

Sociology 102
Allen County College
Fall 2009

Instructor

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Room #204

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Class Period – 2nd Block Blue/Gold

Room # 204

Textbook: Schaefer, Richard T. *Sociology 9th edition*

Course Description: Sociology seeks to unravel the social factors behind social phenomena. This introductory course features a balanced theoretical foundation from which to view perspectives, concepts, and models of inquiry utilized by contemporary sociologists to study social processes and structures in order to interpret current social behavior. We will begin to develop critical thinking skills through development of our sociological imaginations in order to evaluate social actions and institutions that surround us in our daily lives.

COURSE PREREQUISITES: None

COURSE OUTCOMES and COMPETENCIES: Upon successful completion of the following units, the students will be able to:

I. Foundations of Sociology.

- A. Trace the history and philosophy of sociology
- B. Apply the sociological imagination.
- C. Compare and contrast the major sociological perspectives.
- D. Identify and describe sociological research methods and related ethical issues.

II. Foundations of Society.

- A. Define and explain the major components of culture.
- B. Compare and contrast the major types of societies.
- C. Describe the process of socialization.
- D. Analyze the components of social structures.
- E. Demonstrate a basic knowledge of social interaction.
- F. Compare and contrast the major theories of deviance and types of social control.

III. Social Inequality.

- A. Compare and contrast the major theoretical explanations of social inequality.
- B. Identify and local, national, and global dimensions of social stratification.
- C. Explain and assess the inequalities associated with class, gender, sexual orientation, age, race and ethnicity.

IV. Social Institutions.

- A. Explain the fundamental significance of social institutions, such as economic, political, educational, religious, family, etc.

- B. Describe the significant features of and illustrate the interrelationships among the major social institutions.

V. Social Change.

- A. Explain the dynamics of social change, such as population, environment, industrialization, urbanization, technology, etc.
B Analyze the dimensions of collective behavior, social movements, and social change in local, national, and global contexts.

INSTRUCTIONAL METHODS: Class lectures, discussions, class group activities, video tapes, DVD's, and film.

EVALUATION METHODS:

- Each chapter (**23**) students are required to identify key theoretical perspectives – including conflict, interactionist, feminists, fundamentalist, and other theories addressed. Students are then required to write an essay about each chapter with each theoretical perspective and be prepared to discuss findings in class. Lastly, students are required to answer each “Let’s Discuss” question throughout the chapter to further accentuate key sociological theories and imaginations to better understand key concepts and themes. Each chapter essay is worth 20pts.
- **Four Chapter Tests** worth 100 points.
- **One Semester Research Project** – “Research Design” – special project using the scientific method to gather research and data to defend covering on the 23 chapters discussed. (100pts)
- **Information** shared in lectures, class discussions, videos/DVD's viewed in class, and assigned textbook reading are the resources for the chapter writing exercises.
- **Any extra credit** points offered will be available **ONLY** if a student is passing the course with a Grade of “C” or better **AND** has submitted **AND** successfully completed all individual course assignments with a “C” or better.
- The **Pre-test** and **Post-test** for each student is for informational data and will not be a part of the student’s course grade.

SEMESTER RESEARCH FORMAT: The Semester Research Paper (Research Design) must be submitted with a Cover Page **INCLUDING** the thesis topic, course name, course number, and the student’s full name; with the content pages and data tabulated in research style. (I will cover in class prior to assigning project.) Papers must be block type font size 11, and double spaced, with minimum length of three full pages, followed by initial research data, participants, demographics used, and thesis.

CLASSROOM- BASED DISCUSSION: Each student is expected to participate in class-room discussions with classmates and/or the instructor on the topic being covered for the given class period. Students will be expected to contribute well-thought-out commentary, questions, or analysis for each of the class topics to receive any points.

Students’ input may be on the topic itself or on the substance of others students’ comments. Comments must have course relevant focus and use sociological concepts, terminology, and analysis in its content that illustrates the student’s grasp (comprehension) of the course material. Simply expressing one’s personal opinions without utilizing course material will not be sufficient to be awarded any points for th respective class session.

CLASSROOM TIME EXPECTATIONS: Course meeting times will focus on the elaboration and application of Key Concepts and Theories found in the assigned chapters for each class meeting. It is expected that each student will arrive to class on time and prepared for the activities of the class meeting for which they are assigned.

