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Office Hours: By appointment

### Course Syllabus

## **SOCI 1101, Introduction to Sociology: Online Course**

Kennesaw State University

Fall 2016

### **Required Text**

The required text for this course is:

**Macionis, John J. 2014. *Sociology, 15th edition. New York: Pearson.***

**ISBN-13: 978-0133753271**

**ISBN-10: 0133753271**

Everyone in the course is required to purchase a copy of this text. The textbook will refer you to its supporting website, which has a host of additional helpful learning services, some of which are mentioned below, so you may want to check it out.

### **Course Content Description:**

**SOCI 1101 - Introduction to Sociology**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

***Prerequisite: None.***

This course is an overview of sociology, which emphasizes the social nature of human behavior, including an introduction to culture, social structure, socialization, deviance, stratification, family, gender, religion, demography, and complex organization.

SOCI 1101 satisfies one of Kennesaw State University's general education program requirements. It addresses the Social Sciences general education learning outcome. The learning outcome states: Students analyze how human relationships develop, persist, and/or change. For more information about KSU's

General Education program requirements and associated learning outcomes, please visit

[http://catalog.kennesaw.edu/preview\\_program.php?catoid=29&poid=3434](http://catalog.kennesaw.edu/preview_program.php?catoid=29&poid=3434)

### **Learning Objectives**

This is an introductory course with several broad and general objectives:

1. Students will analyze the broad themes of the discipline of Sociology. This will be measured by assessments [quizzes and exams] that test comprehension of major themes and terms in each chapter.
2. Students will study the key concepts of Sociological thinking, and the key terms of the discipline, also tested by exams.
3. Students will engage and interpret the course chapters and themes by participating in discussion forums for each chapter, and by preparing for each quarterly examination.
4. Students will translate the primary Sociological theories, methods and themes into their real life by expressing how these relate to themselves in the discussion threads.
5. Students will develop their communication skills by actively participating in discussion forums for each chapter and practicing responsible and civil engagement of complex, varied and sometimes controversial issues. Communication skills will also be developed by careful consideration of key terms, comparisons and contrasts framed in the multiple choice questions on exams.
6. Students will reflect on each chapter and determine what they need to understand better, what they do or do not agree with, and what questions they wish to ask. These will all be reflected in the discussion forums, and will give students a chance to clarify information and concepts before each exam.

### **What You Need to Succeed in this Class:**

- Log into class on a daily basis to check email updates and respond accordingly, if required.
- Strong time-management skills to submit assignments on time.
- Understanding that online courses require self-motivation and time to complete course challenges.

-Use personal analysis in your weekly discussion postings.

### **Minimum Technology Requirements, Course Strategies and Methods**

This is an entirely online course and will be conducted entirely through Desire 2 Learn (D2L). Students are expected to have the necessary computer background to work in this format, and are advised to seek additional technical assistance from computer services if needed [See resource links in Welcome Module]. Students will be expected to read each assigned chapter carefully, and then to use the linked Lecture Notes, PowerPoint presentations and weekly Internet Activities as review material. Then, for each chapter, students will be expected to make at least 2 substantive dialogue contributions to ongoing discussions that will occur online. The assigned chapters will be grouped together into quarterly modules of several chapters each, and after each module there will be a short online exam. These will be two short quizzes, and a somewhat longer mid-term and final exam.

Email will be our main form of communication. I will email everyone with important updates and general comments, and students can always contact me in this way. Expect responses within 48 hours (2 business days) of your email or phone call. I do not check messages or email on weekends so please be aware that I will only answer queries Monday through Friday. Discussion will be graded within 2 weeks of the due date.

### **Exam Schedule and Format**

Please make a note of the exam schedule and plan accordingly. After each exam is completed, the next Module [or quarter section] of the course will be opened in D2L. Exams are essentially open book; students can take them wherever they can log on to a high-speed computer. But study and preparation are necessary because the exams are timed and the clock starts as soon as you begin, so there will not be time to look up answers. You must be prepared in advance to do well on the tests. Quizzes will contain 30 questions, while the Midterm and Final will have 55 questions. Quizzes will be allotted 45 minutes, and the Midterm and Final will be allotted 75 minutes. The questions asked in exams will primarily cover the major issues and concepts covered in the text, as opposed to obscure dates, individual places and names, or the most briefly discussed concepts. The first quiz and the Midterm will provide feedback for students as the course gets underway. Students are not allowed to communicate with fellow classmates about the quizzes or exams. If you are not doing well, please email to discuss the situation. If I think you are doing poorly, I will email you to discuss.

