



SOCI1101 INTRODUCTION TO SOCIOLOGY
COURSE SYLLABUS
Online
Spring 2021

COURSE INFORMATION

Credit Hours/Minutes: 3/2250
Class Location: GVTC/Blackboard
Class Meets: Via Internet for 15 weeks
CRN: 40228/40249
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

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
Cough: new or worsening, not attributed to another health condition
Shortness of breath, not attributed to another health condition
New loss of taste or smell
Chills; Repeated shaking with chills
Sore throat, not attributed to another health condition
Muscle pain, not attributed to another health condition or exercise
Headache, not attributed to another health condition
Diarrhea (unless due to known cause)
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: [Macy Gay, \(mgay@southeasterntech.edu\)](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas, \(hthomas@southeasterntech.edu\)](mailto: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: [Macy Gay, \(mgay@southeasterntech.edu\)](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas, \(hthomas@southeasterntech.edu\)](mailto: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

Due to the uncertainties of COVID-19, this event will not be proctored for Spring Semester 2021. Students will have a final exam, but will not be required to come on campus to do it.

The final exam will count a minimum of 20% of the course grade.

If the final exam is missed, any student who misses the final event will be issued an "F" (Failing) for the course.

The final exam event for this class is scheduled on the following dates and times: Final Exam will be available Tuesday, April 27 through Thursday, April 29th 11:30pm – You do not have to come to campus to take this exam.

Final exam will be a comprehensive Exam/Test.

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%
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











SOCI1101 Introduction to Sociology Spring Semester 2021 Lesson Plan


Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<p>Weeks 1 & 2</p> <p>January 11 – January 25</p>	<p style="text-align: center;">Module 1</p>		<p>Reading Assignment: Read/Review STC and course policies and other important information for this course.</p> <p>These items can be found under the Course Tab entitled <i>Getting Started</i>.</p> <p><i>Pledge Acknowledge</i></p> <p><i>Student Introduction</i></p> <p>See left-hand side of the screen in the Bb Sociology course.</p> <p>Purchase textbook.</p> <p>Read and print course syllabus.</p>	

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
January 11 – January 25	Module 1	No Show requirements <i>Must be completed by third day of class!!!!!!</i>	Due – Monday – January 18 All components of Getting Started – 1. Acknowledgement of reading student packet 2. Honor Pledge 3. Student Introduction	
Weeks 1 & 2 January 11 – January 25	Module 1	Describe the sociological perspective.		Sociological Competency 1 General Education Core Competency 1 and 3
Weeks 1 & 2 January 11 – January 25	Module 1	Describe the main characteristics of the other social sciences.		Sociological Competency 1 General Education Core Competency 1 and 3
Weeks 1 & 2 January 11 – January 25	Module 1	Discuss the major theoretical perspectives and explain their use.	Due – Monday – January 25 by 11:30 pm Assignment: Complete Module 1 Assignment	Sociological Competency 1 General Education Core Competency 1 and 3
Weeks 1 & 2 January 11 – January 25	Additional Reading	Sociological perspectives	Extra Credit Assignment Blind Men and the Elephant – Due by Monday, January 25 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 <i>January 26 – February 1</i>	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 <i>January 26 – February 1</i>	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 <i>January 26 – February 1</i>	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, January 28 Replies to classmates (2) due by Monday, February 1 at 11:30 pm	Sociological Competency 1 and 2 General Education Core Competency 1 and 3
Week 3 <i>January 26 – February 1</i>	Module 2	Test on Chapters 1 and 2	Test 1 – Due on Monday, February 1 at 11:30 pm	Sociological Competency 1 and 2 General Education Core Competency 1 and 3
Week 4 <i>February 2 – February 8</i>	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 <i>February 2 – February 8</i>	Module 3	Differentiate between material and the non-material culture, ethnocentrism and cultural relativism, and real vs. ideal culture.	Initial discussion due by Thursday, February 4	Sociological Competency 3 General Education Core Competency 1 and 3

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 4 February 2 – February 8	Module 3	Define subcultures and countercultures.		Sociological Competency 3 General Education Core Competency 1 and 3
Week 4 February 2 – February 8	Module 3	Explain cultural lag, cultural diffusion, and cultural leveling.	Discussion Assignment: Module 3 Discussion Replies to classmates (2) due by Monday, February 8 at 11:30 pm	Sociological Competency 3 General Education Core Competency 1 and 3
				
