INSTRUCTOR(s): Dianne Dentice, Ph.D.
EMAIL: denticede@sfasu.edu
PHONE: 936-468-2241
OFFICE: LAN330
OFFICE HOURS: MW1:00 PM to 2:00 PM; T/TR 2:00 to 4:00 PM; Friday by appointment
CLASS TIMES: ONLINE

TEXTBOOK (required):

SECONDARY BOOK (required for book review):

COURSE DESCRIPTION: This course explores how the individual is affected by other people; self-identity, interpersonal relationships, interpersonal attraction, reference group, attitudes, values, leadership, aggression, conflict, and love.

Society and Identity (SOC253.500) (3 credits; fully online) spans 15 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on social psychological events and human interactions. In addition, students are required to read scholarly articles that are embedded in the Learning Modules during the semester, complete quizzes/exams over the course content, and complete multiple discussion assignments that evaluate their ability to think sociologically, interpret various primary sources, and consider multiple sides of human day to day interactions and relationships. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

Sociology program learning outcomes include the following:

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.

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Supported Course Objective SLO # or NA (not applicable)</th>
<th>Skill Level Basic, Intermediate, Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO1</td>
<td>1</td>
<td>I</td>
</tr>
<tr>
<td>PLO2</td>
<td>3</td>
<td>I</td>
</tr>
<tr>
<td>PLO3</td>
<td>6</td>
<td>I</td>
</tr>
<tr>
<td>PLO4</td>
<td>2</td>
<td>I</td>
</tr>
<tr>
<td>PLO5</td>
<td>4, 5</td>
<td>I</td>
</tr>
<tr>
<td>PLO7</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

Student learning outcomes for this course include the following:

1. Students will compare and contrast theories associated with sociological perspectives in social psychology.
2. Students will be able to appreciate the interconnectedness of the individual and society.
3. Students will recognize and discuss social psychological research methodologies.
4. Students will gain an understanding of how diversity in human society is a vital element of the social world.
5. Students will learn to analyze a specific social phenomenon, issue, or problem.
6. Students will learn the differences between macro-sociology and micro-sociology.

**COURSE ASSESSMENT:**

Each student will be assessed on the following items: exams, blogs, one position paper, and a review of the book, *Blue*.

**Exams**

There will be four exams during this online course. The first three exams emphasize the readings and class material since the previous exam. Each of these exams is worth 100 points and they consist of multiple choice and short answer questions. The fourth exam is a comprehensive final which will be over all of the material covered during the semester. The final is also worth 100 points. Exams = 400 total points. **Since you have a window of time to complete your exams, anyone who misses any of the first three exams will only get to have a retake with a documented absence from the Student Office of Rights and Responsibilities. There will be no retakes for the final exam.**

**Blogs/Discussions**

You will participate in five blogs/discussions this semester. In every assignment you will respond to each question posed by the instructor(s). In a separate post, you will add to the discussion by substantively responding to one of your classmates. In order to get full credit for these blog assignments you must: 1) answer each question posed by the instructor(s); 2) respond to a classmate in a way that adds to the discussion. Short responses such as “I agree with what you said and you were really right about the importance of in-group solidarity” will not get credit. A substantive response post is one which deals with the essentials of the content of the blogs for the week and adds to the discussion. Blogs are worth 25 points each: 20 points
for answers to instructor(s) questions and 5 points for responding substantively to a classmate. Blogs = 275 points. There is a grading rubric posted for blog assignments in Getting Started. **There are no makeups for missed blog/discussion assignments. You have plenty of time to get the readings done and complete your work during the semester.**

**Writing Assignments**

**Position Paper**

During the semester you will write one **three page, double-spaced** position paper. Instructions and a grading rubric are posted in your Getting Started Module along with a list of topics. As soon as you select a topic, email me in D2L to let me know what you will be writing about. Even though I prefer APA writing guidelines, I am flexible as long as I know in advance what style you will be using.

**Book Review: Blue**

In preparing your book review you should adhere to the following guidelines:

1. Briefly contextualize the book by summarizing the contents and goal of the author. Avoid any lengthy blow by blow accounts of individual chapters.

2. Write in a lively fashion but remember that you will lose points for poor grammar and misspelled words – so always use your computer’s grammar and spell check function.

3. Your book review should be **three pages in length, typed, and double-spaced.**

4. The title of your paper (no need for a separate title page) should look this way, followed by the text of your review:

   **Blue**
   A book review by Dianne Dentice
   SOC253.591, Spring 2016

5. Book reviews should not contain footnotes or references to other works. Page references to the reviewed work should be bracketed in text: example = [p. 16].

6. Avoid abbreviations and never use contractions in college level papers. You will lose 1 point for every contraction contained in the book review.

7. References to specific chapters should carry a capital letter and be numbered: In Chapter 7, the author argues……

8. I have posted a PDF adapted from the UNC Writing Center in the Getting Started Module. This handout gives specifics about how to go about setting up your paper. I expect for your paper to have an Introduction, Analysis, and Conclusion. FOLLOW THE GUIDELINES and you will do well with this assignment.

