

Principles of Sociology 231-04 (Spr. 2014)

Professor: C. Starr

Class Meets: Tuesday Evening 05/06/2014-08/12/2014

Time: 6:00PM – 8:54 PM

Location: Jackson North Campus

Room #: 102

Office hours: 5 mins. Before or after class; or by appt. only

Email: starrcrystald@jccmi.edu (for student communication)

Texts:

***Sociology In Our Times: The Essentials, 9th Edition, Diana Kendall**

***(See course pg. for book cover)**

***ISBN: 495-59862-3**

Course Description:

This course will help the student to explore the world through a sociologist's eyes. The course context will highlight and demonstrate the relevance of sociology to everyday life. Each chapter provides engaging first-person narratives that illustrate social issues in the context of real people's lives. These narratives establish themes woven throughout each chapter in terms of theories and concepts discussed in class.

The course will integrate race, class, and gender issues, and present sociological theory as it pertains to diversity and inequality. In addition, a sociological view of contemporary studies involving intergroup relations and cultural differentiation connects our understanding of how intergroup relations continually change.

Concluding, our discourse will investigate the relationship between social change and collective behavior, the development of social movements and research based on analyzing current social movements. Will we ask probing questions on frame analysis often highlighting recurring patterns, which influence economic, political, psychological, and sociological factors.

Course Goals (*special note to student):

Students wishing to experience success within this course should expect to participate in all class discussions and attend class regularly in order to maintain consistency in the learning process (exceptions for health reasons, emergencies and/or weather conditions).

Reviewing/organizing all handout materials in terms of making these your resource materials for study purposes is strongly advised. Since this course meets only once a week, it is the responsibility of the student to keep track of all assignments and deadlines (see your JetNet calendar). This is a typical 16 week course; as a result our calendar will encompass all full course load.

Course Objectives:

- *Examine problems and issues related to life and the behavior sciences in general and sociology in particular, using appropriate critical thinking techniques. To learn to initiate and sustain a discussion of meaning of specific behavior patterns. Has a personal response to new scientific findings. **(ADO 5, proficient)**
- *Apply the scientific process and related techniques, as employed by science in general and the social sciences in particular. Expand vocabulary, learn to minimize bias, looks and weighs evidence, poses questions and conclusions. **(ADO 7, proficient)**
- *Understand individual and group differences; enhance the appreciation for the traditions and values of various groups in the United States. **(ADO, 10 proficient)**

COURSE OUTLINE
I. In-Class Sessions - (Daily Agenda)
Business of the Day

Each class session will be categorized numerically (ex. Session #1, Session #2, etc.) for the purpose of clarification of assignments, activities, and overall agenda items pertaining to each class meeting. Each class session will begin on time, opening with announcements and any information in regards to the course material. The announcements will include any current events, student information, and instructor information and/or any class activities to be announced for the day. The allotted time slot covers daily agenda items, reviewing previous homework assignments, question and answer sessions, turn-in assignments and any other business that needs discussion.

Attendance: STUDENTS ARE ASKED TO RESPECT THE INSTRUCTOR DURING THIS TIME WITH SILENCE (YOU WILL BE ASSISTED OUT OF CLASS)

Student attendance is expected at each class (except, of course for health reasons and other emergencies). Attendance will be taken daily at the beginning and end of each class session based on a "call out" roster. At this time the instructor will call out each student's name checking the attendance of each student based on that student's response in class. **Class sessions will begin on time, you will be considered 'late' after 10 minutes which will reflect in points taken away from your daily attendance grade.** For the purpose of clarification and identification, the *grading rubric will provide information pertaining to attendance and class discussion percentages later in the syllabus. **It is advised that class attendance and participation is of utmost importance, "in-class" discussions are a large part of the sociological experience for the student.**

Multiple-Choice (in-class/take home) homework:

Each homework assignment will consist of 40-50 multiple-choice questions. The multiple-choice questions are based on chapter material and PowerPoint lectures which will be reviewed during each class session. The homework assignments are open book. Worksheets should be retained as study guide resources for exams and cumulative quizzes. **There will be in-class sessions for homework (TBA). Allotted time will be provided for the completion of your assignments.**

Vocabulary Study Guides and Tests

Vocabulary study guides are disseminated at the beginning of each quarter chapter section. You have two weeks between each vocabulary quiz (cumulative 4 chapters each) consisting of 20 multiple choice questions. Scantons provided. Vocabulary tests are administered in conjunction with exams. The grading rubric for each vocabulary test is included in the grading section of your syllabus.

