



SOCI1101 INTRODUCTION TO SOCIOLOGY
COURSE SYLLABUS
Online
Fall Semester 202212

COURSE INFORMATION

Credit Hours/Minutes: 3/2250
Class Location: GVTC/Blackboard
Class Meets: Via Internet for 15 weeks
CRN: 20212
Preferred Method of Contact: EMAIL

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Lynda Tinker
Email Address: ltinker@southeasterntech.edu
Daytime Instructor: David Standard
Office Location: 418
Office Hours: Mon.-Thur. 9:30am-12:00noon
Email Address: dstandard@southeasterntech.edu
Phone: 912-538-3173
Fax Number: 912-538-3156
Tutoring Hours: Thursdays 4:30pm-5:30pm

Important Note Regarding Office Hours:

I do not have regular office hours on campus. Most concerns can be dealt with effectively via e-mail. Should you need to call, to ensure being able to have time with your instructor, please e-mail in advance, or, if you are unable to e-mail first, clearly state your name, number and reason for the call should you reach my answering machine so I can call you back. Other times may be arranged via an advanced request. My contact phone number is 912-481-5903.

REQUIRED TEXT

Sociology: A Brief Introduction, 13th edition by Richard T. Schaefer, McGraw-Hill Publisher
ISBN10: 1259912434
ISBN13: 9781259912436
Copyright: 2019

If the bookstore is selling an earlier edition, it will be okay.

REQUIRED SUPPLIES & SOFTWARE

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

Students should not share login credentials with others and should change passwords periodically to maintain security.

Software requirements: in addition to Internet explorer as a browser, you will need:

- *Microsoft Word* processor, with all assignments being submitted through Word **only**.
- *Microsoft Media Player* or other similar media player software able to run a video over the Internet; or the ability to go to the campus library to view a video.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

COURSE DESCRIPTION

Explores the sociological analysis of society, its culture, and structure. Sociology is presented as a science with emphasis placed on its methodology and theoretical foundations. Topics include: basic sociological concepts, socialization, social interaction and culture, social groups and institutions, deviance and social control, social stratification, social change, and marriage and family.

MAJOR COURSE COMPETENCIES

Topics include; Basic Sociological Concepts, Socialization, Culture, Social Structure and Social Interaction, Social Groups and Institutions, Deviance and Social Stratification, Social Change, and Marriage and Family

PREREQUISITE(S)

Appropriate Degree Level Writing (English) and Reading Placement Test Scores

COURSE OUTLINE

1. Basic Sociological Concepts
2. Socialization
3. Culture
4. Social Structure and Social Interaction
5. Social Groups and Institutions
6. Deviance and Social Control
7. Social Stratification
8. Social Change
9. Marriage and Family

GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS (ONLINE)

Students are expected to complete all work required by the instructor and to attend the required proctored campus exam. Students will have at least one week to complete tests and assignments. All tests and assignments are due at midnight on Monday of each week. Assignments must be keyed in Microsoft Word, saved, uploaded, and attached for grading in Blackboard.

Students are expected to prove weekly academic engagement by meeting assignment deadlines each week and spending a minimum of 15 hours during the semester doing the required homework, quizzes, and tests. Students are expected to communicate frequently through college email and discussion boards. College email is accessed at <https://portal.office.com>, under Quick links on our webpage, or in the menu of your Blackboard course.

PERSONAL AND EQUIPMENT (COMPUTER AND SOFTWARE) REQUIREMENTS:

- Access to a computer with Internet access, plus a back-up plan should you encounter problems with your computer or Internet connection at any time during the semester.
- Software requirements: in addition to Internet explorer as a browser, you will need:
 - *Microsoft Word* processor, with all assignments being submitted through Word **only**.
 - **WordPerfect, Word Pad, etc. will not be accepted.**
 - *Microsoft Media Player* or other similar media player software able to run a video over the Internet; or the ability to go to the campus library to view a video.
- **This is NOT a self-paced course, there are assignment deadlines throughout the semester and you are required to meet these deadlines in order to pass the class.**
- This course is demanding in reading and writing. It is expected and assumed that you can read and understand material at a college level and are familiar with regular academic writing standards.
 - Please consult instructor if you have any questions.
- No late work will be accepted without verifiable documentation of a legitimate excuse (doctor's note, police report, etc.).
- Discussion Forums cannot be made up.
- **You should check Announcements daily.**
 - It is your responsibility to be aware of all announcements made by the instructor either through personal messages or course announcements.

