Stephen F. Austin State University  
Department of Anthropology, Geography, and Sociology  

Introduction to Sociology  
SOC137.001 (CRN: 23134)  
January 16, 2018 – May 11, 2018  

Prelude: Welcome to your introductory course in sociology. This course represents a real opportunity for you to learn and grow. I assume that you are here to learn not simply to take a course to fulfill a degree requirement. I take my work seriously and believe you should, too. I am pleased about opportunities that you will have this semester to learn and grow personally, hoping that you have a true excitement about life and about your college education. Your attitude is one of your most prized possessions in this course as it is in all college courses. I hope you will take advantage of your opportunities to expand your knowledge and skills.

Professor  
Dr. Ray Darville, Regents Professor, 2015-2016  
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PHONE: 936-468-2256 (faculty office)/936-468-4405 (department office)  
OFFICE HOURS: Mondays, 11:00-12:00; Tuesdays, 8:00-11:00; Wednesdays 11:00-12:00; Thursdays 8:00-11:00; others by appointment  
CLASS HOURS: MWF 9:00 – 9:50  
CLASSROOM: Ferguson479  
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Textbook  
Course Description (SFA Bulletin)
Introduction to Sociology (SOCl 1301) - General examination of culture, socialization, roles, values, social inequalities, population, social institutions and social change.

Program Learning Outcomes for Sociology
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 result.

General Education Core Curriculum
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

SOC137 is a general education core curriculum course and fulfills one or more of the general education core curriculum requirements. Another, “shell” course has been created to collect student artifacts to meet this state requirement. You will see this course on your D2L list.

During this semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board.

When you complete this one assignment, you need to upload the assignment to both the SOC137 dropbox and the dropbox.
Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the University Assessment Specialist at (936) 468-1267 or jstringfield@sfasu.edu.

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 the D2L dropbox this semester, and the date the assignment(s) should be uploaded to the D2L dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L dropbox.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</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</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<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</td>
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</table>
Student Learning Outcomes for SOC137
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 constructedness of social reality
SLO #8 – identify the principals of good research design
SLO #9 – communicate effectively in a social science context

Class Attendance/Participation
I expect excellent class attendance and participation and will track your use of the D2L materials. Excellent attendance and active participation in the class will enhance your likelihood of being successful in the course. I plan on checking class attendance each class session. While I do not deduct points for absences, being absent is not helpful to your grade in this course. You will find the class experience helpful as you develop the knowledge and skills expected in this course. If I see you use a cell phone during a class session, I will mark you as absent.

Classroom Civility
Each student is encouraged to help create a learning environment that promotes learning, dignity, and respect for one another. Students speaking at inappropriate times, taking breaks, interrupting class by coming late or leaving early, engaging in distracting behaviors, using cell phones or pagers, using headphones, playing with computers or handheld devices, or behaving aggressively toward others will be asked to leave the classroom and may be subject to disciplinary action. The professor may deem additional behaviors as inappropriate.

Professionalism
You are expected to act professionally at all times and to treat each other and me (the professor) with respect. Behaving unprofessionally will adversely affect your grade. You are expected to come to class having read the assigned materials and be prepared to discuss the content. When you come to class, please turn off and put
away your cell phones and other electronics including computers. There will be no text messaging or use of computers during class time.

I will establish a seating chart the first week of class. I will use that seating chart to check roll each class session. I will check roll at the beginning of each class session. You will start with 100 professionalism points. Then, if you are absent from a class session, you will lose 2 professionalism points; I do accept excused absences for official SFA events, but you must supply a statement from a relevant faculty or staff member to me within a week of the absence. Other non-excused absences include going to a doctor’s appointment or illness or family crisis does not constitute an acceptable excused absence; this list is not exhaustive, but serves to give you an idea of excused and non-excused absences. Then, you will lose 2 professionalism points for each time I observe you using or accessing your cell phone in class. In addition,

If you need to use a laptop computer, record the lectures, or need assistance with any disability, please see the Office of Disabilities Services for the required paperwork and I will be happy to accommodate your needs. Remember, if you are doing something other than paying attention in class you interfere with your classmate’s abilities to learn. Please be courteous to everyone in class.

**Academic Integrity (SFA Policy 4.1)**

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.

**Course Grades (SFA Policy 5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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 Accommodation for Students with Disabilities (SFA Policy 6.1)**

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/](http://www.sfasu.edu/disabilityservices/).

**TIPS ON HOW TO DO WELL IN THE COURSE**

1. Have a good, positive attitude toward learning and this course—your accomplishments are determined more by your attitude and work than by your intelligence. May I suggest you maintain a personal development program through which you read positive, motivational, and uplifting material. Successful people do this; they understand that the best investment is in one's self. People who do this are more successful in their vocations, and for what it is worth, make the most money. I know college is a fun, exciting time in your life, but, at the same time, it should be a time for personal development. Eat healthily, sleep sufficiently, and exercise reasonably—your grade depends on doing these basic activities.

