

Course Syllabus SOC105 INTRODUCTION TO SOCIOLOGY (Hybrid)

Faculty Information:

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Office Hours: On-Line Mon-Saturday 7:00 a.m.-7:00 pm In-Person: TBA

Course Description:

SOC 105 INTRODUCTION TO SOCIOLOGY (3 S.H.)

A general introduction to sociology covering empirically based theoretical insights on social groups, cultures, institutions, social organization, stratification, deviance, social movements, and social change. The development of a sociological perspective through the application of core concepts, such as the sociological imagination and the social construction of reality, formulates the basic framework for this course. **Widener University Course Bulletin 2012-2013**

TEXTBOOK:

Croteau and Hoynes EXPERIENCE SOCIOLOGY 2013 McGraw-Hill Publishers

Ancillary Materials: On-line

Course Objectives Related to Student Learning Outcomes:

Students taking this course will be empowered to:

- Demonstrate the knowledge, skills, and scholarship appropriate to their major
- Think critically and communicate effectively
- Demonstrate traits of responsible citizenship

General Education Learning Outcomes Related to this Course:

Students taking this course will be empowered to:

- Communicate effectively
- Understand the world from multiple perspectives
- Cultivate an awareness of themselves and their role within the human community
- Understand ethical issues and apply them personally and professionally

Assessment Measures:

Five Descriptive/Reflective Essays 50% of Grade

Each essay is two to three typed, double-spaced, pages. Please summarize in your own words a topic covered in the chapter of your text. Topics are found in the "Critical Thinking: Questions and Activities" section of each chapter. The core source of information is to be found in the textbook but you are strongly encouraged to use other sources too in order to meet collegiate standards. You need to utilize information from professional journals, appropriate websites, newsmagazines, and newspapers in your Essays. Please cite your sources and use APA format for your citations. Widener University Library (Widener.Library.Edu) has an extensive array of links to criteria for citations and internet data banks appropriate for this course. Sorry, Wikipedia and other non-refereed sources are not permitted in the bibliography but might be a good initial source. Since this is sociology, please also consider interviews as part of one of your essays. Social media sites, television, film, music may also be resources.

Google "reflective essays" to get a better sense of what that term entails.

Topics and due dates for each essay are found in the ASSIGNMENTS tab of Webstudy as well as in TIMELINE.

Rubrics for evaluating essays include Widener University's Writing rubric as well as the Holistic Critical Thinking Rubric.

Five Forum (On-Line) Discussions: 20% of Grade

This assignment is similar to discussion in a traditional classroom. It is more focused because you will be offering your contribution as well as replying to the responses of others. The norms of professional and civil conduct apply in electronic discussion as they do in an "in situ" classroom. These norms are summarized in the "Netiquette" document found in the syllabus.

Think of each FORUM discussion as consisting of two parts. In the first part, you will submit one to two paragraphs of commentary on a relevant topic of interest to you. In the second part, you will offer your response to the commentary of one or two others. You do not need to reply to all responses, just to those one or two responses of interest or relevance to you. Your response should be at least two or three sentences.

Your source material for Forum Discussions will be one of the following:

1. Any of the textbook material
2. A current event or issue related to the topic
3. A website or social media related to this topic

Click on "Start New Thread", type your response into the Message Box, and click "Post It". Respond to the discussions of others by clicking on "Respond" and "Post It".

Three Exams

30% of Grade

The format of each exam is a combination take-home and in-class. Questions will be posted for you to work on at least one week before the scheduled exam which will be in a proctored classroom. The textbook will be your primary resource for each exam. Responses will be short answer one or two paragraphs each and often of a "compare and contrast" nature. You will be expected to use your own words and original examples. If your handwriting resembles that of the instructor, please, please type your responses to exam questions.

Each of the three exams will be sent to the student's Webstudy e-mail.

Dates for the exams and the number of questions for each exam are TBA.

