

Metropolitan Community College

Class Syllabus – 2012 Summer

CLASS IDENTIFICATION

TITLE: Introduction to Sociology
PREFIX/SECTION: Soc 1010 Section 5B
CREDIT HOURS: 4.5
CLASS BEGINS/ENDS: 07/12/2012 - 08/14/2012
MEETING DAY(S)/TIMES: Tuesday, Thursday 05:30PM - 10:00PM
NO CLASS DAYS: None
WITHDRAWAL DATE: 8/7/2012
CLASS LOCATION: Fort Omaha Campus, Bldg 010, Room 208

LAB LOCATION:

CONTACT INFORMATION

INSTRUCTOR NAME: Jack Dunn
OFFICE LOCATION: Fort Omaha
OFFICE TELEPHONE: 402-457-7275 x 9123
FACSIMILE:
OFFICE HOURS: By Appointment
EMAIL ADDRESS: jdunn@mccneb.edu
FACULTY WEB SITE:
ACADEMIC AREA: Sociology

COURSE INFORMATION

COURSE DESCRIPTION:

This course is an introduction to the scientific study of society and human social behavior. It focuses on the concepts of research methods, research findings, sociological theories, society, institutions, groups, social structure, culture, social interaction, socialization, social problems, social inequality, and social change. This course is transferable. Reading assessment and college-level reading skills are recommended for success in this course.

COURSE PREREQUISITES:

None

COURSE OBJECTIVES:

At the successful completion of this course, each student will be able to:

1. Compare the major sociological perspectives, their sources and applications.

2. Apply the scientific method to a sample problem and evaluate the major research methods used in sociology.
3. Analyze the social structure and its major components.
4. Describe the major forms of inequality in society and compare the theoretical explanations for each.
5. Demonstrate a working knowledge of major sociological terms and concepts.
6. Cite theoretical explanations for and treatment options applicable to selected deviant patterns of behavior.
7. Identify and correlate the functions of the social institutions on the others.
8. Appraise the impact of collective behavior, social movements, technology, and multicultural contacts on social change.

REQUIRED & SUPPLEMENTAL MATERIALS:

Society: The Basics, Macionis. Eleventh Edition

SOFTWARE/FILE SUBMISSION REQUIREMENTS:

Metropolitan Community College uses Microsoft products as part of its standard software and encourages students to do the same. You may save word-processed documents for file attachments in Microsoft Word .doc or .docx format. If your software does not allow either of these, then save files in Rich Text Format (.rtf).

CLASS STRUCTURE:

The classes will consist of lecture, discussion, journals, tests and videos.

ASSESSMENT OF STUDENT WORK

TYPES OF ASSESSMENTS/ASSIGNMENTS:

Four tests will be given to assess student understanding of the material presented and to meet the course learning objectives. Tests will consist of matching, multiple choice, short answers and essay questions. Tests will be open book. Tests "types" will vary to accommodate different learning styles and to keep the class interesting. Each test is worth 10% of the total grade (40% in all).

Four 500 word journals are expected, each consisting of three parts:

1. A comment on the readings for the week.
2. A comment on the lecture/presentation.
3. a comment on something you noticed this week outside the lecture that related to a point from the week's reading.

These are generally to be handed in at the Thursday class. Each journal is worth 10% of the total grade (40% in all). Although this is not a composition class, authors of essays seriously deficient in grammar or logic will be requested to revise the journal and

resubmit it after visiting the writing lab. A note from the writing lab will be required in this case.

Participation points will be applied to assess student learning and engagement during lectures, videos, speakers and activities with class members. Participation is an integral part of the learning experience for this class. It is expected that students will approach this class with an understanding that not only are they responsible for their own learning, they are responsible for creating an environment where others can learn. Because attendance is necessary for participation the points are combined. Participation and attendance is worth 20% of the total grade.

MAKE UP AND LATE ASSIGNMENT POLICIES:

To receive full credit for your assignments, they must be turned in on the due date. If for some unavoidable reason this is not possible, you may be allowed to turn in the late assignment the following week. Late papers will lose up to ten percentage points from the total grade for the journal or test. All journals must be turned into the professor in hard copy format.

