Introduction to Sociology, Sociology 137.008 and 137.501 Dual Credit
Fall 2018
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Office Hours and Course Times:

Please call the Sociology office (468-4405) to schedule an appointment or email me at waltscalen@sfasu.edu. Most issues can be addressed before or after the class period. Online students should use the D2L email. My regular conference hours are 8:30 AM to 9:30 AM TR. The 9:30 AM class (SOC 137.008) meets in Ferguson, room G78 on Tuesdays and Thursdays from 9:30 AM –10:45 AM. Sociology 137.501 Dual Credit is online.

Required Book

This course uses and online, open source textbook. It can be found here:
http://freebooks.uvu.edu/SOC1010/index.php/cat-list.html

Student Learning Outcomes (SLOs)

At the end of this course students should be able to:

- SLO #1 - think sociologically
- SLO #2 - bracket or set aside common sense knowledge about the social world
- SLO #3 - see the individual in social context
- SLO #4 - understand social, structural explanations of social problems
- SLO #5 - consider that for the individual freedom and security are incompatible
- SLO #6 - demonstrate a basic understanding of sociological theory
- SLO #7 - appreciate the construction of social reality
- SLO #8 – identify the principles of good research design

Course Description

SFA Bulletin Statement - Introduction to sociology will provide a general examination of culture, socialization, roles, values, social inequalities, population, social institutions, and social change.

As human beings engaged in ordinary daily affairs, we learn to navigate through social life in respect to various sets of expectations, institutions, and other social realities that we simply take for granted. In other words, we normally just "get by" and infrequently give critical thought to the nature of our daily lives. We accomplish this unthinking orientation toward life with the help of a variety of habits and recipes for action that we derive both from problem solving activities on our part and also from traditional or authoritative sources. As human beings we hold a great deal of knowledge about the social world, but use only a small portion of it. The task of the sociologist is to systematically study what it means to be an individual engaged in society. Sociologists attempt to look behind the "taken-for-grantedness" of everyday life in order to better understand what it means to be human. This course will proceed with two major objectives. First and most importantly, we will explore what it means to think sociologically. This will provide you with an opportunity to do more than memorize "facts" for an exam; it will allow you to
creatively and critically discuss the material presented. The second objective of this class will be to provide a brief survey of topics in sociological theory and research.

Course Expectations

Readings:
This course will entail a moderate amount of reading. You are encouraged to start early and not to get behind. I hope you will find the readings both valuable and interesting. The exams and class discussion will require your careful attention to all assigned reading materials.

Journal – There will be one paper required during the course. It will be explained in detail in class. In summary, it will require you to IDENTIFY a sociological topic of interest to you, DEFINE that topic, and ILLUSTRATE the topic through a personal story. No outline or works cited page will be required. The paper will be approximately 750-1000 words or 2-3 pages. It will be word processed (no hand written papers will be accepted), with 12 pt. font, no script, on white paper, and without graphics. No binders please. The Journal will due the same day as Exam II.

Quizzes - During the course of the semester five unannounced quizzes will be administered. They will be presented verbally via PowerPoint, will require true or false responses, and will be worth twenty points each (ten questions). For the online class, the quizzes will be worth ten points or one point per question or a total of fifty points for the semester. The quizzes will be on the scheduled topic of the day.

Graded Discussions (online classes only). There will be five class discussions worth ten points each. Discussions will be announced. Each will require students to address the posted question or issue by writing an initial post of at least two to three paragraphs. The initial post will end with a question. Then students will respond to at least two other students, and every post will end with a question.

Exams:
There will be three exams each a combination of multiple choice and true / false questions. Exams will be based upon material taken from both lectures and assigned readings. Review sheets and study sessions will be offered before each exam.

Exam Schedule:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>10-2 (Approx.)</td>
</tr>
<tr>
<td>Exam #2</td>
<td>11-1 (Approx.)</td>
</tr>
<tr>
<td>Exam #3, Final</td>
<td>As scheduled by the university</td>
</tr>
</tbody>
</table>

Grades will be calculated using the following guidelines.