The Widener Writing Rubric will be used to help grade exams.

DUE DATES FALL 2013

Five ESSAYS:

Essay One: Core Concepts Chapters 3, 4, and 5

Due Date: 9/13

Essay Two: The Social Self Chapters 6, 7, and 8

Due Date: 9/23

Essay Three: Identity and Inequality Chapters 9, 10, 11

Due Date: 10/11

Essay Four: Social Institutions Chapters 12, 13, 16

Due Date: 10/23

Essay Five: Social Change Chapters 14,15, 17

Due Date: 11/22

Three EXAMS:

Exam One Chapters 3, 4, 5, 6, 7, 8

Due Date: 9/27

Exam Two: Chapters 9, 10, 11, 12, 13, 16

Due Date: 10/31

Exam Three Chapters 14, 15, 17, 1, 2

Due Date: 12/05

DUE DATES FOR FORUMS:

Forum 3 = 10/01 by midnight

Forum 4 = 11/01 by midnight

Forum 5 = 12/06 by midnight

Forum 6 = TBA

Forum 7 = TBA

Course Policies:

Attendance/Participation: Because of in-class and on-line conversations as well as scheduled exams, attendance is very important to student success. Please notify the instructor if unable to attend or participate on the designated day of an assignment. Unexcused absences will negatively impact the grade.

Academic Integrity: All students are expected to comply with the Standards of Academic Integrity as summarized in the **Course Bulletin 2012-2013**. This means no cheating, plagiarism, inappropriate use of technology in the classroom (no texting), or violation of netiquette:

Netiquette

Netiquette is the etiquette for electronic communications via email, threaded discussions on bulletin boards and online chats. This ensures that all students are being considerate of others, their time and opinions. Listed below are guidelines regarding personal conduct in your virtual classroom communications:

- Responses to other students should address the ideas or work submitted not the person.
- Being respectful is essential. Be understanding of diverse opinions, life experiences, cultures and backgrounds.
- Be mindful this is educational communication.
- Be cautious in using sarcasm or humor which may be misunderstood in online communications.
- Messages can express opinions and personal experiences but be concise. Using all capital letters is appropriate for distinguishing a heading or relevant topic but is also viewed as shouting online.
- Remember your College Webmail is for educational purposes only.

Grading Policies:

The following grade scale will be used for this course:

A (Excellent)	4.00
A-	3.70
B+	3.30
B (Good)	3.00
B-	2.70
C+	2.30
C (Average)	2.00
C-*	1.70
D+*	1.30
D (Passing)*	1.00
F (Failure)	0.00
P (Pass: pass/no pass course)	0.00
NP (No Pass: pass/no pass course)	0.00
AU (Audit: no credit)	0.00
I (Incomplete)	0.00
W (Withdrawn)	0.00

**Passing but below the required average for graduation.*

From: **Course Bulletin 2012-2013**

RUBRICS

Students will be assessed for their writing, critical thinking, and participation in Forum Discussions utilizing the following rubrics or standards:

1. Writing Rubric: Continuing Studies, Widener University

A paper in this category	
6	<ul style="list-style-type: none"> • is well developed and well organized • clearly illustrates and develops key ideas • displays awareness of the audience and the kind of writing suitable for that audience • demonstrates syntactic variety • is virtually free from errors in mechanics, usage, sentence structure, and diction • addresses the task set by the assignment
A paper in this category	
5	<ul style="list-style-type: none"> • is generally well developed and well organized, although it may have minor flaws in organization • illustrates and develops key ideas • displays awareness of the audience and the kind of writing suitable for that audience • demonstrates some syntactic variety • is generally free from errors in mechanics, usage, sentence structure, and diction • addresses the task set by the assignment
A paper in this category	
4	<ul style="list-style-type: none"> • is adequately developed and organized • illustrates and develops some of the key ideas • displays some awareness of the audience and the kind of writing suitable for that audience • may display some errors in mechanics, usage, sentence structure, and diction but not a consistent pattern of such errors • addresses the task set by the assignment
A paper in this category	
3	<ul style="list-style-type: none"> • displays weaknesses in development or organization - or - • fails to illustrate or develop key ideas - or - • reveals the writer's unawareness of the kind of writing suitable for the audience - or - • reveals a pattern of errors in mechanics, usage, sentence structure, or diction - or - • suggests a lack of understanding of the assignment
A paper in this category	
2	<ul style="list-style-type: none"> • displays several of the weaknesses of papers in the 3 category in a more severe form, so that the reader may have difficulty following the paper
A paper in this category	
1	<ul style="list-style-type: none"> • is marred by a lack of development and organization, and displays a pattern or accumulation of errors, suggesting that the writer does not have control over the conventions of standard written English