PowerPoint Lectures:

All PowerPoint lectures will cover each chapter using a slide presentation. It is advised at this time for students to take notes and write down any thoughts, questions and any ideas pertaining to topics covered during the lecture. These questions and ideas will be addressed during the lecture presentation at allotted intervals. All material covered during the lecture will be included on quizzes, tests and the final exam.

Weekly assignments (Homework):

Weekly assignments and MCQ worksheets will follow along with your chapter reading. I suggest having them next to you and filling them out as you read. Another option is to use them as a way to test yourself after reading. Please turn in your assignments in typed fashion. **Assignments should be typed using 12 pt. font, double spaced, Times New Roman typeface. Assignments handwritten or turned in late will be marked down a 0.5 grade. No assignments will be taken after one week of the due date unless there are extenuating circumstances.**

***Multiple-Choice (MCQ) handouts** should be used in conjunction to your reading assignments as **HOMWORK WORKSHEETS AND STUDY GUIDES**. You do not turn them in, they are solely for you to use as a worksheet for your Scantron. **RETAIN YOUR WORKSHEETS AND GRADED SCANTONS!** Scantrons are provided weekly and you are to turn them in the following week for grading. They will be returned to you the **following week**, with your grade on them (this grade is loaded on JetNet). We will review the MCQ worksheet the following week and any questions will be answered and addressed then.

***Class Discussions:**

Each class session will consist of a class discussion pertaining to chapter discussion questions and in-depth inquiry addressing various topics within the framework of sociological perspectives and research methods, article topics, current issues, and class activities. The grading rubric for class discussions and participation are covered in the grading section of the syllabus.

***Chapter Discussion Questions (Essay Questions) should be answered completely.** Please make sure **your responses are typed in boldface** so as to distinguish between the essay question and your response. You can choose any other essay question from the weeks two chapters essays questions. **DO NOT CHOOSE THE FORUM DISCUSSION QUESTIONS!**

Due to the time constraint of our course calendar and grading purposes, questions will not be accepted after one week.

Chapter discussion questions must be in the following format: (*See example below)

Running head: Chapter Title (right or left corners)

Class Title:

Student Name:

Date:

Paper Description (center page): *See below

Retype Essay Question

Response Typed in **Boldface**: **You should have four paragraphs (for each section) and four sentences (to each paragraph) to receive total points, which should include the following:**

¶#1= Response to question

¶#2= Your position (pro/con) to the topic

¶#3= An outside resource to support your position

¶#4= Conclusion tie-in (include main ideas from ¶'s 1, 2, 3, summarize)

(ALWAYS: INCLUDE YOUR REFERENCE(S) ON LAST PAGE (TITLED, CENTERED))

*(See following page for example)

(Grade is be reduced if not in same format)

ALWAYS CHECK JETNET FOR CORRECT CD# FOR THAT WEEK'S SESSION.

Note: Please remember your writing expresses your ideas, be mindful of your grammar. Supporting your ideas with other outside sources as well as information gathered from InfoTrac® College Edition database, will earn extra credit points to be used to add points to exams and/or the class participation.

****The INFOTRAC Database website will be very useful as a resource guide as well as submission of essay questions. Please make yourself familiar with the website since it will be used throughout the semester. You will need to create an account, which will allow you access onto the webpage.***

-We will discuss the site navigation in class during orientation (Session #1).



Your CD page must look exactly like the example

Chapter 1: The Study of Minorities
Soc. 231.02
John C. Chips
Date: 05.06.2014

Title must look exactly like this

CD#1

Title must look exactly like this

Ch. 1- DQ#2

Which sociological theme does institutional discrimination fit in and what are its effects on society's social class hierarchies in the dominant culture?

¶#1-**Response:** Karl Marx expressed that dominant culture's social structures create imposing subordinate labor divisions, which therefore reinforce his contention of conflict theory. Social class hierarchies have three distinct groups attached to their social status.

¶#2-**Position:** If some were to approach me, asking me if our current political arenas reflect Marx's theoretical notion that division of labor reflects dominant culture structures, I would respond with an emphatic yes! Because any hierarchy will create an us vs. them dynamic. Therefore, hierarchies set the stage for conflict and exploitation.

¶#3-**Reference:** According to a literature review article titled, *In the Name of Marx: The Philosopher and the Fight*, the author states, "The library was Marx's real field of battle; the laws governing the history of society were the weapons he fashioned for the predetermined victory of the proletariat."

