Stephen F. Austin State University
Introduction to Sociology
SOCl 1301
In-person and online
Spring 2024

Dr. John C. Pruit, Ph.D.
Email: pruitjc@sfasu.edu
Office Phone: 936-468-3496
Office: Liberal and Applied Arts North Building (LAN) 332
Virtual and in-person student office hours:
    Monday Wednesday, 12:00-1:00pm
    Tuesday, Thursday, 8:00-9:30am
    Or by appointment
Department of Sociology and Anthropology
Class Time/Location:
    SOCl 1301-001, TR 9:30-10:45am, Ferguson 479*
    SOCl 1301-003, TR 11:00-12:15pm, Ferguson 479*
    SOCl 1301-005, Online

*In the event that the instructor is required to quarantine, too many students are required to quarantine, or if the classroom environment becomes unsafe or untenable due to COVID, flu, RSV risks, the instructor reserves the right to move the in-person course to an online format.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are uncomfortable in doing so. This will enable them to provide any resources that they may possess.

Cheat code for this course: Read the book, take notes during lectures, complete the assignments on time (revise assignments), study for the quizzes (the quizzes are challenging!). rinse and repeat.

This course requires the SAGrader™ course packet available at https://www.sagrader.com. It includes an online version of the textbook Writing About Sociology.

Course Description
SOC 1301: General examination of culture, socialization, roles, values, social inequalities, population, social institutions, and social change.

In this course, we will work toward understanding the social worlds in which we live. This is an introductory course. The goal is to introduce you to foundational knowledge and a wide variety of sociological topics; and to better understand how these apply to your everyday life. In short, this course is an exploration of ourselves as much as it is an exploration of sociology.

Importantly, the matters we will discuss in this course necessarily intersect with broad social structures, institutions, and individuals. Moreover, conceptualizations of these are not static, but change over time, across cultures, and in relation to power. Thus, part of our interest will be in understanding the relativity the individual and society, dominant power structures, and how these affect everyday lives.

This course is designed to be accessible to non-sociology majors (although you should take as many sociology courses as possible!). I expect you to read the course materials in advance, participate in course discussions (individually and as a group), and contribute to the overall intellectual atmosphere of the class and university.

Remember: this is not my class; it is our class. Again, your success in this course largely depends upon preparation and participation. By this I am asking: do you read, show up for class, take notes, contribute to the intellectual atmosphere, submit assignments, and prepare for the exams? I will provide you with the tools you need for success, but you must use them.

Course Requirements/Assignments

Quizzes
All quizzes will be taken through D2L. There will be three quizzes (02/13, 03/26, 05/02). Questions will be drawn from course lectures, discussion, and readings. quizzes will consist of 50 multiple choice questions. You will have 75 minutes to complete each quiz. There is no cumulative final exam (Yay!). (3 exams x 100 points = 300 points)
Makeup quizzes
Make up quizzes are permitted with proper documentation.

Bonus Points
You will receive 10 bonus points because everyone needs a little help every once in a while. These points will be added to your point total near the end of the semester. You do not have to do anything to receive these points. Do not ask me to round or bump up your grade.

SAGrader Assignments
SAGrader Assignments will be due for each chapter. The course schedule below should be used in conjunction with the due dates you have for www.SAGrader.com. All SAGrader assignments open at 12am on the day we begin the chapter and close at 11pm on the due date listed in the course calendar. The due dates are also listed on www.SAGrader.com in the appropriate course section for your class and this syllabus. You may submit as many times as you would like before the due date to maximize your score. You will receive half (50%) credit if you turn an assignment in after the due date. (196 points)

Attendance Policy (see SFASU policy 6.7)
Show up for all of your classes.
Attendance and participation are required, but not rewarded. If you are absent, you will miss out on lecture notes. I don’t mind if you are late. Just show up to class.