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Exam #2</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Exam #3</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Journal (on campus), Journal and Discussions (online)</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Total:</td>
<td>500 pts.</td>
</tr>
</tbody>
</table>
Student Requirements:

1. Attendance and punctuality are critical. The instructor reserves the right to access a 5-point deduction per missed class, late arrival, or early exit. If you have special needs or experience an emergency situation, be sure to notify me accordingly. (this does not apply to online classes). The University’s official attendance policy is as follows: [http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf](http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf)

2. Missed quizzes will not be made up resulting in a 20-point deduction per quiz (a ten point deduction for online classes).

3. Missed exams will be made up on a day to be announced. It may be all essay in nature.

4. The Sociology Journal will be due the same date as Exam II. Late papers will be accessed a 50% reduction in grade.

5. No emailed papers of any kind will be accepted. Papers will be turned in during the class due day. Only hard copies of assigned papers actually exist for grading purposes. Keep a hard copy and/or electronic copy of any and all written assignments. Be ready to present these copies upon request. If you do not have a copy of a paper when asked, that paper does not exist for grading purposes.

6. Online classes will submit papers in the D2L Drop Box.

7. All make-up work of any kind must be completed and turned in two weeks before the start of final exams.
Grades
Many misconceptions exist about grades in the university. Perhaps the most common is that grades are given based upon student effort. Rather, grades are meant as evaluations of student performance not as rewards for effort. Some students can earn good grades with little or no effort. Other students work very hard and receive poor grades. This situation, while regrettable, is very similar to the "real world" conditions students will face after leaving the university. Grades and monetary rewards both are given to those who perform well. A second common misconception about grades is that a "C" is a "bad" grade. To the contrary a 'C' is given to work that meets the criteria of "satisfactory" college work.

“Grade Whining”
This especially annoying condition can be avoided by diligence and hard work. Carefully monitor your progress. A pattern of "C" and even "B" grades are unlikely to result in an "A" semester average. Professors don’t make grades; they report them. Comparisons to other students are usually unwise and unproductive. Students are often not aware of deductions or penalties that others may have experienced. Every effort is made to be fair and equitable: reviews for exams, revisions of papers, and extra credit, but some students have a boundless sense of entitlement. Ultimately, students determine what their final grades are going to be, not professors. Please take responsibility for your work and make every effort to do your best.

Academic Integrity (University Policy A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.
Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Class Decorum and Student Conduct:
Many workplace settings are relatively formal in nature. They involve specific and "traditional" standards of personal conduct. The key elements are order, personal restraint, and courtesy. There is no better place to start practicing these behaviors than in this class. Students will be expected to raise their hand to be recognized, to not speak while others are speaking, to deactivate all electronic devises (not notebook computers or watches), especially cell phones (NO TEXTING!, see special cell phone policy below), to avoid "sidebar" remarks or other annoying disruptions such as tardiness or early departures, and to be rational, civil, and self-controlled at all times. Cheating of any kind is strictly forbidden. Violating these standards will evoke one or all of the following remedies: a verbal warning, a consultation and written warning, a request to leave the classroom, expulsion from the class. Thank you in advance for proper deportment.
Cell Phone Policy

This class has a NO LIVE CELL PHONE policy that is vigorously enforced. Any student with a live cell phone during class whether observed directly or reported by another student will be charged a 25 pt. deduction. The second offense will result in referral to Student Rights and Responsibilities with a request to be dropped from the class. If you are a first responder on emergency call you should give the professor prior notification. We are all waiting for “important” calls, but if it is a crisis, you will be located and contacted. This classroom is a “no phone zone,” no exceptions.