Quiz 1: **September 11**

Mid-Term: **October 9**

Quiz 2: **October 30**

Final: **December 4**

### **Exam Study Assistance**

To help you prepare for exams, the textbook has a useful website with a host of exercises to help you study: <http://www.mhhe.com/neubeck>. The website includes sample multiple choice quizzes, internet exercises, flashcards and even crossword puzzles with key terms from each chapter. Check it out.

### **On-line Discussion/Participation Requirement**

1. The first participation will be Student Introductions, the Discussion Thread for which will be found in Start Here/Welcome Module. Instructions will be found at the top of the Discussion Thread, and this will take the place of the typical in-class go-around introductions.
2. Students are required to participate in the discussion threads for each chapter as we proceed through the syllabus, with a **minimum of *TWO strong posts for each chapter***. This is the best way for you to ask questions, make comments, clarify things, and especially to demonstrate that you have read and understood the chapters. The instructor will post a discussion question(s) each chapter/week. The discussions will be multi-directional: student-student (the majority of the threads will be these), student-content, student-instructor, and instructor-student. Each post should be roughly 250 (+/- 20) words.

***The first required post for the week MUST be posted by Thursday of each week to ensure that discussion is in full swing for the week, and we have time to allow the discussion to expand. The last required post is due Sunday, by 11:59 pm of each week.***

3. Students are asked to read available newspapers, local or national/international, and connect them with sociological themes being covered at that time in our textbook. **A required minimum of one time per module, students must cite a news story in their discussion posts, explaining the story they saw, how it relates to our readings for the week**, and also providing the citation for the news story: name of publication, date, page number [or website address].

4. Because participation is crucial in an online environment, if 3 or more Discussions and/or Internet Activities (IA's) are not completed by the end of the semester, this will result in a deduction of one letter grade (of your final grade). **\*Please remember that late assignments are not accepted.**

The instructor is more interested in the content and substance of comments, than their length (posts should still be around 250 words, however). In fact, exceptionally-long, non-analytical postings should generally be avoided, as it is expected that everyone in the class will read all the postings as they develop into a large group conversation. Instructor will get statistics of how many postings each student reads, how many posts are made, and how many hours are spent on the site. Basic grammar should be taken into account; spell checking and proof reading are always a good idea. Consult the Writing Center [see: Links Page in Welcome Module] for assistance with writing. But content will remain foremost for assessment purposes. Opinions expressed are open to you and your personal creativity and perspective. These discussions are, by definition, subjective, so rather than grading based on right-or-wrong, the instructor will evaluate your discussion postings for consistency of engagement, depth of analysis, engagement with chapter concepts, and engagement with other students in the discussions.

So what exactly is a substantive posting? Substantive posting is demonstrated through the following:

- Encourage additional discussion by asking follow-up questions so that your fellow classmates think more deeply.
- Share your own experiences in relationship to the topics being discussed.
- Suggest other solutions; constructively disagree at times.
- Refer to course readings; apply these course readings; ask your fellow classmates how they are applying the course readings or their understanding of the course readings.
- Demonstrate your content knowledge in relationship to our discussions.

**Discussion Board Forums Grading Outline:**

<b>GRADE VALUE</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Marginal</b>	<b>Needs Improvement</b>	<b>Zero grade value</b>
<b>DEADLINE</b>	All entries before deadline and were spaced out evenly enough during the discussion to allow two-way interaction between the student and others in the class.	All entries before deadline and the entries were not all made on the same date.	All entries before deadline	All entries before deadline	Entries not before deadline
<b>NUMBER OF ENTRIES</b>	Two entries for the topic responding not only to the professor's question (or the assigned learning goal) but also to other students	Two entries for the topic responding not only to the professor's question (or the assigned learning goal) but also to other students	At least one entry for the topic responding to the professor's question (or the assigned learning goal)	At least one entry	No entry
<b>DEPTH OF ANSWER</b>	The question was answered completely and all aspects of the topic were addressed thoroughly.	The question was answered completely and all aspects of the topic were addressed satisfactorily.	The student addressed most of the question satisfactorily.	The answer was incomplete but addressed more than half of the question.	The answer addressed less than half of the question or simply stating, "I agree or disagree".
<b>RESPECT FOR FELLOW STUDENTS</b>	Posts demonstrate mutual respect when agreeing or disagreeing and asking	Posts demonstrate mutual respect when agreeing or disagreeing	Posts demonstrate mutual respect when agreeing or disagreeing.	Posts demonstrate mutual respect when agreeing or disagreeing.	Lack of respectful consideration of classmates' opinions.