Text and Materials


This is a subscription to the SAGrader online service for grading essays and includes an online link to the course textbook. This service will give you quick and detailed feedback on your writing assignments, and will make it possible for you to resubmit the answer with changes to improve your score as many times as you would like before the due date. All of the writing assignments are keyed to the course textbook and modules (which include lecture notes). You will use this grading service extensively during this course for a wide range of assignments.

Subscribing to SAGrader™
This class does not allow any form of AI to complete any of the assignments.

To purchase a subscription, go to www.SAGrader.com then select the “create a student account” on the right top of the screen just under the “email” box. The site explains registration step by step. You will be asked for some identifying information – You MUST use your University email address. Your UserName is your SFA email (everything before the @) Your Student ID is your Student Number. After filling out the form, check your email to get your login information. After signing in, please note It is VERY IMPORTANT you enter the CORRECT SECTION on the enrollment form. You should sign up for SOC 1301 - SOC 1301 16 weeks Spring 2024 at Stephen F. Austin State University. There is no enrollment code for this class. You will need a credit card or PayPal to pay for the subscription. Once signed up, you will be able to submit an unlimited number of assignments for this course during this academic term. If you have any problems
subscribing, email support@ideaworks.com or call (573) 445-4554 between 9AM and 5PM Central Time, Monday through Friday.

A Note on SAGrader™ Challenges
Your challenges in which you point out some element the program missed are very helpful to us as we try to make sure the program grades fairly. The TAs and I read them and sometimes override the program, or explain why it was correct. In addition, a programmer uses the challenges to modify the program so it grades more fairly. We are finding that in most cases, the best way to address a valid challenge is to revise the program. Once revised the program re-grades not only your essay, but every essay submitted by any students. This almost always corrects the problem you challenged and often improves both your grade and the grades of other students where the program missed the same thing. So, don’t be surprised if we don’t respond directly to you immediately about a challenge. It usually takes a day or two for us to review them and revise the program. If program revisions don’t raise your grade, we will then try to come back and address your challenge individually. Challenges are only effective if they are clear. Challenges MUST state what you think you got right and why. Usually this involves stating the concept or definition you believe you correctly stated and pasting in your statement. Challenges that are too vague (e.g., “I should have gotten more points.”) will be returned to you with a request for more information and will only slow the process down. The purpose of challenges is not to guarantee that you got a perfect score, but to guarantee that you get a fair score. I can’t promise every challenge will be read and addressed before the deadline. You should expect it to take 48 HOURS before we can answer challenges. I will use the challenges to revise the program to avoid unfairly missing a correct answer. First, I will use them to change the program and then if the grade is still missing something important I will adjust your score manually. Those adjustments may not come before the deadline however. So, if you think you might have some things wrong about your answer try to fix them yourself before the deadline.

Zoom/YouTube Lectures (Online classes only)

In online courses, lectures will be made available using hyperlinks on D2L (using YouTube and/or Zoom). You will need to be logged into Zoom (via D2L) to view these. The lectures are asynchronous (prerecorded). If you have any questions join me for virtual student office hours or email me. I’m here to help.