- All communications after the first week of classes should be directed through the Blackboard Management Learning system - Communications/Messages area. This will ensure mail specific to this class does not get integrated into other classes.
- Assignments must be submitted through Blackboard; assignments sent through campus email will NOT be accepted.
- Within Blackboard, assignments will be submitted through the Digital Drop Box feature.

If you expect any of the above requirements to be a problem for you at any time during the semester, please contact me **immediately**.

COVID-19 MASK REQUIREMENT

Masks or face coverings must be worn at all times while on the campus of Southeastern Technical College. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC). A student’s refusal to wear a mask or face covering will be considered a classroom disruption and the student may be asked to leave campus and/or receive further discipline.

COVID-19 SIGNS AND SYMPTOMS

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician’s office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

| COVID-19 Key Symptoms |
|--|
| Fever or felt feverish |
| Chills |
| Shortness of breath or difficulty breathing (not attributed to any other health condition) |
| Cough: new or worsening, not attributed to another health condition |
| Fatigue |
| Muscle or body aches |
| Headache |
| New loss of taste or smell |
| Sore throat (not attributed to any other health condition) |
| Congestion or runny nose (not attributed to any other health condition) |
| Nausea or vomiting |
| Diarrhea |

COVID-19 Key Symptoms

In the past 14 days, if you:

Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor (s).

COVID-19 SELF-REPORTING REQUIREMENT

Students, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using the [COVID 19 Health Reporting Form](#). Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](#), Exposure Control Coordinator, swaters@southeasterntech.edu, 912-538-3195.

ONLINE ATTENDANCE

It is the student's responsibility to be academically engaged each week doing course related activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an "F" (Failing 0-59) in a course.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Students will have at least one week to complete tests and assignments. All tests and assignments are due at 11:30 pm on Monday of each week. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: [Daphne Scott](#) dscott@southeasterntech.edu 478-289-2274, Building 1, Room 1210.

Vidalia Campus: [Helen Thomas](#) hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

Swainsboro Campus: [Daphne Scott](#) dscott@southeasterntech.edu 478-289-2274, Building 1, Room 1210.

Vidalia Campus: [Helen Thomas](#) hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

MODULE ASSIGNMENTS:

The module assignment questions are primarily drawn from material in your textbooks. If you use other reference sources the information should be consistent with what is presented in your textbook. The information in the text is based on sociological research, and thus, you will be graded on your demonstration of the mastery of the material in the text. Each module assignment will be submitted as an attachment in the drop box submission area. Make sure your name is on the attachment. **Submit using Word only.**

A module assignment grading rubric will be used for grading purposes. It is recommended that students refer to this grading rubric when writing the assignment.

Extra credit will be awarded if assignment includes APA formatted in-text citations and references.

MODULE DISCUSSIONS:

There are five (5) Module discussions. The discussions posted in the **Discussion Section** are public messages for the whole class to see, so you can share your views on given topics and respond to them. All students will observe the principles of "netiquette" when communicating online, which includes courtesy to all users. It is **expected** that you read the majority of classmates' discussion responses and **respond to at least two of your classmates' comments within the discussion thread. You must respond to at least 2 of your classmates' posts to receive ANY discussion points.**

Please make your responses reflective; simply posting comments such as —Good job/Atta boy are insufficient and will not allow you to receive full participation points for discussions. *Your initial responses should have at least 100 word count and your replies should have at least 50 word count.* Each module discussion is worth 100 point.

A module discussion grading rubric will be used for grading purposes. It is recommended that students refer to this grading rubric when writing the discussion initial response and responses to classmates.

TESTS AND FINAL EXAM:

There will be six (6) tests and one (1) comprehensive proctored event exam given this semester. **All** tests must be submitted by the **due date** (see Lesson Plan) and there will be **only 1 attempt** for each test and for the final exam. In addition, each test and the final exam will have a time limit. Each test covers the lecture material presented on-line and the reading material. Each test will consist of multiple choice and true/false questions. **The proctored event exam will be a comprehensive final exam.**

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of “W” (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of “F” (Failing 0-59) being assigned.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students’ eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of “W” will count in attempted hour calculations for the purpose of Financial Aid.