Grading:

1. **Chapter essays and theories (23) @ 20 pts each.**
2. **One Semester Research Design @ 100 pts.**

3. **Three Chapter Tests @ 100 pts each**
4. **Attendance based on school policy.**
5. **Participation in classroom-based discussions will be considered for additional credit.**

ALL POINTS earned will be assigned a Specific Letter Grade as listed:

90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
Below 60% = F

ATTENDANCE POLICY: Regular class attendance is required for the student to have the opportunity of being successful. Attendance will be taken at the beginning of each class period. Attendance policy will follow Iola High School policy.

ACADEMIC INTEGRITY: Students in this course are expected to:

1. Hand in THEIR OWN work on individual assignments, except when collaborating on group assignments which are specifically given in the classroom by the instructor.
2. Any student found misrepresenting the source of any academic work or attempting to hand in work done by another person (see Plagiarism and Cheating portion of this syllabus) will automatically receive a minimum of zero on that assignment AND may result in failure of the course.
3. Violations of school policy will be dealt with accordingly. Use your own ideas and thoughts and express them with pride.

The instructor will adhere to the Policies of Allen County Community College in regards to academic dishonesty. Anyone signing another person's name on the attendance sheet is involved in dishonesty as well.

PLAGIARISM AND CHEATING:

1. "Plagiarism is the academic and literary equivalent of robbery, taking someone else's property. If you copy somebody's test answers, take an essay from a magazine and pass it off as your own, lift a well-phrased sentence or two and include them without crediting the author or using quotation marks, or even pass off somebody's good ideas as examples of your own genius, you are guilty of intellectual thievery. If you are caught you should expect punishment or contempt or both."
(Source: Robert M. Gorrell and Charlton Laird, *Modern English Handbook*, 6th edition, Englewood Cliffs, N.J.; Prentice Hall, 2976, p.71).
2. Plagiarism covers unpublished as well as published sources; borrowing another's term paper handing it in as one of your own or purchasing a paper from an individual or an agency, or submitted as one's own paper from a living group, club, or organization, is plagiarism.
3. To avoid plagiarism, you should "acknowledge indebtedness" – (a) whenever you quote another person's actual words. (B) Whenever you use another person's idea, opinion, or theory, even if it is completely paraphrased in your own words; and (C) Whenever you borrow facts, statistics, or other illustrative materials – unless the information is common knowledge.

Source: William W. Watt, *An American Rhetoric*, 4th edition (New York: Holt, Rinehart and Winston, Inc. 1970), p. 8.

CLASSROOM BEHAVIOR: - Behavior policy will follow board approved handbook at Iola High School.

LATE SUBMITTAL POLICY for EXAMS/QUIZZES/PROJECTS/DISCUSSIONS/ACTIVITIES:
Exams, projects, written assignments and other course requirements MUST be submitted prior to OR on the

date and time of DEADLINE. All late submissions must be approved for credit by the instructor and must be approved prior to the deadline as posted in the syllabus. Any late exams OR other assignments, if accepted, will have the grade reduced by 10 points initially and doubled if necessary. Any deviations from this course policy must be approved by the instructor. It is the policy of the instructor to accept late work or assign incompletes only under extraordinary circumstances. Any student who wishes to make up any assigned course work must supply a reason and accompanying evidence that satisfies the instructor.

ASSESSMENT STATEMENT: Allen County College has implemented a student academic gains assessment program. The purpose of this program is to ensure instructional excellence AND to maintain regional accreditation. As a part of this program all students are expected to take an Entrance Exam upon enrolling and an Exit exam upon graduating. Students will also be asked by their instructors to participate in some form of Pre-/Post evaluation in each class.

DISABILITY STATEMENT: Allen County College is committed to assisting individuals with disabilities to achieve their educational goals with appropriate accommodations and services based on individual documented need. Students having a disability (including learning disability), and needed accommodations, should inform the Director of Guidance and each instructor of the student's classes.

The Director of Guidance, Michael Hayes whose office is in Complex B, coordinates all accommodations for students with disabilities.

STUDENT EMAIL ACCOUNT: Allen County College provides all enrolled students with an institutional E-mail account. Many instructors utilize this account to communicate with students and institution or campus-wide announcements are posted. Students are expected to check their ACC E-mail on a regular basis. Access to E-mail accounts is made through the ACC website. Your E-mail address is your ID, your password is the first four letters of your last name and the last four numbers of your social security number Detailed information regarding E-mail access is available at the Iola or Burlingame campus or on the ACC website.