Grading Policy

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 (02/13)</td>
<td>100</td>
<td>19.2%</td>
<td>A = 446.4</td>
</tr>
<tr>
<td>#2 (03/26)</td>
<td>100</td>
<td>19.2%</td>
<td>B = 356.8</td>
</tr>
<tr>
<td>#3 (05/02)</td>
<td>100</td>
<td>19.2%</td>
<td>C = 347.2</td>
</tr>
<tr>
<td>SAGrader Assignments</td>
<td>196</td>
<td>42.4%</td>
<td>D = 297.6</td>
</tr>
<tr>
<td>Total</td>
<td>496</td>
<td></td>
<td>F &lt; 297.6</td>
</tr>
</tbody>
</table>
**Course Calendar** (This is a plan, not a promise. It can change at the instructor’s discretion.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>SAGrader Assignment</th>
<th>Core Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>On D2L</td>
<td>Course Introduction</td>
<td>All SAGrader Assignments open at 12am on the first day of that specific chapter’s lecture and close at 11pm on the due date. Due dates are also listed on <a href="http://www.SAGrader.com">www.SAGrader.com</a></td>
<td>Critical Thinking (CT) Communication (C) Empirical/Quantitative (EQS) Social Responsibility (SR)</td>
</tr>
<tr>
<td>01/18-01/25</td>
<td>Chapter 1: The Sociological Perspective</td>
<td>Chapter 1 Snyder (1977) Research Project Summary (25 points)</td>
<td>CT, C, EQU, SR 4 @ 50 mins 3 @ person 75 mins</td>
</tr>
<tr>
<td>01/30-02/01</td>
<td>Chapter 2: Culture</td>
<td>Culture (Violate a Norm) (6 points)</td>
<td>C, EQU, PR, SR 3 @ 50 mins 2 @ 75 mins</td>
</tr>
<tr>
<td>02/06-02/08</td>
<td>Chapter 3: Socialization</td>
<td>Chapter 3 Detailed Discussion of Mead’s Stages of Socialization (15 points)</td>
<td>CT, C, PR, SR 3 @ 50 mins 2 @ 75 mins</td>
</tr>
<tr>
<td>02/13</td>
<td>Quiz #1</td>
<td>Quiz #1 (online via D2L)</td>
<td>Quiz #1</td>
</tr>
<tr>
<td>02/15-02/22</td>
<td>Chapter 4: Social Structure and Social Interaction</td>
<td>Chapter 4 Shooting an Elephant – A Role Theory Interpretation and Role Issues (25 points)</td>
<td>CT, C, EQU, SR 4 @ 50 mins 3 @ 75 mins</td>
</tr>
<tr>
<td>02/27-03/05</td>
<td>Chapter 5: Social Groups and Formal Organizations</td>
<td>Chapter 5 Types of Groups Illustrated in “A day in the life” (30 points)</td>
<td>CT, C, EQU, SR 4 @ 50 mins 3 @ 75 mins</td>
</tr>
<tr>
<td>03/07-03/21</td>
<td>Chapter 6: Social Control and Deviance</td>
<td>Chapter 6 Deviance (Interpret a Source: Warren) (40 points)</td>
<td>CT, C, EQU, SR 5 @ 50 mins 3 @ 75 mins</td>
</tr>
<tr>
<td>03/26</td>
<td>Quiz #2</td>
<td>Quiz #2 (online via D2L)</td>
<td>Quiz #2</td>
</tr>
<tr>
<td>04/02-04/09</td>
<td>Chapter 7: Social Stratification</td>
<td>Chapter 7 Stratification (Social Mobility Essay) (25 points)</td>
<td>CT, C, PR, SR 5 @ 50 mins 3 @ 75 mins</td>
</tr>
<tr>
<td>04/11-04/18</td>
<td>Chapter 8: Race and Ethnicity</td>
<td>Chapter 8 Social and Biological Race (10 points)</td>
<td>CT, C, PR, SR 5 @ 50 mins 3 @ 75 mins</td>
</tr>
<tr>
<td>04/23-04/30</td>
<td>Chapter 9: Sex and Gender</td>
<td>Chapter 9 Intersex and Transgender (10 points)</td>
<td>CT, C, PR SR 5 @ 50 mins 3 @ 75 mins</td>
</tr>
</tbody>
</table>
SOC 1301 “Introduction to Sociology” (3 credits) typically meets three times each week (Monday/Wednesday/Friday) in 50-minute segments for 15 weeks, or twice a week (Tuesday/Thursday) in 75-minute segments, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, are expected to write several essays, and take three exams. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

SOC 1301 “Introduction to Sociology” (3 credits, fully online) typically spans 15 weeks. The course contains extensive written and video 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 8 hours per week. Students have significant weekly reading assignments, are expected to write several essays, and take three exams. For every hour a student spends engaging with the content, they spend at least two hours completing associated activities and assessments.