PROCTORED EVENT REQUIREMENT

In order to validate student identity for all online courses, students enrolled in online courses are **required** to complete one proctored event per online course. The proctored event will be administered on separate days—once on the Vidalia campus and once on the Swainsboro campus. Students must attend one of the proctored sessions as scheduled on the Lesson Plan/Course Calendar. The event will be monitored by the instructor or by an approved proctor. The proctored event may be a major exam, assignment, or presentation, etc. that will count a minimum of 20% of the course grade. Students must attend one of the scheduled proctored sessions and will need to make arrangements with work, childcare, etc. The specific dates of the proctored event are scheduled on the Lesson Plan/Calendar for the online course.

Students living farther than 75 miles from either campus who cannot come to Southeastern Tech for the event must secure an approved proctoring site. The site and the proctor must meet Southeastern Technical College's requirements (instructor will provide more information and necessary forms if this is the case). Note: Students taking proctored events off campus will utilize the Proctor Scheduling and Approval Form found in Blackboard within the Getting Started/Start Here and Proctoring Event area. The completed form should be submitted to the course instructor a minimum of two weeks prior to the proctored event. If approved, the instructor will notify the proctor.

Students arranging off-campus proctoring must take the event on one of the-originally scheduled days. Students who do not complete the proctored event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved by the instructor of the course, students must make arrangements with the instructor to makeup/reschedule the missed event. The penalty and makeup instructions will be at the instructor’s discretion. Proctored events will be given after the 65% point of the semester. Students who do not complete the proctored event on the scheduled date and do not present a valid documented excuse within three business days of the scheduled event will be given a zero for the proctored event.

PROCTORING FEES

Students are not charged a proctoring fee when taking a proctored event at Southeastern Technical College or any other TCSG college. Students who choose to use an off-campus proctor may be assessed a proctoring fee by the proctoring site. In this instance, the student is responsible for payment.

The required proctored event for this class is scheduled on the following dates and times: Vidalia Campus, Tuesday, December 1 at 10 am and Swainsboro Campus, Wednesday, December 2 at 1 pm.

Proctored Event will be a comprehensive Exam/Test. More information will be given later.

MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC...)

Except in dire emergencies, no makeup assignments (including proctored event), written assignments, discussion forums or tests are allowed. You may be required to provide verification of your emergency.

ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student

life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

| ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer | Title VI - Title IX (Employees) - EEOC Officer |
|---|--|
| Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 165 Phone: 912-538-3126 hthomas@southeasterntech.edu | Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 ljonas@southeasterntech.edu |

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on STC’s website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [STC website](#).

TCSG GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

| Assessment/Assignment | Percentage |
|------------------------------|-------------------|
| Assignments | 25% |
| Discussions | 25% |

| Assessment/Assignment | Percentage |
|-----------------------|------------|
| Tests | 25% |
| Final-Proctored Event | 25% |

GRADING SCALE

| Letter Grade | Range |
|--------------|--------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 0-59 |