	open-ended questions to broaden discussion.	and asking open-ended questions to broaden discussion.			
<b>ADDITIONAL RESOURCES INCLUDED</b>	At least one post includes links to additional resources on the topic and replies expand upon classmates contributions.	At least one post includes links to additional resources on the topic and replies expand upon classmates contributions.	At least one post includes links to additional resources on the topic and replies expand upon classmates contributions.	No links or additional resources included.	No links or additional resources included.
<b>GRAMMAR AND SPELLING</b>	No errors	One error	Very few errors	Many errors	Excessive errors made it difficult to understand or to evaluate.
<b>ACADEMIC VALUE</b>	Almost all of the writing had academic value	Much (more than 70 percent) of the writing had academic value	Some (more than half) of the writing had academic value	Little of the writing had academic value	No academic value
<b>EVIDENCE OF READING</b>	The writing demonstrated that the student had completed almost all or all of the assigned reading.	The writing demonstrated that the student had completed much the assigned reading.	The writing demonstrated that the student had completed some (more than half) of the assigned reading.	The writing failed to demonstrate that the student had completed or understood the assigned reading	No post was made or no evidence of learning was demonstrated in the post.

Questions are encouraged, and polite disagreements are fine. However, respect is a basic necessity in all online interactions. According to KSU Computer Usage Policy and Guidelines [[www.kennesaw.edu/infosec](http://www.kennesaw.edu/infosec)]: You may not employ lewd or threatening language in any electronic communication. This would violate the bounds of good taste as well as laws and regulations. Please see the Etiquette Statement in the Welcome Module for a more detailed discussion.

## **Weekly Internet Activities**

You will be required to do an internet activity provided at the end of each chapter. The weekly internet activity will include an exercise on the web that will demonstrate what you learned that week. All weekly internet assignments must be completed in its entirety to receive credit. Incomplete work will not be accepted.

Internet activities are to be submitted via the appropriate D2L course drop box. Weekly Internet activities are **due every Sunday by 11:59 pm (EST)**. **Late assignments will not be accepted.** They will be graded and your grade will be posted on the online grade book within 2 weeks.

## **Missed Exams/Late Assignments**

As stated throughout the syllabus, late assignments will not be accepted.

## **Grades**

Grades will be posted within 10 days of when the assignment is due.

## **Grading Formula:**

Weekly Internet Activities (20%)

Online Discussion (20%)

Mid-Term (20%)

Final (20%)

2 Quizzes (20%)

## **Grading Scale**

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and below = F

## **Student Responsibility**

I am here to teach, to motivate, and to assist you in learning the basics of sociology and social problems. As students, you also have a crucial role in your learning and success. An online course covers a fair amount of material. If you have questions or difficulty regarding the material, you should see me as soon as possible- early in the semester. Please do not wait until a few days before the final exam to discuss your progress- it will then be too late!

I suggest you use resources on campus for improving your reading and note-taking skills. The KSU Writing Center in Humanities/Room 242 will assist you with written assignments.

### **Enrollment Status**

Students are solely responsible for managing their enrollment status in a course; nonattendance does not constitute a withdrawal.

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### **Disabled Student Services Statement**

Kennesaw State University welcomes all students, recognizing that variations of abilities contribute to a richly diverse campus life. A number of services are available to help students with disabilities with their academic work. In order to make arrangements for special services, students should visit the disAbled Student Support Services office and/or make an appointment to arrange an individual assistance plan. For more information, visit the office website at: [http://www.kennesaw.edu/stu\\_dev/dsss/dsss.html](http://www.kennesaw.edu/stu_dev/dsss/dsss.html), or navigate to the Links Page in my Welcome Documents on the course homepage. Please contact the instructor directly with any questions or concerns you may have, using either the D2L email platform within the course, or the instructors direct email address listed at the top of this syllabus.

