Board #15 Quiz #15 Resume Draft DUE 11/20
Nov 21-27	NO SCHOOL – THANKSGIVING BREAK		
Module 15 Nov 28-Dec 4	Preparing for the Future		Discussion Board #16 Quiz #16

			Mini Literature Review DUE 12/4
Exam Week Dec 6-12			