

Introduction to Sociology Syllabus_Simoni_Sum17

Course Information

Course Title: Introduction to Sociology

Class Section: SOC 1301.0W1

Class Location and Time: Online

[UTD Academic Calendar](#)

Course Begins: 5/30

Census Day: 6/8

Last Day of Classes: 8/10

Final Exams: 8/11-8/12

Mid Term Grades Due: 7/8

Professor Contact Information

Zachary R. Simoni, PhD

Office location: Green Hall 2.232

Office hours: Tuesday 2:30p – 6:00p, by appointment or through Skype.

E-mail: zrs160030@utdallas.edu

** Please craft e-mails that are professional in style and nature. It may take up to 48 hours to respond. I will not respond to emails after 7pm. **

Course Description

The objective of this course is to introduce you to the discipline of sociology. This class will provide the opportunity to learn the basic concepts and perspectives that the practitioners of sociology use every day. More importantly, this class will invite you to critically examine the social world in which we live and help you make sense of social issues outside of our personal experiences.

Student Learning Objectives/Outcomes

- 1) Increase student's awareness and understanding of the society in which we live, the social phenomena which we observe;
 - 2) View social phenomena specifically from a sociological perspective;
 - 3) Employ a comparative perspective on human societies and other social phenomena;
 - 4) Present alternative explanations or theories of social phenomena;
 - 5) Examine scientific research, various types of research, appropriate methods, technologies and data that sociologists use to investigate the human condition;
 - 6) Examine social institutions and processes across a range of historical periods, social structures, and cultures;
 - 7) Recognize the structural, systemic factors which affect the quality of life of persons of different ages, gender, social class, sexual orientation, disability, and racial/ethnic backgrounds;
 - 8) Address the effects of historical, social, political, economic, cultural and global forces on human society;
 - 9) Encourage one to think for oneself by obtaining information through appropriate sources; and, finally,
 - 10) Consider alternative explanations and solutions for contemporary social issues.
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Required Textbooks and Materials

Ferris, Kerry and Jill Stein. 2016. *The Real World: An Introduction to Sociology*. 5th Edition. New York: W.W. Norton. w/InQuizitive.

Ebook:

<https://ncia.wwnorton.com/ebook-realworld5>

(\$45 w/InQuizitive)

OR

Paperback:

ISBN: 978-0-393-26430-2

(~\$94 w/InQuizitive)

Course Requirements:

For each chapter, the **InQuizitive** lessons help students review material they read in the text. A film will provide students with a **Critical Writing Opportunity** to express their sociological imagination by writing a well-crafted 2-page paper using sociology to explain ideas in the film. **Comprehensive Exams** will evaluate the student's understanding of the material covered in the course. Lastly, **Discussion boards** will help students further understand the material, improve empathy and real world application of the concepts discussed in the readings.

The course Blackboard site is organized into folders by chapter. Each chapter folder will be available the week the material is due. For each chapter, students will be guided through the reading requirements, InQuizitive lessons, critical writing opportunity, and discussion board. A comprehensive exam over the chapters is posted in the week's folder it is due. Below are outlines of, and directions for, each component for the course (InQuizitive lessons, critical writing assignments, discussion boards and exams).

Discussion Board: In each week's folder, there is a link to a discussion board forum. Each forum will have 3 to 4 discussion prompts from me aimed at getting discussion going based upon the topics for that week. Students are required to post at least *one 300-word post* to the designated discussion prompt. Students will also be required to respond to *two* or more other classmate's discussion posts. Responses to classmates need to be 150 words in length. Each post should be well thought out and written at a college level. Utilize the course material (text book and supplemental material) to support your discussion. All discussions will be open 1-week before they are due and will close on Sunday at 11:59 pm of the week they were assigned. Original posts can include opinions, insights based on your own personal experiences, or summaries of relevant news stories on the topics being discussed for that week. Express your opinions, but please be respectful. I will not tolerate sexist, racist, homophobic, transphobic, or other hateful speech in my discussion boards. In other words, be good to one another. Participate in discussions often and EARLY. If all students wait till the last day/hour/minute to participate in a discussion, then the discussion board will not work well. Therefore, to encourage early posting, *the first 7 posters in the week will earn one extra credit point for that week*. I visit the discussion board on a daily basis and provide feedback when necessary,

play devil's advocate on occasion and create new threads if I believe a current thread has become stale.

InQuizitive Lessons: In each chapter folder, there is a link to the learning program, InQuizitive. This program has been empirically shown to help students get the most out of studying for the class by assisting students review the chapter material, as well as, apply/practice their new found sociological knowledge. Students will be required to complete all 10 InQuizitive lessons. Grades will be assigned based on the percentage of each unit completed (100% - 10pts, 90% - 9pts, etc.). Instructions to access and use InQuizitive are below.