### **Website Links**

Item 6 in the Welcome Documents Folder on the courses Homepage is a list of useful links (some of the links are also below) you may refer to throughout the semester. These include links to: Disabled Student Services, the Department of Sociology, KSU Financial Aid, the Counseling Center [CAPS], computer Tech Support, the Writing Center, KSUs Student Code of Conduct, and the Student Development Center.

### **Academic Honesty/Integrity Statement**

<http://scai.kennesaw.edu/codes.php>

### **Confidentiality and Privacy Statement (FERPA)**

<http://enrollmentservices.kennesaw.edu/training/ferpa.php>

**University – Student Rights Statement**

<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>

**Ethics Statement**

<http://scai.kennesaw.edu/codes.php>

**Sexual Harassment Statement**

<http://scai.kennesaw.edu/codes.php>

**Course Accessibility Statement (ADA statement)**

<http://sss.kennesaw.edu/sds/institutional-policies.php>

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**ACADEMIC HONESTY (CHEATING)/PLAGIARISM POLICY**

Cheating/Plagiarism Policy: Cheating and plagiarism are both against Kennesaw State University policy. Cheating includes any attempt to defraud, deceive, or mislead a professor in arriving at an honest grade assessment. Plagiarism is a form of cheating that occurs when you present the work of others as your own ideas. When materials from sources outside your own brain are used to create documents, you must cite your sources of information using appropriate in-text and end-of-the-text references in the American Sociological Association (ASA) format.

Incidents of cheating and/or plagiarism will result in a grade of “F” for the assignment, and may result in your being assigned a grade of “F” for the entire course. A failing grade assigned to you because of an alleged cheating policy violation may be appealed through the appeals process of the college. See the Student Conduct Code for details. I recommend that you become familiar with this code.

\*\*\*Students are not allowed to contact each other about the course without copying the instructor.

**Flexibility Statement**

**All assignments and calendars may change in response to institutional, instructional, or weather needs. Changes in assignments may affect the number of total points available in the course.**

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## **AMERICANS WITH DISABILITIES ACT STATEMENT**

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services.

## **EQUAL OPPORTUNITY STATEMENT**

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by KSU.

## **STATEMENT OF NON-DISCRIMINATION**

Kennesaw State University supports the Civil Rights Act of 1964, Executive Order #11246, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. No person shall, on the basis of age, race, religion, color, gender, sexual orientation, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the college. Any individual with a grievance related to the enforcement of any of the above provisions should contact the Assistant Director of Human Resources, Ombudsperson.

## **AFFIRMATIVE ACTION STATEMENT**

Kennesaw State University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

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## WEEKLY READING SCHEDULE

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On **August 15th**: Welcome announcement from the course Professor within D2L on the home page of the course.

Read all materials in the “Start Here” module and complete your student introduction and “Getting Started” quiz. Chapter 1 must be read by August 28<sup>th</sup> and everyone should be ready to post strong analytical posts. Complete the checklist provided in the module.

### MODULE ONE

**Chapter 1:** The Sociological Perspective

**August 22nd**, pp. 2-29

**Chapter 2:** Sociological Investigation (Research Methods)

**August 29th**, pp. 30-63

**Chapter 3:** Culture

**September 5th**, pp. 64-97

**QUIZ ONE:** Due September 11 by 11:59 pm

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### MODULE TWO

**Chapter 4:** Society

**September 12th**, pp. 98-123

**Chapter 5:** Socialization

**September 19th**, pp. 124-151

**Chapter 6:** Social Interaction in Everyday Life

**September 26th**, pp. 152-177

**Chapter 7:** Groups and Organizations

**October 3rd**, pp. 178-205

**MID-TERM EXAM:** Due October 9th by 11:59 pm

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### MODULE THREE

**Chapter 8:** Sexuality and Society

**October 10th**, pp. 206-235

**Chapter 9:** Deviance

**October 17th**, pp. 236-271

**Chapter 10:** Social Stratification

**October 24th**, pp. 293-328

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**QUIZ TWO:** Due October 30 by 11:59 pm

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## MODULE FOUR

**Chapter 12:** Global Stratification

**October 31st,** pp. 390-423

**Chapter 14:** Race & Ethnicity

**November 7th,** pp. 365-397

**Chapter 18:** Families

**November 14th,** pp. 570-597

**Fall Break - NO CLASSES—November 21st- November 27th (Monday-Sunday)**

**Chapter 22:** Population, Urbanization, and Environment

**November 28th,** pp. 664-693

**FINAL EXAM:** Due December 4th by 11:59 pm