REVISIONS: As noted above, some students may experience difficulty with beginning college writing assignments. If you find your writing errors have negatively impacted your grade or do not reflect your comprehension of the material, you have the option of revising your work. Review the "learning support section" in this syllabus. Please visit the academic support center if you anticipate problems prior to the due date.

If you are taken aback by your grade due to writing errors, please visit the writing support center and obtain proof of your visit. You may then re-write and re-submit your work. Resubmitted work will not be accepted more than two weeks from the initial due date. The "take-away" is this: the intention of this class is that you learn the course content and demonstrate college-level communication skills. Use this class to learn and to hone your skills.

FEEDBACK:

To remain eligible for financial aid, you are responsible for meeting satisfactory academic progress standards. Students are welcome to meet with the instructor to discuss current grades, progress and develop strategies for success. For brief questions or concerns, feel free to stay after class. If you prefer privacy or a lengthier discussion about the class or how to improve your grades, feel free to call the number on the syllabus or email the instructor to set up a phone consultation or a face to face meeting.

Tests and written assignments will returned directly to the student in class within two weeks of submission. Test answers will be discussed in class to ensure an understanding of the answers and how the test was graded. Writing assignments will be returned explaining the strengths and weaknesses of the assignment components. General education competency outcomes are met through assigned tests and journals.

EXTRA CREDIT:

Different students have different strengths, learning experiences and styles. Extra credit activities are offered to "balance" those styles and to offer opportunities to improve lagging scores. Students who choose to do extra credit work must first notify the instructor of that intention, establish a strategy and time line for completion.

GRADING POLICY:

MCC uses the letter grading system (A, B, C, D and F) for 1000 and 2000 level courses. For this course, a standard grading scale will be used:

A	B	C	D	F
Excellent	Above Average	Average	Below Average	Failing
90-100*	80-89*	70-79*	60-69*	0-59*

Grades will be based upon the total points earned during the quarter. Review the section "Assessment of Student Work" for descriptions of the assignments and the "Instructor Expectation" section. Carefully review the guidelines attached.

Assignments	Total points possible
Class attendance and participation	20
Tests (10 points each)	40
Journals	40
Total	100
Extra Credit	Up to 10 points

ASSESSMENT OF STUDENT LEARNING PROGRAM:

Metropolitan Community College is committed to continuous improvement of teaching and learning. You may be asked to help us to accomplish this objective. For example, you may be asked to respond to surveys or questionnaires. In other cases, tests or assignments you are required to do for this course may be shared with faculty and used for assessment purposes.

USE OF STUDENT WORK:

By enrolling in classes offered by Metropolitan Community College, the student gives the College license to mark on, modify, and retain the work as may be required by the process of instruction, as described in the course syllabus. The institution shall not have the right to use the work in any other manner without the written consent of the student(s).

INSTRUCTOR'S EXPECTATIONS OF STUDENTS

ATTENDANCE/PARTICIPATION POLICY:

Attendance will be taken at the beginning of each class period. It is courteous to notify the instructor of the expected absence. For grading purposes, there can be no distinction made between excused and unexcused absences. Lectures, activities, and class experiences have been designed to meet the content areas required by the MCC

course objectives and cannot be repeated. Two absences (equivalent to approx. 1/5 of class time) will automatically result in a reduced grade of 20%.

WX: After the first class meeting and through the Census Date, the instructor will disenroll (WX) students who have never attended. The Census Date is July 18 (see <http://www.mccneb.edu/schedule/>).

FX: A student who fails to meet class attendance expectations will receive a final grade of FX, indicating an absence-related failure. A student earning an FX grade prior to the end of the quarter may avoid receiving the failing grade by withdrawing from the course before the Last Date to Withdraw from Class.