 Weeks 5 & 6 February 9 – February 22	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 February 9 – February 22	Module 4	Identify the major theories and processes of development.		Sociological Competency 2 General Education Core Competency 1 and 3
 Weeks 5 & 6 February 9 – February 22	Module 4			
 Weeks 5 & 6 February 9 – February 22	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
 Weeks 5 & 6 February 9 – February 22		<p>Watch <i>Harlow's Monkeys</i> <i>Video Link.</i></p> <p>(Make sure you watch Harlow's Monkeys before you watch Genie).</p> <p>Watch <i>Genie- Deprived Child</i> <i>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, February 15 by 11:30 pm.</p>	<p>Sociological Competency 2</p> <p>General Education Core Competency 1 and 3</p>
 Weeks 5 & 6 February 9 – February 22	<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>
 Weeks 5 & 6 February 9 – February 22	<p>Module 4</p>	<p>Test on Chapters 3 and 4</p>	<p>Test 2 due by Monday, February 22 11:30 pm</p>	<p>Sociological Competency 2</p> <p>General Education Core Competency 1 and 3</p>
<p>Week 7 February 23 – March 1</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 February 23 – March 1</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 February 23 – March 1	Module 5	Explain the theories of social interaction.		Sociological Competency 4/5 General Education Core Competency 1 and 3
Week 7 February 23 – March 1	Module 5	Watch <i>Stanford Prison Experiment Video Links</i> Written assignment must include your opinion/argument and social theory and/or concepts to support your opinion. <i>Extra credit will be awarded if assignment includes APA formatted in-text citations and references.</i>	Writing Assignment: You must watch the video link before you complete the written assignment. Written Assignment Due on Monday, March 1 at 11:30 pm	Sociological Competency 4/5 General Education Core Competency 1 and 3
				
Week 8 March 2 – March 8	Module 6	Identify the major types of groups.	Reading Assignment: Read Chapter 13, 14, and 15 in <i>Sociology: A Brief Introduction</i>	Sociological Competency 5 General Education Core Competency 1 and 3
Week 8 March 2 – March 8	Module 6	Explain the structure and processes of small groups.		Sociological Competency 5 General Education Core Competency 1 and 3

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 8 March 2 – March 8	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
Week 8 March 2 – March 8	Module 6	Identify types of formal organizations.		Sociological Competency 5 General Education Core Competency 1 and 3
Week 8 March 2 – March 8	Module 6			Sociological Competency 5 General Education Core Competency 1 and 3
Week 8 March 2 – March 8	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 March 2 – March 8	Module 6	Test on Chapters 13, 14, and 15.	Test 3 due by March 8 11:30pm	Sociological Competency 4/5 General Education Core Competency 1 and 3
Week 9 March 2 – March 8	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 March 9 - March 15	Module 7	Discuss the three sociological perspectives of crime.		Sociological Competency 6 General Education Core Competency 1 and 3

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 9 March 9 - March 15	Module 7	Explain major theories of deviance and crime.		Sociological Competency 6 General Education Core Competency 1 and 3
Week 9 March 9 - March 15	Module 7	Differentiate between formal and informal social controls.		Sociological Competency 6 General Education Core Competency 1 and 3
Week 9 March 9 - March 15	Module 7	Describe the sociological and non-sociological approaches to deviance.		Sociological Competency 6 General Education Core Competency 1 and 3
Week 9 March 9 - March 15	Module 7	<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><i>Extra credit will be awarded if assignment includes APA formatted in-text citations and references.</i></p>	<p>Writing Assignment: Complete Module 7 Assignment</p> <p>Assignment due March 15 by 11:30 pm</p>	Sociological Competency 6 General Education Core Competency 1 and 3
Week 9 March 9 - March 15	Module 7	Test on Chapters 5 and 7	Test : Take test 4 due by March 15 at 11:30 pm	Sociological Competency 5/6 General Education Core Competency 1 and 3

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 10 March 16– March 22	Module 8	Define social stratification.	Reading Assignment: Read Chapter 8 in <i>Sociology: A Brief Introduction</i>	Sociological Competency 7 General Education Core Competency 1 and 3
Week 10 March 16– March 22	Module 8	Identify the two types of stratification systems.		Sociological Competency 7 General Education Core Competency 1 and 3
Week 10 March 16– March 22	Module 8	Identify the two types of stratification systems.		Sociological Competency 7 General Education Core Competency 1 and 3
Week 10 March 16– March 22	Module 8	Define open and closed systems of stratification.		Sociological Competency 7 General Education Core Competency 1 and 3
Week 10 March 16– March 22	Module 8	Describe the major theoretical perspectives of stratification.		Sociological Competency 7 General Education Core Competency 1 and 3
Week 10 March 16– March 22	Module 8	Explain how socioeconomic status is measured.		Sociological Competency 7 General Education Core Competency 1 and 3
Week 10 March 16– March 22	Module 8	Describe the major social classes found in the United States.		Sociological Competency 7 General Education Core Competency 1 and 3