2. Holistic Critical Thinking Rubric : Continuing Studies, Widener University

Expert – Consistently does all or almost all of the following

- Research purpose and goals are clearly stated and/or implied and it is justifiable
- Fundamental question is clearly articulated, relevant, and significant
- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the salient arguments (reasons and claims) pro and con
- Thoughtfully analyzes and evaluates major alternative points of view
- Assumptions are clear, justifiable, and support the point of view expressed
- Justifies key results and procedures, explains assumptions and reasons
- Makes ethical judgments

Competent – Does most or many of the following

- Research purpose and goals are stated with some level of detail
- The fundamental question is articulated
- Accurately interprets evidence, statements, graphics, questions, etc.
- Thinks through issues by identifying relevant arguments (pro and con)
- Offers analysis and evaluations of obvious alternative points of view
- Generates alternative explanations of phenomena or event
- Justifies (by using) some results or procedures, explains reasons
- Fair-mindedly follow where evidence and reasons lead

Developing – Does most or many of the following

- The research purpose and fundamental question are unrelated
- Responds by retelling or graphically showing events or facts
- Makes personal connections or identifies connections within or between sources
- Discusses literature, experiences, and points of view of others in terms of own experience
- Responds to sources at factual or literal level
- Includes little or no evidence of refinement of initial response or shift in dualistic thinking
- Demonstrates difficulty with organization and thinking is uneven

Unacceptable – Consistently does all or almost all of the following

- Statement of purpose is not clear and devoid of detail
- Offers biased interpretations of evidence, statements, graphics, questions, information
- Fails to identify or hastily dismisses strong, relevant counterarguments
- Ignores or superficially evaluates obvious alternative points of view
- Argues using fallacious or irrelevant reasons and unwarranted claims
- Does not justify results or procedures, nor explains reasons
- Exhibits close-mindedness or hostility to reason

3. Rubric for Forum Discussions: Continuing Studies Widener University

Student forum participation will be graded on:

Superior (9-10 points): Forum post displays critical and/or creative thinking as well as knowledge of required text reading as well as relevant current news. The post demonstrates a critical or evaluative analysis which meets a minimum length requirement of two to three paragraphs. Source citations are included and APA format is used. Submitted on time. Responds in one paragraph to postings of at least one colleague.

Good (8 points): Post reveals good insight or understanding of the material and argues relevant points with supporting evidence. Demonstrates some critical thinking. Source citations are included and APA format is used. Submitted on time. Responds in one paragraph to postings of at least one colleague.

Average (7 points): Largely informational, the post does not reveal analytical or interpretive analysis. Posting displays basic, course content information but no evidence of critical analysis. Some source citations included and APA format is used. Submitted on time. Partial or minimal response to postings of others.

Below Average (4-6 points): Minimal work which needs significant concept construction and development because there is no demonstration of understanding or engagement with the course content or relevant issues. Submitted on time. Partial or minimal response to postings of others.

Failing (1-3 points): Post lacked demonstration that the readings were completed or comprehended. Also a lack of the above stated expectations.

Zero points: Assignment submitted late or not at all.