COMMUNICATION EXPECTATIONS:

When you communicate with others in this course, you must follow the Student Code of Conduct (<http://www.mccneb.edu/catalog/studentinformation.asp>), which calls for responsible and cooperative behavior. Please think critically, ask questions, and challenge ideas, but also show respect for the opinions of others, respond to them politely, and maintain the confidentiality of thoughts expressed in the class. You may also wish to review information at <http://www.albion.com/netiquette/>.

RECORDING IN THE CLASSROOM:

Students may not video or audio record class sessions without the instructor's knowledge and permission. If recording of class sessions is authorized as a reasonable accommodation under Americans with Disabilities Act (ADA), the instructor must have the appropriate documentation from College Disability Support Services. Permitted recordings are to be used only for the individual student's educational review of the class session and may not be reproduced, posted, sold or distributed to others. Students who violate this policy are subject to disciplinary procedures as outlined in the Student Conduct Code.

ACADEMIC HONESTY STATEMENT:

Students are reminded that materials they use as sources for classwork may be subject to copyright protection. Additional information about copyright is provided on the library website at <http://www.mccneb.edu/library> or by your instructor. In response to incidents of student dishonesty (cheating, plagiarism, illegal peer-to-peer file sharing, etc.), the College imposes specific actions that may include receiving a failing grade on a test, failure in the course, suspension from the College, or dismissal from the College. Disciplinary procedures are available in the Advising/Counseling Centers or at http://www.mccneb.edu/procedures/V-4_Student_Conduct_and_Discipline.pdf.

STUDENT WITHDRAWAL:

If you cannot participate in and complete this course, you should officially withdraw through WebAdvisor at <http://webadvisor.mccneb.edu> or by calling Central Registration at 402-457-5231 or 1-800-228-9553. Failure to officially withdraw will result in either an attendance-related failure (FX) or failing (F) grade. The last date to withdraw is noted in the CLASS IDENTIFICATION section of this syllabus.

LEARNING SUPPORT

MCC's Academic Resource Centers, Math Centers, and Writing Centers offer friendly, supportive learning environments that can help students achieve educational success. Staff members in these centers provide free drop-in assistance with basic computing, reading, math, and writing skills. Self-paced, computer-assisted instructional support in reading, vocabulary, typing, English as a Second Language, and online course orientation is also available.

Detailed information about the Academic Resource, Math, and Writing Centers is in the Student Handbook, College Catalog, and online at <http://www.mccneb.edu/arc/>.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Metropolitan Community College will provide reasonable accommodations for persons with documented qualifying disabilities. It is the student's responsibility to request accommodations from Disability Support Services (DSS) located in each Student Services Office. After students have arranged for accommodations with DSS, the student and instructor should privately discuss these accommodations. For further information, please contact DSS or visit <http://www.mccneb.edu/dss/>.

TECHNOLOGY SUPPORT

For assistance with student email, passwords, and most other MCC technology, contact the Help Desk at 457-2900 or mcchelpdesk@mccneb.edu.

TECHNOLOGY RESOURCES:

By using the information technology systems at MCC (including the computer systems and phones), you acknowledge and consent to the conditions of use as set forth in the Metropolitan Community College Procedures Memorandum on Acceptable Use of Information Technology and Resources. It is your responsibility as a student to be familiar with these procedures. The full text of the Procedures Memorandum may be found at the following website: http://www.mccneb.edu/procedures/X-15_Technology_Resources_Use.pdf.