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.

By enrolling in Introduction to Sociology (SOC 1301) you are also enrolling in a Core Curriculum Course that fulfills the critical thinking, communication, empirical & quantitative, and social responsibility requirement. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

When you complete this one assignment, you need to upload the assignment to both the Introduction to Sociology dropbox and Empirical and Quantitative Skills 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 Empirical and Quantitative Skills dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Empirical and Quantitative Skills dropbox (if applicable). 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 Empirical and Quantitative Skills dropbox.

Include only the core objectives taught in this course and indicate which objectives are being formally assessed in this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective will be Addressed</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>
<td>All lectures and written assignments address critical thinking.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>All lectures and written assignments address communication skills.</td>
</tr>
<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>
<td>All written assignments address empirical skills. All lectures include empirical and quantitative data aiming at improving scientific literacy.</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Lectures for chapters 2, 3, 4, 5, 6, 7, 8, and 9 focus on personal responsibility connecting everyday choices with broader structures of ethical decision-making.</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>All lectures focus on social responsibility connecting everyday choices with broader social structures.</td>
</tr>
</tbody>
</table>

Core Curriculum Objectives

SOCI 1301 satisfies the university core curriculum requirement for three semester hours in the social and behavioral sciences. It supports four core curriculum learning objectives:

1. Critical Thinking Skills (CT) including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills (C) including effective development, interpretation and expression of ideas through written, oral and visual communication
3. Empirical and Quantitative Skills (EQS) including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Social Responsibility (SR) including intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Program Learning Outcomes

SOCI 1301 is a required course in the Sociology Program for majors and minors. It supports the following program learning outcomes:

**PLO1** The students will be able to identify, compare, and contrast sociological classical and contemporary theories.

**PLO2** 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.

**PLO3** 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.

**PLO4** The student will be able to apply sociological knowledge and skills to a variety of settings.

**PLO5** 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.

**PLO6** The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.

**PLO7** 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</th>
<th>Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO1</td>
<td>1, 5</td>
<td>Basic</td>
</tr>
<tr>
<td>PLO2</td>
<td>2, 7</td>
<td>Basic</td>
</tr>
<tr>
<td>PLO3</td>
<td>3, 4</td>
<td>Basic</td>
</tr>
<tr>
<td>PLO4</td>
<td>4, 6</td>
<td>Basic</td>
</tr>
<tr>
<td>PLO5</td>
<td>3, 6, 9</td>
<td>Basic</td>
</tr>
<tr>
<td>PLO6</td>
<td>1, 5, 7</td>
<td>Basic</td>
</tr>
<tr>
<td>PLO7</td>
<td>8, 5, 6</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Student Learning Outcomes (SLO)

Upon completion of this course, students should be able to do the following things at a basic level:

1. Identify, compare, and contrast sociological classical and contemporary theories.
2. Identify the principles of good social scientific research design. Such principles include validity, reliability, and sampling methodology.
3. Identify the major concepts involved with social stratification, race and ethnic relations, deviance, gender, and institutions.
4. Apply sociological knowledge and skills to everyday life.
5. Recognize the implicit assumptions behind claims of knowledge about the social world, evaluate and distinguish between strong and weak arguments, and draw conclusions from a set of premises.
6. Demonstrate critical thinking skills including inquiry, and analysis, evaluation and synthesis of information.
7. Demonstrate communication skills including effective development, interpretation and expression of ideas through written communication and effective interpretation of oral and visual communication.
8. Demonstrate empirical and quantitative skills including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
9. Demonstrate social responsibility through awareness of cultural similarities and differences, understanding of civic responsibility, and knowledge of social issues necessary to effectively participate in regional, national, and global communities.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source,
including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**
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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**
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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741