Please follow these instructions CAREFULLY as failure to do so may influence the ability to record your scores. You must wait until the Blackboard Learn course site opens on the first day of class in order to register.

1. Click on the InQuizitive link in our Blackboard Learn course. This should be located under Week 1's folder.
2. Wait for the box that prompts "Have you already registered?"
3. Select "No, I need to register, purchase, or sign up for trial access."
4. Enter your name, your school email address, and create a password.
5. As you complete registration, you'll have three access options:

If you already have a registration code—Enter your registration code and click the "Register my code" button at the bottom of the box.

If you want to purchase digital product access online—Select "I want to purchase access" option and click the "Show Purchasing Options" button.

If you want to try digital products before purchasing—Select "I want to sign up for free trial access" option click the "Sign Up For Trial Access" button.

Lastly, if you have trouble with InQuizitive, please submit a ticket to the following web link before contacting me: <https://support.wwnorton.com>.

Critical Writing: There are 10 critical writing opportunities throughout out the term over videos/films. The goal of the critical writing assignments is to apply material from the course to the film/video. *Each writing is worth 50 points* and should be a full 2 pages. You are required to complete **TWO (2) critical writings over the course of the semester** for a total of 100 points. Students may complete as many writings as they like, however, only the top two critical writing grades will count toward one's final grade. Thus, if a student completed 3 writings with the following scores, 30, 45, 48; I would only record the 45 and the 48 and that student would receive a 93 out of 100 for the critical writing component of the course. Hence, if you don't like a grade, you are encouraged to write additional writings, to increase your score. Students must complete their first critical writing before the midpoint of the term, **July 2nd**. The second critical writing is due before finals, **August 6th**. If a student chooses to do a critical writing for the given week, they are due each **SUNDAY at 11:59pm** the week they are assigned, but students may submit them any time during that week. They are available only during the week they are assigned. For instance, during Week 5, students may not complete a critical writing from Week 3.

Directions: The critical writings provide students with the opportunity to properly apply the course material from the readings. The paper should be a well-written full 2-page (double spaced, 1" margins, 11 pt. Cambria – or similar – font) essay discussing a point/perspective integrating the week's chapter reading material with the film. Papers should conform to either ASA publication style. A title page is not needed. Please see the information below for more clarification. Do not make your paper "longer" by altering margins, adding space between paragraphs, using a larger font size, or added phrases/statements/sentences that do not add quality to the paper. I grade these papers based on content and depth of discussion. This takes the average student approximately 2 quality pages to accomplish.

This is not a film summary; you need to integrate sociological ideas from the text, not just summarize the film, or play film critic. I want to know you developed a sociological insight from the film, *not your personal opinion about the film*. Also, keep personal anecdotes to a minimum, and instead try to incorporate course material wherever possible.

You are encouraged to write additional papers if you are not happy with a grade, taking my comments into consideration when writing your next paper. Typically, I'll have papers graded within a week of the due date.

Grading Rubric:

A= The paper is well written, integrates course material pertinent to the film while demonstrating the student has a clear understanding of the key concepts from the readings.

B= The paper is well written, the paper applies course material, however depth is lacking and some of the concepts are not well understood/addressed.

C= The paper is adequately written but hard to follow at times, mostly summarized the film and very little course material was discussed.

D= The paper is poorly written, and does not incorporate any relevant material.

F= The paper is poorly written and did not incorporate any relevant material. The paper relied on opinions and personal anecdotes.

Suggested Paper Organization:

First Paragraph: In a short and concise paragraph (3 to 4 sentences), clearly articulate the film's main sociological message and introduce the reader to the most important concepts.

Body of the Paper (2 to 3 paragraphs): Using course material, apply two to three concepts clearly articulating how they are related to the film and society in general.

Last Paragraph: In a short and concise paragraph (3 to 4 sentences), reiterate the film's main sociological message and clarify your application of course material.

Section Exams: There will be **THREE (3) exams** throughout the semester. Exams take up the lion share of the course requirements (50 percent), so make sure you have prepared before entering them. Students should take advantage of flashcards (located on BBL),

InQuizitive lessons and the book in order to study for the exams. Each exam will cover 3-4 chapters. Due to the nature of the course, exams are open book, but keep in mind *exams are also timed*. Students will have **60 minutes** to complete 40 multiple choice questions (worth 2 points each) and 4 short answer questions (worth 5 points each), for a total of **100 points**. In other words, students have roughly one minute per multiple choice question and roughly 4 minutes per short answer question.