2. Set a numeric goal for each exam and for your final grade, then do something each day to reach these goals. Remember, you and you alone are responsible for your grade, your test scores, and your assignments. The goal should be realistic, based in part of your past work in college (or high school), and based in part on your motivation. The goal should be realistic, but just out of reach so that you must stretch to achieve it.

3. Attend class every day and take good notes; review class notes each day.

4. The textbook has been carefully selected for your education and enjoyment. Therefore, a great deal of emphasis is placed on it. You are expected to read the text.

5. Ask questions in class if you do not understand something said in class or material from the text.

6. Find a study buddy in the class. Spend time talking about sociology and how it applies to everyday life.

7. Prepare well and carefully for the first exam. Students often mistake sociology for common sense and hence it seems easy and familiar. Many students come in with a perception that they know everything about people, society, and other social phenomena, only to discover that sociology has a great deal to offer and a unique insight into society. Sociology as a science requires in-depth understanding, precision, accuracy, and clarity.
Experts suggest that to properly prepare for class, a student should spend at least 2 hours outside of class for each hour spent inside class. This translates into about 6-10 hours of work each week external to class itself. You may need more time. A recent study suggested that students who “cram” for their exams during the night before major exams, do about 30 percent less well than those who put in the work earlier and who maintained their usual personal schedule through the exam period.

9. See the professor if you need help in the class.

10. The Academic Resource Center in our library is a tremendous resource. The Center supports this particular course. The SI leader will be available every Thursday evening at 6 p.m. at Lumberjack Landing 139B.

11. Volunteer yourself to help others. You have the time. One can learn to great deal about people and society by contributing in an unselfish way to assist others as they strive to reach their goals.

12. Remember that you are responsible ultimately for your grade in this course. The most important “score” is not the one I keep, but rather the one you keep.

COURSE ORGANIZATION AND REQUIREMENTS

A. Class Attendance
   1. Notice I have put class attendance first in this section. This reflects how I feel about the issue. I know many good reasons for missing class--you are truly ill, a friend needs help that will not wait, a death in the family. If you must miss class, get notes from a friend.
   2. I also know there are poor reasons for missing class, but I will not bore you with them. The only excused absence is a school-related field activity or team trip over which you have little or no control. I believe the class will be interesting enough for you to want to come. You and you alone must decide if a reason is a good one or poor one for missing class. I really want you to attend class. While the book is good, some things should be heard and seen in class. You will enjoy class more if you attend regularly and participate actively in classroom activities. Poor attendance may hurt your final grade and good attendance may help your grade--the choice is yours.

B. Other Notes
   1. Please do not wear caps or hats in the building and classroom. Also, this is a tobacco-free building. Please respect these norms.
   2. I expect students to be on time to class. Being late to class is not fashionable here--it IS disruptive to class. However, I would rather a student be late, than not come at all.

C. Examinations
   1. Note that we will have three examinations this semester, each worth 100 points. The final is not comprehensive and will cover only the last portion of the semester over which you have not been previously tested.
   2. I will announce the exact test dates about a week in advance and will give you a briefing the class meeting before each exam.
3. Testing Philosophy: I expect students to read, understand, and be able to answer questions regarding all material covered in this course. Therefore, I write questions in which I try to be comprehensive. I try to write exams which are challenging and which give me an indication of students’ abilities and understanding of material. I write questions from both the text and class lecture. I try to make exams balanced between text and notes.

4. I anticipate no make-up exams. If you must miss one due to extreme illness or death in the family, you may receive an all-essay exam covering the same material, but given a few days before the final exam at a time pre-arranged with the professor. I don't want make-ups and neither do you, so let's be on time and present for exams which are measures of your work.

D. Assignments
   1. Your first assignment is to read the text!! This cannot be emphasized enough. Your course grade depends on it! You will understand more of the lecture and enjoy it more as well. Ideally, you will have read the chapter to be lectured on before attending the lecture. For example, you should have chapter 2 read prior to the beginning of the second week of classes and so forth.
   2. Attend class and participate in class every time we meet.
   3. The professor will present in-class demonstrations during the lectures. These are to illustrate key points, test hypotheses, and to get you thinking about the issue at hand. Take appropriate notes. I expect you to participate actively.

E. Reading Quizzes
   1. There will be one reading quiz for each chapter we cover this semester. Reading quizzes will consist of 10 true-false or multiple choice questions drawn from a bank of about 100 questions. When you begin your quiz, D2L uses simple random sampling to select 10 questions for your quiz. You will have 15 minutes to complete each quiz. All questions are drawn directly from your textbook. Quizzes are open book and open note. Your lectures might be useful on occasion, but no question was written using your lecture notes. Once you answer all 10 questions, be sure to submit your quiz. Once that happens, your completed quiz will be graded using a key I have provided to D2L. You will be able to see your score on the graded quiz. Your score is then transferred into the D2L grade book and becomes a part of your scores for this semester. Quizzes are due Sunday nights at 11:30 p.m. unless I tell you otherwise. You should review your graded reading to determine in what area or areas you are weak; then, go back to your book and lecture notes and review that material.