¶#4-**Conclusion:** In conclusion, class position and the extent of income and wealth are determined by our work stations. A capitalist society will consist of two classes — the capitalists (bourgeoisie) and the workers (proletariat) resulting in class conflict. According to Marx's theory, class relationships involve inequality and exploitation. I contend with Marx's ideology that when workers realize that capitalists are the source of their oppression, they will overthrow the capitalists and their agents of social control.

References (Always on last page)

Twentieth-Century Literary Criticism. Ed. Linda Pavlovski. Vol. 105. Detroit: Gale Group, 2001. From *Literature Resource Center*, The Times Literary Supplement .1966 (Oct. 7, 1939): p570.

Student Notes: When submitting your CHAPTER DISCUSSION homework, **DO NOT INCLUDE THE RED HIGHLIGHTS** this is only for your example.)

Soc. Labs:

Your Soc/labs are loaded on JetNet. Each lab consists of two articles and questions pertaining to the material in each article. After reading the article, **you are required to locate outside sources** to support your position (viewpoint) of the article. **Post your reference(s) on the last page (Always)** (I will check your references). **Remember, DO NOT USE WIKIPEDIA as a reference.** Wikipedia is not considered a valid source of information when referencing academic resources. **You will need at least four paragraphs in your responses**—to receive the **maximum 20 points** for the lab. This is a lab, so you will need to do the work required to receive the credit.

II. Course Grades:

Now, for the serious part of the syllabus--grades. After the first exam, you will understand that every exam will be of the same format for the rest of the course. At the end of the semester, all exams are totaled. I will then adjust the exam with the lowest score based on your extra credit points. However, all papers and tests must be taken. I have a **strict policy that papers are due at the due dates assigned!** **All late papers will have 10 points subtracted from final paper grade!**

I urge students not to miss or postpone an exam. In my experience students who do so usually score lower on exams when they are postponed. I will give make-ups only within 7 calendar days of the classroom examination if there are extenuating circumstances. There will be no make-ups for your final (NO EXPECTATIONS).

Grading System	Ltr. Grade	Details	Exam Pts.	Final Pts.
100%-95.0% = 4.0	A	Excellent	375-356	390-370
94.9%-90.0% = 3.5	A-	Great Work	356-338	370-351
89.9%-85.0% = 3.0	B	Good Effort	337-319	351-332
84.9%-80.0% = 2.5	B-	Good Effort w/ Improvement	319-300	332-312
79.9%-75.0% = 2.0	C	Average	300-281	312-293
74.9%-70.0% = 1.5	C-	Below Average	281-263	293-273
69.9%-65.0% = 1.0	D	Needs Improvement	263-244	273-254
64.9%-60.0% = 0.5	D-	Critical	244-225	254-234
Below 60% = 0.0	F	Failing		

Note: A 2.0 or “C.” is a passing grade. Only courses with passing grades count toward graduation. Other colleges transfer in only courses with passing grades. Many financial aid sources, including most employers, require passing grades. Additionally, please note that earning less than a 2.0 and a class results in not being able to participate in the next level of courses in a discipline which requires this course as a pre- requisite. If you attempt to register for the next course sequence and have not passed the pre-requisite course, you will be dropped from that class.

III. Forum Discussion Grading Rubric Guide:

It is expected that each student will participate regularly in the forum discussions. Contributions are judged more on quality than excess quantity. The following rubric provides an excellent **guide** as to class participation expectations and assessment.

Total points = Two quality responses on chapter topics (current or previous) for that session of the week. Each response should bring new information to the discussion or ask probing questions that expand the discussion to relevant topics. The response or question is supported with quality information from alternative sources beyond the course text or materials.(9/10 pts.)

Most Points= One or both contributions lack new information. Opinions are not supported with appropriate information. Information or an article is cited but the student does not provide information as to how to reference it. (7-8/10 pts.)

Some Points=Students provided only one response. Response contributes little to the discussion and is not supported with references. (5-6/10 pts.)

Some Points=Responses are initiated within one half of the discussion and provide some added value to the discussion. (3-4/10 pts.)

Few Points = Responses are initiated in less than two thirds of the discussions and have minor if any value. (2-3/10 pts.)

Few Points = Responses are initiated in less than one third of the discussions and have little if any value to the discussion. (1/10 pts.)

Little Points = Responses are initiated in less than one fourth of the discussions and add little if any value to the discussion. Student does not stay on topic and responses offer little information. (0/10 pts.)