Acceptable Student Behavior

The University’s official policy on this issue is stated as follows:

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Withheld Grades (University Policy A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Academic Accommodations for Disabled Students
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
University Calendar (Fall 2018):

8-27-18 - Classes begin
8-30-18 - Last day to change schedule and last day to register
9-11-18 – Twelfth class day
9-15-18 – First day to apply for degrees to be completed in May, 2019
10-17-18 – Mid-semester
10-24-18 – Last Day to drop classes, withdraw from the University with a WP or WF.
11-15-17 - Last day to apply for degrees to be completed in May, 2019
11-17-18 – Beginning of Thanksgiving Holidays
11-26-18 – Classes resume and last day to withdraw from the University
12-10-18 – Final Exams begin
12-14-18 – Final Exams end
12-15-18 - Commencement

“Tentative” Course Schedule (subject to revision)

Section One, Required Readings:
Intro to Sociology
Review of Syllabus and Social Construction of Realty, 8-28 and 8-30 (SLO 1, 7) CR
Chapter 1 – History and Introduction, 8-30 (SLO 2, 3) CR
Chapter 2 – Sociological Imagination, 8-30 (SLO 1, 3) CR
Chapter 5 – Culture, 9-4, 9-6, 9-11 (SLO 3) C
Chapter 7 – Society and Groups, 9-13, 9-18 (SLO 4) CR
Chapter 6 – Socialization, 9-20, 9-25 (SLO 3) CR
Review – 9-27

Exam I, 10-2

Section Two, Required Readings:
Intro to Sociology
Chapter 3 - Social Theories, 10-4 (SLO 6) CR
Chapter 4 - Scientific Sociology, 10-9, 10-11 (SLO 8) C, EQ
Chapter 9 – Stratification, 10-16 (SLO 3) CR, SR
Chapter 11 - Race and Minority, 10-18, 10-23 (SLO 5) CR, SR
Chapter 12 – Population and Review, 10-25 (SLO 3) CR, SR
Review – 10-30

Exam II and Sociology Journal Due, 11-1

Section Three, Required Readings:
Intro to Sociology
Chapter 8 – Deviance and Crime, 11-6, 11-8 (SLO 4, 5) CR, SR
Chapter 13 – Family, 11-13, 11-15 (SLO 3) CR, SR
Chapter 15 – Collective Behavior, 11-27 (SLO 3) CR
Chapter 16 – Media, 11-29 (SLO 3) CR, C
Chapter 19 - Religion, 12-4, 12-6 (SLO 3) CR
Review, 12-6
Exam III, 12-10 through 12-14 (Final Exam Schedule)

Class Lectures: Lecture materials will parallel but will not duplicate readings from the text.

Sociology Program Assessment Syllabi Insert

Course: Sociology 137

Scalen Program Learning Outcomes

The sociology program states the following items as program learning objectives (PLOs) for sociology majors.

The student will be able to identify, compare, and contrast sociological classical and contemporary theories.

PLOs

1. The student will be able to identify, compare, and contrast sociological classical and contemporary theories.
2. The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.
3. The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.
4. The student will be able to apply sociological knowledge and skills to a variety of settings.
5. The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
6. The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.
7. The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

This course addresses the following of these objectives:

<table>
<thead>
<tr>
<th>Program Learning Objective</th>
<th>Supported by Course Objective (Student Learning Outcome) #, or NA – Not applicable</th>
<th>Skill Level (Basic, Intermediate, Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td>1, 5, 6, 7</td>
<td>B</td>
</tr>
<tr>
<td>PLO 2</td>
<td>8</td>
<td>B</td>
</tr>
<tr>
<td>PLO 3</td>
<td>3, 4</td>
<td>B</td>
</tr>
<tr>
<td>PLO 4</td>
<td>4, 5</td>
<td>B</td>
</tr>
<tr>
<td>PLO 5</td>
<td>3, 5, 7</td>
<td>B</td>
</tr>
<tr>
<td>PLO 6</td>
<td></td>
<td></td>
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<tr>
<td>PLO 7</td>
<td></td>
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General Education Core Curriculum (Not Applicable for Fall 2018)

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to D2L this semester, and the date the assignment(s) should be uploaded to D2L. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in D2L this semester (not applicable this semester for this class).

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills (CR)</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills (C)</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<tr>
<td>Empirical and Quantitative Skills (EQ)</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Data Analysis Project</td>
<td>3 30 17</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<tr>
<td>Social Responsibility (SR)</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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