Have a Good Year!

COURSE SCHEDULE:

Fall 2009 & Spring 2010

Assignment

8/24/09 – 1/4/10	In class discussion of sociology/ Introductions/ expectations/
8/26/09 – 1/6/10	Read and Study Chap 1 – Understanding Sociology – Essay
8/28/09 – 1/8/10	Read and Study Chap ½ - Sociological Research – Essay
9/01/09 – 1/12/10	Read and Study Chap 3 – Culture – Essay
9/03/09 – 1/14/10	Read and Study Chap 3/ Chap 4 – Essay (4)
9/07/09 – Labor Day/No School	
1/18/10 – Inservice/No School	
9/09/09 – 1/20/10	Read and Study Chap 4 – Socialization – Essay + Self Quiz Exam #1 – Chapters 1-4 next time
9/11/09 – 1/22/10	Exam #1 – Chapters 1-4 – (assign Chapter 5 for next time)

9/15/09 – 1/26/10	Read and Study – Chap 5 – Social Interaction and Social Structure – Essay
9/17/09 – 1/28/10	Read and Study – Chap 5 – Social Interaction / Chap 6 – Essay
9/21/09 – 2/1/10	Read and Study – Chap 6 – Groups and Organizations – Essay
9/23/09 – 2/3/10	Read and Study – Chap 7 – The Mass Media – Essay
9/25/09 – 2/5/10	Read and Study – Chap 7/8 – The Mass Media//Deviance and Social
9/29/09 – 2/09/10	Read and Study – Chap 8 – Deviance and Social Control – Essay
10/1/09 – 2/11/10	Read and Study – Chap 8/ Exam Next Time
10/5/09 – 2/15/10	Exam #2 – Chapters 5 – 8/ Chap 9 Next Time
10/7/09 – 2/17/10	Read and Study – Chap 9 – Stratification and Social Mobility – Essay
10/9/09 – 2/17/10	Read and Study – Chap 9/Chap 10 – Essay
10/13/09 – 2/19/10	Read and Study – Chap 10 – Social Inequality Worldwide +Research Design Inroduction/Expectations/Requirements
10/15/09 – 2/23/09	Read and Study – Chap 11 – Racial and Ethnic Inequality – Essay
10/19/09 – 2/25/10	Read and Study – Chap 12 – Stratification by Gender – Essay
10/21/09 – 3/1/10	Read and Study – Chap 13 – Stratification by Age – Essay/Exam #3 –
10/23/09 – 3/3/10	Exam #3 – Chapters 9 – 13 – Chap 14 Next Time
10/27/09 – 3/5/10	Read and Study – Chap 14 – The Family and Intimate Relationships /essay
10/29/09 – 3/9/10	Read and Study – Chap 15 - Religion – Essay/ Research Design Due 12/4
11/2/09 – 3/11/10	Read and Study – Chap 16 – Education – Essay
11/4/09 – 3/15 – 19/10	Read and Study – Chap 17 (Fall 09) Government and Politics/ Spring Break
11/6/09 - 3/22/10	Read and Study – Chap 18 – The Economy and Work/ (10' – 17/18) Essay
11/10/09 – 3/24/10	Read and Study – Chap 18/ Research Design – In Class Data Collection
11/12/09 – 3/26/10	Read and Study – Chap 18 – The Economy and Work/Discussion/Quiz
11/16/09 – 3/29/10	Read and Study – Chap 19 – Health and Medicine – Essay /Research Work
11/18/09 – 3/31/10	Read and Study – Chap 19/ with Research Design Work
11/20/09 – 4/2/10	Research Design Work – (10') No School
11/24/09 – 4/6/10	Read and Study – Chap 20 – Communications and Urbanization – Essay
11/26/09 – 4/8/10	No School (09') – Chap 20 Continued

11/30/09 – 4/12/10 Chap 20	Read and Study – Chap 21 – Population and Environment/Essay – (10')
12/2/09 – 4/14/10 with Essay	Read and Study – Chap 22 – Collective Behavior and Social Movements (10') Chap 21/ Research Design
12/4/09 – 4/16/09	Read and Study – Chap 22 – (10') Chap 21
12/7/09 – 4/19/10	Read and Study – Chap 23 – Globalization/Tech – Essay (10') Chap 22 – Research Design Due
12/9/09 – 4/21/10	Final (09) --- (10') Research Design

**** Note – Schedules may change if necessary.**