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 10 March 16– March 22	Module 8	Identify some of the consequences of social stratification.		Sociological Competency 7 General Education Core Competency 1 and 3
Week 10 March 16– March 22	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, March 18 Replies to classmates (2) due by March 22 at 11:30 pm	Sociological Competency 7 General Education Core Competency 1 and 3




Sunday, April 4

Spring Break

Monday, April 5 and Tuesday, April 6

Weeks 11 & 12 March 23 April 5	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 March 23 - April 5	Module 9	Identify the psychological factors involved in prejudice and discrimination.		Sociological Competency 7 General Education Core Competency 1 and 3
Weeks 11 & 12 March 23 - April 5	Module 9	Explain the consequences of discrimination.		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 <i>March 23 - April 5</i></p>	<p>Module 9</p>	<p>Identify the primary racial and ethnic minorities in America.</p>		<p>Sociological Competency 7 General Education Core Competency 1 and 3</p>
<p>Weeks 11 & 12 <i>March 23 - April 5</i></p>	<p>Module 9</p>	<p>Discuss the sources and extent of gender stratification.</p>		<p>Sociological Competency 1 - 6 General Education Core Competency 1 and 3</p>
<p>Weeks 11 & 12 <i>March 23 - April 5</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 General Education Core Competency 1 and 3</p>
<p>Weeks 11 & 12 <i>March 23 - April 5</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: Complete Module 9 Assignment Assignment due on March 30 by 11:30 pm</p>	<p>Sociological Competency 7 General Education Core Competency 1 and 3</p>
<p>Weeks 11 & 12 <i>March 23 - April 5</i></p>	<p>Module 9</p>	<p>Complete Test 5. Includes Chapters 8,10, and 11</p>	<p>Test : Take test 5 Test is due on April 1st (early due date because of spring break)</p>	<p>Sociological Competency 7 General Education Core Competency 1 and 3</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<p>Monday, April 5 -Tuesday, April 6</p> 				
<p>Week 13 <i>April 7 – April 19</i></p>	<p>Module 10</p>	<p>Discuss aspects of mate selection such as endogamy, exogamy, and homogamy.</p>	<p>Reading Assignment: Read Chapter 12 in <i>Sociology: A Brief Introduction</i></p>	<p>Sociological Competency 9 General Education Core Competency 1 and 3</p>
<p>Week 13 <i>April 7 – April 19</i></p>	<p>Module 10</p>	<p>Describe social class differences, racial and ethnic differences.</p>		<p>Sociological Competency 9 General Education Core Competency 1 and 3</p>
<p>Week 13 <i>April 7 – April 19</i></p>	<p>Module 10</p>	<p>Discuss patterns of parenting and grandparenting.</p>		<p>Sociological Competency 9 General Education Core Competency 1 and 3</p>
<p>Week 13 <i>April 7 – April 19</i></p>	<p>Module 10</p>	<p>Discuss adoption, dual-income families, single-parent families, stepfamilies.</p>		<p>Sociological Competency 9 General Education Core Competency 1 and 3</p>
<p>Week 13 <i>April 7 – April 19</i></p>	<p>Module 10</p>	<p>Define some statistical trends in divorce.</p>		<p>Sociological Competency 9 General Education Core Competency 1 and 3</p>
<p>Week 19 <i>April 7 – April 12</i></p>	<p>Module 10</p>	<p>Discuss factors associated with divorce.</p>		<p>9 a and c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 13 <i>April 7 – April 19</i>	Module 10	Discuss the impact of divorce on children.		Sociological Competency 7 General Education Core Competency 1 and 3
Week 13 <i>April 7 – April 19</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>April 7 – April 19</i>	Module 10	Describe the theoretical views of family.		Sociological Competency 9 General Education Core Competency 1 and 3
Week 13 <i>April 7 – April 19</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 Monday, April 12 . Replies to classmates (2) due by Monday, April 19 by 11:30 pm	Sociological Competency 9 General Education Core Competency 1 and 3
Week 14 <i>April 20 – April 19</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
Week 14 <i>April 20 – April 26</i>	Module 11	Identify the major sources of change.		Sociological Competency 8 General Education Core Competency 1 and 3