SOC1101 Introduction to Sociology Fall Semester 2019 Lesson Plan

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|---------------------------|----------------------|---|-----------------|
| Weeks 1 & 2 August 16 – August 30 | Module 1 | No Show requirements | Monday – August 16 Reading Assignment: Read/Review STC and course policies and other important information for this course. These items can be found under the Course Tab entitled <i>Getting Started</i> . <i>Pledge Acknowledge</i> <i>Student Introduction</i> See left-hand side of the screen in the Bb Sociology course. Purchase textbook. Read and print course syllabus. | |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|---------------------------|--|--|--|
| August 16 – August 30 | Module 1 | No Show requirements <i>Must be completed by third day of class!!!!!!</i> | Due – Thursday – August 19th All components of Getting Started – 1. Acknowledgement of reading student packet 2. Honor Pledge 3. Student Introduction | |
| Weeks 1 & 2 August 16 – August 30 | Module 1 | Describe the sociological perspective. | | Sociological Competency 1 General Education Core Competency 1 and 3 |
| Weeks 1 & 2 August 16 – August 30 | Module 1 | Describe the main characteristics of the other social sciences. | | Sociological Competency 1 General Education Core Competency 1 and 3 |
| Weeks 1 & 2 August 16 – August 30 | Module 1 | Discuss the major theoretical perspectives and explain their use. | Due – Monday – August 30 by 11:30 pm Assignment: Complete Module 1 Assignment | Sociological Competency 1 General Education Core Competency 1 and 3 |
| Weeks 1 & 2 August 16 – August 30 | Additional Reading | Sociological perspectives | Extra Credit Assignment Blind Men and the Elephant – Due by Monday, August 30 by 11:30 pm | Sociological Competency 1 General Education Core Competency 1 and 3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|--------------------|--|---|--|
| Week 3 August 31 – September 6 | Module 2 | Explain the major research methods used in sociology. | Reading Assignment: Read Chapter 2 <i>Sociology: A Brief Introduction</i> | Sociological Competency 1 General Education Core Competency 1 and 3 |
| Week 3 August 31 – September 6 | Module 2 | Identify the problems researchers face in conducting valid research. | Discussion Assignment: Module 2 Discussion Test : Take test 1 | Sociological Competency 1 and 2 General Education Core Competency 1 and 3 |
| Week 3 August 31 – September 6 | Module 2 | Discussion Forum Post your initial discussion response. Initial response must be at least 100 words. Replies to classmates must be at least 50 words. | Discussion Assignment: Initial discussion due by Thursday, September 3. Replies to classmates (2) due by September 2nd at 11:30 pm | Sociological Competency 1 and 2 General Education Core Competency 1 and 3 |
| Week 3 August 31 – September 6 | Module 2 | Test on Chapters 1 and 2 | Test 1 – Due on Monday, September 6th at 11:30 pm | Sociological Competency 1 and 2 General Education Core Competency 1 and 3 |
| Week 4 September 7 - September 13 | Module 3 | Define culture and discuss the elements of culture including beliefs, values, norms, and language. | Reading Assignment: Read Chapter 3 <i>Sociology: A Brief Introduction</i> Discussion Assignment: Module 3 Discussion | Sociological Competency 3 General Education Core Competency 1 and 3 |
| Week 4 September 7 - September 13 | Module 3 | Differentiate between material and the non-material culture, ethnocentrism and cultural relativism, and real vs. ideal culture. | Initial discussion due by Thursday, September 9 | Sociological Competency 3 General Education Core Competency 1 and 3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---|-----------------|---|--|--|
| Week 4 September 7 - September 13 | Module 3 | Define subcultures and countercultures. | | Sociological Competency 3 General Education Core Competency 1 and 3 |
| Week 4 September 7 - September 13 | Module 3 | Explain cultural lag, cultural diffusion, and cultural leveling. | Discussion Assignment: Module 3 Discussion Replies to classmates (2) due by Monday, September 13 at 11:30 pm | Sociological Competency 3 General Education Core Competency 1 and 3 |
| Weeks 5 & 6 September 14 – September 27 | Module 4 | Recognize the different perspectives on the role of heredity and environment in the socialization process. | Reading Assignment: Read Chapter 4 in <i>Sociology: A Brief Introduction</i> | Sociological Competency 2 General Education Core Competency 1 and 3 |
| Weeks 5 & 6 September 14 – September 27 | Module 4 | Identify the major theories and processes of development. | | Sociological Competency 2 General Education Core Competency 1 and 3 |
| Weeks 5 & 6 September 15 – September 28 | Module 4 | | | |
| Weeks 5 & 6 September 14 – September 27 | Module 4 | Explain the importance of agencies of socialization such as family, school, religion, peer groups, mass media, and the workplace. | | Sociological Competency 2 General Education Core Competency 1 and 3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|------------------------|--|---|---|