*I will assess the grading for discussions on a weekly basis and keep it updated in the grade book so there will be no surprises at the end. Each week we have discussions there will be a possibility of **20 discussion points**.

Course Grading Rubric:

	<u>Points</u>
(15) *Attendance @ 10 pts. Ea.	150 pts.
(7) Chapter Discussion Essays @ 10 pts.	70 pts.
(7) Forum Discussion Postings @ 10 pts.	70 pts.
(14) MCQ Homework Assignment - @ 10 Pts. * Kendall (1-14)	140 pts.
(3) Vocabulary Exams @ 20 Pts.	60 pts.
(3) Labs @ 20pts.	60 pts.
*(3) Extra Credit @ 5 pts.	
(3) Exams @ 375 pts.	1125 pts.
(1) Final Exam @ 390 pts.	<u>390 pts.</u>
	<i>Total 2065 pts.</i>

****Extra Credit:**

Extra credit points are attached to exams with the lowest scores. Extra credit assignments will be given **at the end of each class session, if you want to enhance your grade it will benefit you to remain in class for the entire class session.**

Chapter Review/Objectives:

Please read the chapter review sections listed at the end of each chapter. These review objectives are to give you a feel of what you should be accomplishing with your reading and assignments. The readings and assignments should allow you to be able to reach these objectives. Use them as a self-guide to be sure you completely understand the material.

Quizzes/Final Exam:

All quizzes are cumulative, covering chapter material discussed in class and provided during the PowerPoint lecture. The final will also be cumulative of all chapters reviewed in class. A study guide will be provided for all quizzes 1 week prior to the quiz. There will be no “trick questions” on the quizzes, **all information on your study guide will be on your test.** This serves the purpose of “learning”, not memorizing rote answers. Any questions and ideas are welcomed at this time.

Grade Reports:

Grade reports will be made available on e-Services at various times during the semester. The grade report shows all classes for which a grade has been received, withdrawn (W), or audited (Y).

Canceled Classes, Drops & Withdraws

Canceled Classes

You will receive a 100% refund for any class canceled by JCC.

Drops:

You will receive a 100% tuition refund for any class you drop on or before the last day of the ADD/DROP period for the semester or session (05/15/2014). No refunds will be made after this date. For a list of these important dates please [click here](#). Student service fees are not refundable.

W - Withdraw:

After the add/drop period, a student may withdraw from a course in accordance with the dates published [here](#). (05/16/2014).

Procedure

Discuss your situation with your instructors and an academic advisor. You may have options that are more favorable than withdrawing from [courses](#).

Students receiving federal aid who withdraw completely should contact the Financial Aid office for details of the Return of Funds policy that is in place for all recipients of [federal financial aid](#). Call 517.796.8410 for assistance.

Academic Honesty:

Academic honesty is expected of all students. It is the ethical behavior that includes producing their own work and not representing others' work as their own, either by plagiarism, by cheating or by helping others to do so. Plagiarism is the failure to give credit for the use of material from outside sources.

Plagiarism includes but is not limited to:

- Using data, quotations, or paraphrases from other sources without adequate documentation
- Submitting others' work as your own
- Exhibiting other behaviors generally considered unethical

Cheating is obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in all forms
- Using notes/books without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical

Collaboration: While JC encourages students to collaborate in study groups, work teams, and with lab partners, each student should take responsibility for accurately representing his/her own contribution.

Consequences/Procedures: Faculty members who suspect a student of academic dishonesty may penalize the student by taking appropriate action up to and including assigning a failing grade for the paper, project, report, exam or the course itself. Instructors should document instances of academic dishonesty in writing to the academic dean.

The Office of the Academic Deans will record and track students who have been reported as having cheated. If the same student cheats in other courses, the dean will enact sanctions appropriate to level of infraction. The sanction will be selected in consultation with the involved faculty. The dean can administer consequences up to and including suspension.

IV. Course Management:

Participation Reporting:

Participation in your courses is important to your success. Up to three times a semester, your instructor will review your progress and provide feedback, accessible via e-Services.

H- Your instructor feels you would benefit from additional assistance and has referred you to Foundation Studies for academic tutoring.

Q- Your instructor believes that your consistent lack of participation may prevent your success and has recommended to the registrar that you be withdrawn from the course.

V- Your instructor confirms that you are participating regularly. It is the instructor's responsibility to verify participation. An instructor-initiated drop can occur through 58 percent of the course. Following the 58 percent point of the course it is your responsibility to officially withdraw. If you are dropped, it is your responsibility to contact your instructor within five business days and request written permission for reinstatement. If permission is granted for re-registration, the written instructor's permission must accompany your new registration request.