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 14 <i>April 20 – April 26</i>	Module 11	Define collective behavior.		Sociological Competency 8 General Education Core Competency 1 and 3
Week 14 <i>April 20 – April 26</i>	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 <i>April 20 – April 26</i>	Module 11	Describe the types of social movements.		Sociological Competency 8 General Education Core Competency 1 and 3
Week 14 <i>April 20 – April 26</i>	Module 11	Trace the development of social movements.		Sociological Competency 8 General Education Core Competency 1 and 3
Week 14 <i>April 20 – April 26</i>	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 <i>April 20 – April 26</i>	Module 11	Describe the processes of urban change.		Sociological Competency 8 General Education Core Competency 1 and 3
Week 14 <i>April 20 – April 26</i>	Module 11	Identify the three theories of urban structure.		Sociological Competency 8 General Education Core Competency 1 and 3

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 14 <i>April 20 – April 26</i>	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
Week 14 <i>April 20 – April 26</i>	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 Thursday, April 22. Replies to classmates (2) due by Monday, April 26 at 11:30 pm	Sociological Competency 8 General Education Core Competency 1 and 3
Week 14 <i>April 20 – April 26</i>	Module 11	Complete Test 6. Includes Chapters 12 and 16	Test : Take test 6. Due by Monday, April 26 at 11:30 pm	Sociological Competency 8 General Education Core Competency 1 and 3
Week 15 <i>April 27 – April 29</i>	Final exam	Final Exam will be available Tuesday, April 27 through Thursday, April 29th 11:30pm	Final Exam Comprehensive exam covering all components of course cover this semester. Use old study guides for review.	Sociological Competency 1 - 9 General Education Core Competency 1 and 3
April 30 – May 3 (Finals)	Application of Social Concepts <i>(Extra Credit Assignment)</i>	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) See additional information in Application of Social Concepts folder Due by May 3 at 11:30 pm	Sociological Competency 1 - 9 General Education Core Competency 1 and 3

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.

Discussion Board Rubric

Instructor: Lynda Tinker

All discussion boards MUST contain 1 post and a minimum of 2 replies

Original Post must contain a minimum of 100 words

Replies must contain a minimum of **50 words**

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations
Critical Thinking	Discussion is rich in content. Generates thought provoking questions. Poster shows insight and analysis of subject	Discussion is substantial in content. Shows some insight and analysis has taken place.	Discussion is generally competent. Information is thin and commonplace	Rudimentary and superficial. No analysis or insight is displayed
Connections	Clear connections to previous or current real life situations.	Connections are somewhat evident. Some connection with real life situations but not very clear or obvious	Limited connections. Vague generalities	No connections. Off topic
Uniqueness	New Ideas. New Connections. Discussions are made with depth and detail	Contains new ideas or discussions but lacks depth and/or detail	Few or no new ideas or connections. Discussions rehash or summarize other postings.	No new ideas. "I agree with..." "I like that concept...." Etc.... statements
Timeliness	ALL required postings are completed in advance of deadline. Discussions and replies are completed throughout the discussion to ensure that others have time to read and respond	All required discussions are completed by deadline. Some replies or discussions are not completed in time for others to read and respond	All required discussions are completed at the last minute without allowing time for others to read and respond.	Some or all required postings are missing
Stylistics	1 or 2 grammatical or stylistic errors	3-5 grammatical or stylistic errors	5 or more obvious grammatical errors. Errors interfere with discussion content	Obvious Grammatical errors that makes understanding impossible

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations
TOTALS				
X 4				
Total Pts. ___/100				

Assignment Rubric

Objective/Criteria	Performance Indicators		
	Needs Improvement	Meet Expectations	Exceptional
Spelling/Grammar/Mechanics	(0 points) 3 to 5 spelling, grammatical, or punctuation errors. Poor use of vocabulary and word choice.	(0.94 points) 1 to 3 spelling, grammatical, or punctuation errors. Good use of vocabulary and word choice.	(1.25 point) No spelling, grammatical, or punctuation errors. High-level vocabulary and word choice.
Content	(0 points) Includes no social concept or theory to support opinions. Has significant factual errors, misconceptions or misinterpretations. No academic sources of information.	(1.69point) Includes at least 1 social concept or theory to support opinions. Has application of critical thinking that is apparent. Contains at least 1 academic source of information. Information presented is accurate.	(2.25 points) Includes more than 1 social concept or theory to support opinions. Reflects application of critical thinking. Contains more than 1 academic source of information. Information presented is accurate.
Organization	(0 points) Information submitted does not support the social issue present. Content is unfocused and disorganized. Information does not support the social concept/theory presented or challenge the question.	(1.13 point) Information is organized and supports the social concept/theory presented.	(1.5 points) Information is clearly focused in an organized and thoughtful manner. Information is constructed in a logical pattern to strengthen argument.
Citation and Referencing	<i>Extra credit will be awarded if assignment includes APA formatted in-text citations and references.</i>		