SCHEDULE OF ASSIGNMENTS

Date	Topics/Read/Assignments Due <i>Students are to read the chapter to be discussed prior to class</i>	Course objectives to be met
07/12/12	Introductions, Syllabus and Assignment Review Theory and Method. Read: Chapter One	1. Sociological perspectives, their sources and applications 2. Research methods 5. major sociological terms and concepts.
07/17/12	Review Chapter 1 TEST ONE: Chapter One Culture and socialization Video - "The Century of the Self" - pt. 1 Read: Chapters 2 and 3	3. social structure and its major components 5. major sociological terms and concepts.
07/19/12	Review Journals. Continue discussion of socialization, Social Interaction Read: Chapters 3 and 4	Same As Above
07/24/12	Review Chapters 2 - 4 TEST TWO: Chapters 2, 3 and 4 Read Chapters 5 & 7 Groups and Organizations Deviance	2. Evaluate the major research methods used in sociology. 3. Analyze the social structure and its major components. 5. major sociological terms and concepts.
07/26/12	Review Journals Read: Chapters 6 & 10 Sexuality and Society Gender Stratification	Same As Above 6. Theoretical explanations for and treatment options applicable to selected deviant patterns of behavior. 3. social structure and its major components 4. Inequality, theoretical explanations
07/31/12	Read: Chapters 8 & 11 Social Stratification Race and Ethnicity	3. social structure and its major components 4. Inequality, theoretical explanations
08/02/12	Review Journals Read: Chapter 9	Same As Above
08/07/12	Review Chapters 5 – 11 TEST THREE: Chapters 5 - 11 Read Chapter 12 Economics and Politics Video: Inside Job	3. social structure and its major Components 4. Inequality, theoretical explanations 7. Identify and correlate the functions of the social institutions on the others. 8. Appraise the impact of collective behavior, social movements, technology, and multicultural contacts on social change.

08/09/12	Review Journals. Read: Chapters 16 & 15 Social Change; Population, Urbanization and Environment	Same As Above
08/14/12	Review Chapters 12, 15 and 16 TEST FOUR Chapters 12, 15 and 16 Education, Health and Medicine Chapters 13 & 14 Family and Religion Education, Health & Medicine	7. Identify and correlate the functions of social institutions. 8. Appraise the impact of collective behavior, social movements, technology, and multicultural contacts on social change.

NOTICE: This syllabus sets forth a tentative schedule of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to modify this schedule to enhance learning for students. Any modifications will not substantially change the intent or objectives of this course and will conform to the policies and guidelines of Metropolitan Community College.

Extra Credit Ideas

You are to evaluate a book, video or presentation given in class. Alternately, you can choose to reflect about an outside experience, a or current event, a newspaper article or a sociological issue that you find compelling. Connect your observation with concepts and topics you have been learning about in class. Consider an observation that has inspired you to think sociologically. Demonstrate critical thought and a growing sociological imagination.

FORMAT: Create a bold heading for each of the 5 sections below. Skip a line and respond. Respond to the content required in each section. You are not limited to the content required and may expand as needed. Each paper is to be 3-4 pages, double spaced. Use the 12 font setting and default margins. Remember to cite in-text and include at least four APA citations of an outside source(s) on the reference page (the last page of the paper). Balance the length of your responses in each section. The writing guidelines will be applied. Each paper is worth 10 percentage points of your final grade.

INTRODUCTION/SUMMARY: Briefly summarize the video, book, presentation, observation or topic. Discuss your chosen topic. Why did you choose this topic? Provide the name/event, date attended or observed and a few key points about the presentation, topic or observation.

CONNECTION TO TEXT/APPLICATION: Identify, describe and apply three concepts found in the text that connected with the presentation or experience. One of your concepts must be an application of a sociological theory. Be specific. Define each concept and cite the author's name and the page number where each concept is found in the text. Use italics for direct quotes. Describe how that concept connected to your observation.

OUTSIDE MATERIAL: Investigate the topic by using an outside credible source of information. Use peer reviewed research articles. Cite appropriately in-text and create

an APA style citation for the end of the paper. Credible sources and APA citations will be covered in class.

AWARENESS: Describe how this observation challenged you to think about this topic sociologically? Consider the general beliefs that are that are held about this topic. How did the observation, text and research challenge your thinking? What did you learn? How did thinking like a sociologist help you understand this topic better?

SOCIAL CHANGE: What would society benefit from understanding your topic as a sociologist does? How could a sociologist help society in relation to this topic?