Help/Assistance:

Available learning services and/or opportunities for students seeking help with their coursework are located in the catalog. Please refer to the sections of the catalog:

- [Center for Student Success, page 22](#)
- [Tutoring, page 22](#)
- Assistance for students with special needs (Accommodations), page 23
- Office of Service Learning and Civic Engagement, page 23
- Library, page 23

- Testing Lab, page 23
- Course Placement and Assessment, page 7
- Social Work Services, page 23

****Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the office of Learning Support Services at 787-0800, extension 8270/8553 as soon as possible to ensure that such accommodations are implemented in a timely fashion.***

Facilitators Responsibilities:

The facilitator's responsibilities include facilitating learning by providing and explaining the necessary materials for each student to understand assignments and develop course goals, objectives, and performance objectives to a near mastery level. Knowledge gained from this course should aid students in the understanding of sociological research experience required in the arts and science field.

Student Responsibilities:

Students are expected to be prepared for each week and participate with corresponding discussions. It is pursued by the facilitator that assignments, including reading, will be completed on time and prior to lecture material on subjects being presented; such preparations allows the student the best learning opportunities to understand material presented and pose questions in areas requiring clarity. Reading assignments do not replace lecture content nor do lectures replace or eliminate the need to complete reading assignments. All papers require references for full credit and all assignments must be turned in on time for full credit.

V. Course Calendar:

<u>Sessions</u>	<u>Topic/Exams</u>	<u>Chapter</u>	<u>Dates</u>
#1	*Orientation		05.06
#1	*The Sociological Perspective....	1	
#1	*Culture	2	
#2	*Socialization	3	05.13
#2	*Social Structure & Interaction...	4	
#3	* Soc. Lab #1		05.20
#4	Study Guide Review		05.27
#5	EXAM 1 (Chap's. 1, 2, 3, 4)		06.03

#6	*Groups & Organizations	5	06.10
#6	*Deviance & Crime	6	06.10
#7	*Class and Stratification in the US	7	06.17
#7	*Global Stratification	8	06.17
#8	<i>Soc. Lab #2</i>		06.24
#8	Study Guide Review		06.24
#9	EXAM 2		07.01
	(Chap's 5, 6, 7, 8)		
#10	*Race & Ethnicity	9	07.08
#10	*Sex and Gender	10	07.08
#11	*Families & Intimate Rel.	11	07.05
#11	*Education & Religion	12	07.15
#12	<i>Soc. Lab #3</i>		07.22
#12	Study Guide Review		07.22
#13	EXAM 3		07.29
	(Chap's 9, 10, 11, 12)		
#14	*Politics, and the Economy in GP	13	08.05
#14	*Health, Healthcare, & Disability	14	08.05
#14	Study Guide Review (Cum.)		08.05
#15	Final Exam (Cum.)		08.12

ALL TOPICS AND EXAM SCHEDULES ARE TENTATIVE!

College Closings:

Memorial Day May 24 - 26 (No Classes)
 Independence Day July 4 – 6 (No Classes)

Additional Notes:

At some point near the end of the term, you might get a series of assessment tests--showing how much (or how little) you have learned in this course. The Board of Trustees of JCC requires this information.

I intend to make this class interesting so it is important that you come to class and be prepared to learn. Talking and goofing off in class is not fair to the students who are there to learn. **You will be asked to leave.** It is also important for you to attend all classes, as this will also be reflected in your grade.

ABSOLUTELY NO CELL PHONES (or other mechanical devices) TURNED ON DURING CLASS!!!!!!!!!!!!!!

Special Notes:

If you are having problems with the class, or other concerns which you would like to discuss, I would enjoy talking with you.

You can reach me by three ways of communication (in order of importance):

(1st) JetNet course message board



(2nd) Blackboard (Wimba)



(3rd) Campus Email



I have found (that for some reason) students who get to know their instructors, face-to-face, do better in class. I have no explanation for this, I just know that students improve when they talk to their instructor.

I can also meet with you after class if you have any concerns or further explanations.

One extra hint about the class. My heart goes out (grade-wise) to those students who do more rather than less. If you write extra papers on films, InfoTrac and/or my soc lab, this helps your grade considerably. I am less concerned with your test scores (although of course I am) than what you are getting out of the course.

I will give you my available hours in class.

Good Luck!