**Withheld Grades Policy:**

*The Grade of WH is at the discretion of the instructor and with the approval of the department chair, a grade of WH will be assigned only if the student cannot complete the course work due*
to unavoidable, documented 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.

Note that a grade of WH is given at the discretion of the course instructor and department chair. Both must agree that a WH is appropriate. Furthermore, only students who have completed almost all of the course work will be considered for a grade of WH.

**Grading Rubric for the Course**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blogs (required)</td>
<td>20 pts. for each post</td>
</tr>
<tr>
<td></td>
<td>5 pts. for response to 1 classmate post</td>
</tr>
<tr>
<td></td>
<td>25 pts. x 5</td>
</tr>
<tr>
<td>Exams (required)</td>
<td>100 pts. x 4</td>
</tr>
<tr>
<td>Book review (required)</td>
<td>100 pts. x 1</td>
</tr>
<tr>
<td>Position paper (required)</td>
<td>100 pts.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>725 pts.</strong></td>
</tr>
</tbody>
</table>

Grading Scale (based on total accumulation of points)

652 - 725 = A; 580 - 651 = B; 507 - 579 = C; 435 - 506 = D; < 435 = F

**ACADEMIC INTEGRITY:** Participants in this course will adhere to the SFA Academic Integrity Policy (A-9.1). Details of the policy are described online at http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html.

**DISABILITIES ACCOMMODATIONS:** Check with the Office of Disability Services to determine any necessary course adaptations or accommodations. Please make an appointment with me via email during the first week of class to discuss your needed accommodations. “The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services, Human Services Building, Room 325, Voice: 936-468-3004, TDD: 936-468-1004; FAX: 936-468-1368 or online at http://www.sfasu.edu/disabilityservices/index.htm.”

**DISCLAIMER:** This syllabus represents a “best” plan for the course; but, as with most plans, it is subject to change. Any changes will be announced by email or chat. *Your course calendar with important dates is posted in the Getting Started Module in Content. I will also post important news items regarding this course during the semester. Those announcements are located on your homepage.*
COURSE CALENDAR

WEEK OF JANUARY 21

Getting Started
Use this week to navigate the course – starting with the Getting Started Module. If you have technical problems, contact the Student Helpdesk in the CTL for assistance. Refer to Course Facts for important links and telephone numbers.

January 28 (Monday)
Module One: Introduction to Sociological Social Psychology
Read Learning Module One
Read Chapter 1 of your text

February 2 (Saturday)
Blog 1 due @ 10:00 PM

February 4 (Monday)
Module Two: Different Theoretical Perspectives
Read Learning Module Two
Read Chapter 2 of your text

February 5 (Monday)
Module Three: Studying People
Read Learning Module Three
Read Chapter 3 of your text

February 8 (Friday)
Exam 1 opens @ 8:00 AM (Chapters 1, 2 & 3 + Learning Modules)

February 10 (Sunday)
Exam 1 closes @ 10:00 PM

February 11 (Monday)
Module Four: Stratification
Read Learning Module Four
Read Chapter 4 of your text

February 18 (Monday)
Module Five: Self and Identity
Read Learning Module Five
Read chapter 5 in your text

February 23 (Saturday)
Blog 2 due @ 10:00 PM

February 25 (Monday)
Module Six: Socialization
Read Learning Module Six
Read Chapter 6 in your text

March 1 (Friday)
Exam 2 opens @ 8:00 AM (Chapters 4, 5 & 6 + Learning Modules)
March 3 (Sunday)
Exam 3 closes @ 10:00 PM

March 4 (Monday)
*Module Seven: Deviance*
Read Learning Module Seven
Read Chapter 7 in your text

March 9 (Saturday)
Blog 3 due @ 10:00 PM

March 11 (Monday)
*Module Eight: Mental Health and Illness*
Read Learning Module Eight
Read Chapter 8 of your text

**Happy Spring Break!!!!**

March 25 (Monday)
*Module Nine: Social Attitudes*
Read Learning Module Nine
Read Chapter 9 of your text

March 29 (Friday)
Exam 3 opens @ 8:00 AM (Chapters 7, 8 & 9 + Learning Modules)

March 31 (Sunday)
Exam 3 closes @ 10:00 PM

April 8 (Monday)
*Module 10: Emotions and Relationships*
Read Learning Module 10
Read Chapter 10 in your text

April 13 (Saturday)
Blog 4 due @ 10:00 PM

April 15 (Monday)
*Module 11: Collective Behavior*
Read Learning Module 11
Read Chapter 11 of your text

April 17 (Wednesday)
Blog 5 due @ 10:00 PM

**Happy Easter Break!!!!**

April 22 (Monday)
Book review is due @ 10:00 PM
April 29 (Monday)

Position paper is due @ 10:00 PM

Week of May 6 = Dead Week

May 13 (Monday): Final exam opens @ 8:00 AM

May 16 (Thursday): Final exam closes @ 5:00 PM

Although the final exam is not cumulative, you will be responsible for knowing many of
the concepts we have covered in this course over the semester. The primary content of the
final, however, will come from Learning Modules 10 and 11 and the corresponding
chapters in the text book. Be advised that even though I give you additional time on your
final exam, the exam shuts down promptly at 5:00 PM no matter what time you start.