| | | <p>Watch <i>Harlow's Monkeys Video Link</i>.</p> <p>(Make sure you watch Harlow's Monkeys before you watch Genie).</p> <p>Watch <i>Genie- Deprived Child Video Link</i></p> <p>Assignment must include your opinion/argument and social theory and/or concepts to support your opinion.</p> <p><i>Extra credit will be awarded if assignment includes APA formatted in-text citations and references.</i></p> | <p>Writing Assignment:</p> <p>You must watch both video links before you complete the written assignment.</p> <p>Written Assignment Due on Monday, September 27 by 11:30 pm.</p> | <p>Sociological Competency 2</p> <p>General Education Core Competency 1 and 3</p> |
| <p>Weeks 5 & 6</p> <p>September 14 – September 27</p> | <p>Module 4</p> | <p>Explain the major perspectives of socialization</p> | <p>Test :</p> <p>Take test 2</p> | <p>Sociological Competency 2</p> <p>General Education Core Competency 1 and 3</p> |
| <p>Weeks 5 & 6</p> <p>September 14 – September 27</p> | <p>Module 4</p> | <p>Test on Chapters 3 and 4</p> | <p>Test 2 due by Monday, September 27 11:30 pm</p> | <p>Sociological Competency 2</p> <p>General Education Core Competency 1 and 3</p> |
| <p>Week 7</p> <p>September 28 – October 4</p> | <p>Module 5</p> | <p>Describe the functions of status, roles, groups, and institutions in maintaining social structure.</p> | <p>Reading Assignment:</p> <p>Read Chapter 5 in <i>Sociology: A Brief Introduction</i></p> | <p>Sociological Competency 4/5</p> <p>General Education Core Competency 1 and 3</p> |
| <p>Week 7</p> <p>September 28 – October 4</p> | <p>Module 5</p> | <p>Define society and differentiate the types of societies.</p> | | <p>Sociological Competency 4/5</p> <p>General Education Core Competency 1 and 3</p> |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|-----------------|---|---|--|
| Week 7 September 28 – October 4 | Module 5 | Explain the theories of social interaction. | | Sociological Competency 4/5 General Education Core Competency 1 and 3 |
| Week 7 September 28 – October 4 | Module 5 | <p>Watch <i>Stanford Prison Experiment Video Links</i></p> <p>Written assignment must include your opinion/argument and social theory and/or concepts to support your opinion.</p> <p><i>Extra credit will be awarded if assignment includes APA formatted in-text citations and references.</i></p> | <p>Writing Assignment:</p> <p>You must watch the video link before you complete the written assignment.</p> <p>Written Assignment Due on Monday, October 4 at 11:30 pm</p> | Sociological Competency 4/5 General Education Core Competency 1 and 3 |
| Week 8 October 5 – October 11 | Module 6 | Identify the major types of groups. | <p>Reading Assignment:</p> <p>Read Chapter 13, 14, and 15 in <i>Sociology: A Brief Introduction</i></p> | Sociological Competency 5 General Education Core Competency 1 and 3 |
| Week 8 October 5 – October 11 | Module 6 | Explain the structure and processes of small groups. | | Sociological Competency 5 General Education Core Competency 1 and 3 |
| Week 8 October 5 – October 11 | Module 6 | Recognize and describe the major roles of such social institutions as the family, religion, education, health care providers, and political and economic institutions. | | Sociological Competency 5 General Education Core Competency 1 and 3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---|-----------------------|--|--|--|
| Week 8 October 5 – October 11 | Module 6 | Identify types of formal organizations. | | Sociological Competency 5 General Education Core Competency 1 and 3 |
| Week 8 October 5 – October 11 | Module 6 | | | Sociological Competency 5 General Education Core Competency 1 and 3 |
| Week 8 October 5 – October 11 | Module 6 | Identify and discuss the major types of government and economic systems. | Test : Take test 3 | Sociological Competency 4/5 General Education Core Competency 1 and 3 |
| Week 8 October 5 – October 11 | Module 6 | Test on Chapters 13, 14, and 15. | Test 3 due by October 11 11:30pm | Sociological Competency 4/5 General Education Core Competency 1 and 3 |
| Week 9 October 12– October 18 | Module 7 | Describe the sociological and non-sociological approaches to deviance. | Reading Assignment: Read Chapter 7 in <i>Sociology: A Brief Introduction</i> | Sociological Competency 6 General Education Core Competency 1 and 3 |
| Week 9 October 12– October 18 | Module 7 | Discuss the three sociological perspectives of crime. | | Sociological Competency 6 General Education Core Competency 1 and 3 |
| Week 9 October 12– October 18 | Module 7 | Explain major theories of deviance and crime. | | Sociological Competency 6 General Education Core Competency 1 and 3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---|------------------------|---|---|---|
| <p>Week 9</p> <p>October 12–October 18</p> | <p>Module 7</p> | <p>Differentiate between formal and informal social controls.</p> | | <p>Sociological Competency 6</p> <p>General Education Core Competency 1 and 3</p> |
| <p>Week 9</p> <p>October 12–October 18</p> | <p>Module 7</p> | <p>Describe the sociological and non-sociological approaches to deviance.</p> | | <p>Sociological Competency 6</p> <p>General Education Core Competency 1 and 3</p> |