ORAL REPORT: Host a 15 minute discussion/presentation in class: Be creative. Use music, art, stories or develop a power point presentation to deliver to the class about a relevant topic. You could invite a speaker to class and prepare the students with a brief introduction. Notify and obtain agreement with the instructor about the appropriateness of the topic, a plan for preparation and to schedule the oral report. Each extra credit option is worth 10 points. Students are limited to one extra credit project.

IMPORTANT DATES

www.mccneb.edu/sos/enrollman.asp.

Participation Guidelines

Points	4	3	2	1	Score
Attendance / Promptness	Student is prompt and regularly attends classes.	Student is late to class or twice and regularly attends classes.	Student is late to class than twice leaves early often and regularly attends classes.	Student is regularly late to class, leaves early or has missed class.	_____
Level Of Engagement	Student demonstrates maturity and proactively contributes by offering ideas, fully engaging in class activities and supporting others.	Student proactively contributes by engaging in activities, supports others, offers ideas and asks questions at least once per class.	Student contributes to class by offering ideas or supporting others. Occasionally disengages, dominates or shows immature behaviors.	Student never contributes to class by offering ideas or support for others. May show passive /aggressive behaviors by sidetracking the work of others.	_____

Listening Skills Communication Skills And Behavior	Student is actively engaged in class experiences, listens when others talk. Student or builds off of the ideas of others, demonstrates sociological awareness and respect for others	Student actively engages in class room experiences, when others talk, both in groups and in class and demonstrates respect for others.	Student not listen when others talk, both in groups and in class. Distracting activities such as cell phone use or face book may be present. A lack of self awareness may be apparent.	Student not listening when others talk. May be disruptive or disrespectful when others speak. Distracting activities apparent.	
Preparation	Student is prepared for class with completed assignments, has required class materials, has read text as assigned, demonstrated by	Student is prepared for class with assignments and required class materials. Comments are informed but lack	Student is prepared for class with assignments and required class materials, and makes spontaneous but uninformed comments.	Student is never prepared for class with assignments and required class materials.	
	relating comments to the text material.	completeness of comprehensive preparation.			
				Total---->	

Critical Analysis of Information

Analysis of any social issue is never value free. We all bring our own perspectives, values, cultural norms and ideology. Often we learn our perspectives from others with little or no critical analysis. Critical analysis is supported by empirical evidence from credible sources. Credible sources of information include interviews with experts, web searches from reliable sources (government docs/research institutes/etc.) and peer reviewed research articles. Often we turn to a quick web search to find information. But we know that all information on the web is not to be trusted. To discern "reliable sources" from "unreliable sources," we must critically evaluate the perspective and ideological position of the author. These include:

Context:

When and where was this piece written or produced?

What is its historical context?

What is the theoretical and/or philosophical viewpoint?

Is there a bias? What is it?

What difference does the context of this piece make?

Author:

Who wrote or produced this piece?

What expert training does the author(s) possess?

What theoretical, philosophical or political perspective does the author hold?
What does the author (or producers) have to gain by producing this piece? (i.e.: financial, political, professional, etc.) What was the motivation behind producing the article, piece or video?

Who paid to produce this piece? Why?

Goal:

What was the goal of the piece?

Does the piece offer objective information?

Does it hope to persuade?

Are there other underlying motives present?

Audience: Who is the intended audience?

Who was it originally published or produced for?

Where was it published (if known)

Claims or Evidence:

What is the major claim made?

Is there evidence to support that claim? What is it?

Where did they get their information? Is it reliable?

Is it data sound from a research perspective?

Was the data provided qualitative or quantitative?

Were the authoritative statements current?

Were the authoritative claims made sufficient?

Does the piece appeal to the writer's credibility, the reader's emotion, or to a reasonable argument?

How does the evidence compare against other evidence to the contrary?

Philosophy: How would accepting the information from this piece affect you (or clients) if you were to accept this viewpoint?

Is this piece based on theory or opinion?

What is the theory represented in this piece?

Is it ethical?

Is it culturally aware?

What is at stake if this philosophy is accepted by those with differing amounts of power?

Does it challenge your assumptions or values?