F. Evaluation of Student Performance
   1. There are four exams, including the final to be given this semester. Each is worth 100 points.
2. There are fifteen weekly reading quizzes this semester. Each is worth 100 points.
3. There is a professionalism score this semester worth 100 points. This is a measure of your professionalism during the semester. Factors used to assess this grade component are: class attendance, class participation, adherence to class policies, include use of electronic devices.

### Grading Weights

<table>
<thead>
<tr>
<th>Performance Assessment Item</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>1,500</td>
<td>10%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The grading scheme follows:
- 90% - 100% = A “excellent”
- 80% - 89% = B “good”
- 70% - 79% = C “average”
- 60% - 69% = D “poor”
- 59% - 0% = F “failing”

### BRIEF COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week Number</th>
<th>Monday Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1           | January 15  | The Sociological Perspective (CT) | • Buy textbook  
• Complete honesty statement assignment  
• Read and study Chapter 1  
• Read and study Content Module 1  
• Complete Quiz 1  
• Attend class sessions |
| 2           | January 22  | Sociological Investigation (CT, EQ) | • Read and study Chapter 2  
• Read and study Content Module 2  
• Complete Quiz 2  
• Attend class sessions |
<p>| 3           | January 29  | Culture | • Read and study Chapter 3 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 4 | February 5 | Society                     | • Read and study Content Module 3  
• Complete Quiz 3  
• Attend class sessions |
| 5 | February 12| Socialization               | • Read and study Chapter 5  
• Read and study Content Module 5  
• Complete Quiz 5  
• Attend class sessions |
| 6 | February 19| Deviance (CT, EQ)           | • Read and study Chapter 9  
• Read and study Content Module 9  
• Complete Quiz 9  
• Attend class sessions |
| 7 | February 26| Social Stratification       | • Read and study Chapter 10  
• Read and study Content Module 10  
• Complete Quiz 10  
• Attend class sessions |
| 8 | March 5    | Social Class in the United States (SR) | • Read and study Chapter 11  
• Read and study Content Module 11  
• Complete Quiz 11  
• Complete Exam 2  
• Attend class sessions |
| 9 | March 12   | SPRING BREAK                | • Rest and Relaxation                                                       |
| 10| March 19   | Global Stratification       | • Read and study Chapter 12  
• Read and study Content Module 12  
• Complete Quiz 12  
• Attend class sessions |
| 11| March 26   | Gender Stratification       | • Read and study Chapter 13  
• Read and study Content Module 13  
• Complete Quiz 13  
• Attend class sessions |
<p>| 12| April 2    | Race and Ethnicity          | • Read and study Chapter 14                                                 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Month</th>
<th>Topic</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>April</td>
<td>Families</td>
<td>• Read and study Chapter 18 &lt;br&gt;• Read and study Content Module 18 &lt;br&gt;• Complete Quiz 18 &lt;br&gt;• Complete Exam 3 &lt;br&gt;• Attend class sessions</td>
</tr>
<tr>
<td>14</td>
<td>April</td>
<td>Religion</td>
<td>• Read and study Chapter 19 &lt;br&gt;• Read and study Content Module 19 &lt;br&gt;• Complete Quiz 19 &lt;br&gt;• Attend class sessions</td>
</tr>
<tr>
<td>15</td>
<td>April</td>
<td>Health and Medicine</td>
<td>• Read and study Chapter 21 &lt;br&gt;• Read and study Content Module 21 &lt;br&gt;• Complete Quiz 21 &lt;br&gt;• Submit Assignment &lt;br&gt;• Attend class sessions</td>
</tr>
<tr>
<td>16</td>
<td>April</td>
<td>Population, Urbanization, and Environment (EQ)</td>
<td>• Read and study Chapter 22 &lt;br&gt;• Read and study Content Module 22 &lt;br&gt;• Complete Quiz 22 &lt;br&gt;• Attend class sessions</td>
</tr>
<tr>
<td>17</td>
<td>May</td>
<td>FINAL EXAMINATION</td>
<td>• Complete Final Exam</td>
</tr>
</tbody>
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**Important University Dates This Semester**

January 16—First day of classes for Spring, 2017 semester  
January 19—Last day to add classes  
March 2—Last Day to apply for degrees to be completed in August, 2018  
March 7—Mid-semester  
March 10—Beginning of spring holidays  
March 19—classes resume following spring holidays  
March 21—Last day to drop courses  
March 21—Last day to withdraw from the university without WP or WF  
March 29—Beginning of Easter Holidays  
April 2—Classes resume following Easter holidays  
April 3—First day to apply for degrees to be completed in December, 2016  
April 23—Last day to withdraw from the university  
May 7-11—FINAL EXAM WEEK  
May 12—COMMENCEMENT