| <p>Week 9</p> <p>October 12–October 18</p> | <p>Module 7</p> | <p>Watch <i>Solomon Asch and Stanley Milgram Video Links</i></p> <p>Written assignment must include your opinion/argument and social theory and/or concepts to support your opinion.</p> <p>Extra credit will be awarded if assignment includes APA formatted in-text citations and references.</p> | <p>Writing Assignment:</p> <p>Complete Module 7 Assignment</p> <p>Assignment due October 18 by 11:30 pm</p> | <p>Sociological Competency 6</p> <p>General Education Core Competency 1 and 3</p> |
| <p>Week 9</p> <p>October 12–October 18</p> | <p>Module 7</p> | <p>Test on Chapters 5 and 7</p> | <p>Test :</p> <p>Take test 4 due by October 18th at 11:30 pm</p> | <p>Sociological Competency 5/6</p> <p>General Education Core Competency 1 and 3</p> |
| <p>Week 10</p> <p>October 19 – October 25</p> | <p>Module 8</p> | <p>Define social stratification.</p> | <p>Reading Assignment:</p> <p>Read Chapter 8 in <i>Sociology: A Brief Introduction</i></p> | <p>Sociological Competency 7</p> <p>General Education Core Competency 1 and 3</p> |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|-----------------------|--|--|--|
| Week 10 <i>October 20 – October 26</i> | Module 8 | Identify the two types of stratification systems. | | Sociological Competency 7 General Education Core Competency 1 and 3 |
| Week 10 <i>October 19 – October 25</i> | Module 8 | Identify the two types of stratification systems. | | Sociological Competency 7 General Education Core Competency 1 and 3 |
| Week 10 <i>October 19 – October 25</i> | Module 8 | Define open and closed systems of stratification. | | Sociological Competency 7 General Education Core Competency 1 and 3 |
| Week 10 <i>October 19 – October 25</i> | Module 8 | Describe the major theoretical perspectives of stratification. | | Sociological Competency 7 General Education Core Competency 1 and 3 |
| Week 10 <i>October 19 – October 25</i> | Module 8 | Explain how socioeconomic status is measured. | | Sociological Competency 7 General Education Core Competency 1 and 3 |
| Week 10 <i>October 19 – October 25</i> | Module 8 | Describe the major social classes found in the United States. | | Sociological Competency 7 General Education Core Competency 1 and 3 |
| Week 10 <i>October 20 – October 26</i> | Module 8 | Identify some of the consequences of social stratification. | | Sociological Competency 7 General Education Core Competency 1 and 3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|--------------------|---|---|--|
| Week 10 October 19 – October 25 | Module 8 | Discussion Assignment: Initial response must be at least 100 words. Replies to classmates (2) must be at least 50 words. | Discussion Assignment: Module 8 Discussion Initial discussion due by Thursday, October 21 Replies to classmates (2) due by October 25 at 11:30 pm | Sociological Competency 7 General Education Core Competency 1 and 3 |
| October 26 - 65% Point – Last Day for Students to Formally Withdraw From Full Term Classes Without Academic Penalty | | | | |
| Weeks 11 & 12 October 26 - November 8 | Module 9 | Discuss the social sources of prejudice and discrimination. | Reading Assignment: Read Chapter 10 and 11 in <i>Sociology: A Brief Introduction</i> | Sociological Competency 7 General Education Core Competency 1 and 3 |
| Weeks 11 & 12 October 26 - November 8 | Module 9 | Identify the psychological factors involved in prejudice and discrimination. | | Sociological Competency 7 General Education Core Competency 1 and 3 |
| Weeks 11 & 12 October 26 - November 8 | Module 9 | Explain the consequences of discrimination. | | Sociological Competency 7 General Education Core Competency 1 and 3 |
| Weeks 11 & 12 October 26 - November 8 | Module 9 | Identify the primary racial and ethnic minorities in America. | | Sociological Competency 7 General Education Core Competency 1 and 3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---|------------------------|---|---|---|
| <p>Weeks 11 & 12</p> <p><i>October 26 - November 8</i></p> | <p>Module 9</p> | <p>Discuss the sources and extent of gender stratification.</p> | | <p>Sociological Competency 1 - 6</p> <p>General Education Core Competency 1 and 3</p> |
| <p>Weeks 11 & 12</p> <p><i>October 26 - November 8</i></p> | <p>Module 9</p> | <p>Identify and discuss the major problems related to age and social inequality.</p> | | <p>Sociological Competency 1 - 6</p> <p>General Education Core Competency 1 and 3</p> |
| <p>Weeks 11 & 12</p> <p><i>October 26 - November 8</i></p> | <p>Module 9</p> | <p>Watch "A Class Divided"</p> <p>Written assignment must include your opinion/argument and social theory and/or concepts to support your opinion.</p> <p><i>Extra credit will be awarded if assignment includes APA formatted in-text citations and references.</i></p> | <p>Writing Assignment:</p> <p>Complete Module 9 Assignment</p> <p>Assignment due on November by 11:30 pm</p> | <p>Sociological Competency 7</p> <p>General Education Core Competency 1 and 3</p> |
| <p>Weeks 11 & 12</p> <p>Weeks 11 & 12</p> <p><i>October 26 - November 8</i></p> | <p>Module 9</p> | <p>Complete Test 5.</p> <p>Includes Chapters 8,10, and 11</p> | <p>Test :</p> <p>Take test 5</p> <p>Test is due on November 8 by 11:30 pm</p> | <p>Sociological Competency 7</p> <p>General Education Core Competency 1 and 3</p> |


| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|-----------------------|---|---|--|
| Week 13 <i>November 9 – November 15</i> | Module 10 | Discuss aspects of mate selection such as endogamy, exogamy, and homogamy. | Reading Assignment: Read Chapter 12 in <i>Sociology: A Brief Introduction</i> | Sociological Competency 9 General Education Core Competency 1 and 3 |
| Week 13 <i>November 9 – November 15</i> | Module 10 | Describe social class differences, racial and ethnic differences. | | Sociological Competency 9 General Education Core Competency 1 and 3 |
| Week 13 <i>November 9 – November 15</i> | Module 10 | Discuss patterns of parenting and grandparenting. | | Sociological Competency 9 General Education Core Competency 1 and 3 |
| Week 13 <i>November 9 – November 15</i> | Module 10 | Discuss adoption, dual-income families, single-parent families, stepfamilies. | | Sociological Competency 9 General Education Core Competency 1 and 3 |
| Week 13 <i>November 9 – November 15</i> | Module 10 | Define some statistical trends in divorce. | | Sociological Competency 9 General Education Core Competency 1 and 3 |
| Week 13 <i>November 9 – November 15</i> | Module 10 | Discuss factors associated with divorce. | | 9 a and c |
| Week 13 <i>November 10 – November 16</i> | Module 10 | Discuss the impact of divorce on children. | | Sociological Competency 7 General Education Core Competency 1 and 3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|---------------------|---|---|--|
| Week 13 <i>November 9 – November 15</i> | Module 10 | Discuss cohabitation, marriage without children, single parents, and alternative lifestyles. | | Sociological Competency 9 General Education Core Competency 1 and 3 |
| Week 13 <i>November 9 – November 15</i> | Module 10 | Describe the theoretical views of family. | | Sociological Competency 9 General Education Core Competency 1 and 3 |
| Week 13 <i>November 9 – November 15</i> | Module 10 | Discussion Assignment: Initial response must be at least 100 words. Replies to classmates (2) must be at least 50 words. | Discussion Assignment: Initial discussion due by Thursday, November 11 Replies to classmates (2) due by Monday, November 15th by 11:30 pm | Sociological Competency 9 General Education Core Competency 1 and 3 |
| Week 14 <i>November 16 – November 22</i> | Module 11 | Discuss the major theories of social change. | Reading Assignment: Read Chapter 16 in <i>Sociology: A Brief Introduction</i> | Sociological Competency 8 General Education Core Competency 1 and 3 |

Since Backboard will be down from November 20 until November 27, the discussion for Module 14 and test 6 will be due on Monday, November 29th.

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|--|---------------------|---------------------------------------|--|--|
| Week 14 <i>November 16– November 22</i> | Module 11 | Identify the major sources of change. | | Sociological Competency 8 General Education Core Competency 1 and 3 |
| Week 14 <i>November 16 – November 22</i> | Module 11 | Define collective behavior. | | Sociological Competency 8 General Education Core Competency 1 and 3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|-----------------------|---|--|--|
| Week 14 November 16 – November 22 | Module 11 | Discuss the various forms of collective behavior and the conditions necessary for development. | | Sociological Competency 8 General Education Core Competency 1 and 3 |
| Week 14 November 16 – November 22 | Module 11 | Describe the types of social movements. | | Sociological Competency 8 General Education Core Competency 1 and 3 |
| Week 14 November 16 – November 22 | Module 11 | Trace the development of social movements. | | Sociological Competency 8 General Education Core Competency 1 and 3 |
| Week 14 November 16 – November 22 | Module 11 | Describe current patterns of population growth and social problems related to that growth. | | Sociological Competency 8 General Education Core Competency 1 and 3 |
| Week 14 November 16 – November 22 | Module 11 | Describe the processes of urban change. | | Sociological Competency 8 General Education Core Competency 1 and 3 |
| Week 14 November 16 – November 22 | Module 11 | Identify the three theories of urban structure. | | Sociological Competency 8 General Education Core Competency 1 and 3 |
| Week 14 November 16 – November 22 | Module 11 | Discuss the major problems faced by American cities and some of the programs developed to resolve them. | | Sociological Competency 8 General Education Core Competency 1 and 3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|--|--|--|--|--|
| Week 14 November 16 – November 22 | Module 11 | Discussion Assignment: Initial response must be at least 100 words. Replies to classmates (2) must be at least 50 words. | Discussion Assignment: Module 11 Discussion Initial discussion due by November 18th. Replies to classmates (2) due by Monday, November 29 at 11:30 pm | Sociological Competency 8 General Education Core Competency 1 and 3 |
| Week 14 November 16 – November 22 Assignments due on Monday, November 29th | Module 11 | Complete Test 6. Includes Chapters 12 and 16 | Test : Take test 6. Due by Monday, November 29 at 11:30 pm | Sociological Competency 8 General Education Core Competency 1 and 3 |
| November 24 – 25 Thanksgiving Holiday |  | | | |
| Week 15 November 29th – December 5th | Review all course concepts – prepare for proctored exam. Comprehensive exam covering all components of course covered this semester. Use old study guides for review. | | | |
| Week 15 Wednesday – December 1st And Thursday – December 2 | Proctored Event Proctored Exam | Proctored Exam Wednesday, December 1 st – Vidalia Campus – 10am Thursday, December 2 nd , Swainsboro Campus – 1:00 pm | Rooms TBA | Sociological Competency 1 - 9 General Education Core Competency 1 and 3 |

| Date/Week | Chapter/Lesson | Content | Assignments & Tests Due Dates | Competency Area |
|---|---------------------------------------|--|--|--|
| Week 15 November 29th – December 6th | Application of Social Concepts | Application of Social Concepts Written assignment must include your opinion/argument and social theory and/or concepts to support your opinion. | Writing Assignment (Extra Credit) Will be available on Thursday, December 2nd See additional information in Application of Social Concepts folder Due by December 6th at 11:30 pm | Sociological Competency 1 - 9 General Education Core Competency 1 and 3 |
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Competency Areas:

1. Basic Sociological Concepts
2. Socialization
3. Culture
4. Social Structure and Social Interaction
5. Social Groups and Institutions
6. Deviance and Social Control
7. Social Stratification
8. Social Change
9. Marriage and Family

General Core Educational Competencies

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.