Due to time constraints, students are strongly encouraged to *read the material thoroughly before attempting the exam*. Although the exams are open book, students should be warned against simply skimming the book for the correct answers as they complete the exam because many of the questions will require application of material rather than simple regurgitation of definitions. Below, I have provided some example questions so students know what to expect.

Example of multiple choice question:

Researcher Christine Williams looked at patterns of occupational sex segregation, examining the ways large-scale social structures create the constraints within which individuals live their lives. Her work would be characterized as what kind of sociology?

- a. Microsociology
- b. Transnational sociology
- c. Comparative-historical sociology
- d. Macrosociology

Example of short answer question:

Identify and describe the most essential elements of the theories of the classical sociological thinkers—Marx, Durkheim, and Weber. How do their visions of modernity differ?

The grading scheme is listed below.

Discussion Board	10 recorded x 10pt each	= 100pts	97+=A+
InQuizitive	10 recorded x 10pts each	= 100pts	94-96=A
Critical Writings	2 recorded x 50pts each	= 100pts	90-93=A-
Exams	3 recorded x 100	= 300pts	

If you have any questions on the gradebook, please calculate your grade by hand, before emailing me.

Course & Instructor Policies

Communications:

All official email correspondence will be sent ONLY to the zrs160030@utdallas.edu address. All students are responsible for ensuring that the correct e-mail address is listed in Blackboard by the beginning of Week 1. It is your responsibility to make sure a valid email UTD address is provided. Failure on your part to do so can result in you missing important information that could affect your grade. I do not respond to emails after 7pm.

Computer Literacy

In order to succeed in this class, you must be computer literate and have a basic understanding of the Internet. If you do not consider yourself to be computer literate, please consider taking a traditional class instead. If you're not sure about taking an online

course, take this self-assessment quiz.

<http://som.utdallas.edu/somResources/eLearning/eLearningProspective/selfAssessment.php>

Internet Access

All coursework instructions will be provided electronically on the Internet. Information on computer and browser requirements can be found at <http://www.utdallas.edu/elearning/webct/index.html>. You may also use one of UTD's on-campus computer labs. For location and hours, visit Computer Labs - ACUS | IR - UT Dallas. Remember computer technology can be unreliable, so plan ahead. Exams will be timed, and once you start your exam, you cannot reset the clock – the exam must be completed within the allotted time period. If you are booted off or experience a slow connection, you will not be able to start over. If you run into trouble, send me an email IMMEDIATELY to document the problem. Or you may send an email to the UTD Computing Help Desk (assist@utdallas.edu) and copy me on the email. If your problem is related specifically to eLearning, call the help desk anytime at 1-866-588-3192 and ask for an email copy of your ticket, which you can then forward to me for verification.

E-Learning System

This class uses UTD's eLearning System to manage the online content. You should log in to your eLearning account before the first day of class to ensure that you have no problems accessing the site. For more information on technical requirements, visit eLearning - The University of Texas at Dallas Once you are logged in, you will find links to eLearning student tutorials. You can get more help by calling 1-866-588-3192 or visiting eLearning - The University of Texas at Dallas

Accommodation of Religious Beliefs:

Religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. Please notify me in advance if there is a conflict.

Reasonable Accommodations:

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow one week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, SSB 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Make-up Policy:

Because of the online nature of this course, I do not allow make-ups for exams, InQuizitive assignments and critical writings. I only allow makeups if there is documentation of a technical error or an extreme emergency. Documentation of a technical error entails an email from IT or a screenshot indicating the date of issue. Proper evidence of a medical emergency is required for make-up exams. Although I am

aware that technical errors do occur with the Blackboard system, students must provide evidence of the technical glitch or error. In the case of a technical error, the student must provide screenshot evidence of the error with a message in Blackboard including the date and time of the error.

Academic Honest Policy:

Faculty expect all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the Academic Code of Conduct as detailed UT Dallas Student Catalog 2016-2017. Please consult this resource for additional information regarding the specific procedures to be undertaken when a student violates the UT Student Code of Conduct - UTDSP5003.

<https://policy.utdallas.edu/utdsp5003>

Let me make it clear: if you cheat or plagiarize you will fail the course and your name will be forwarded to the University Compliance Office. Please don't do it.

Skype Office Hours

Considering the online nature of the course, I offer Skype office hours as well as in person office hours. If you would like to set up a Skype session to discuss material from the course, please email me your Skype handle and we can work out a time that works for both of us.

Etiquette:

Respect fellow students and myself. Topics in this class may become sensitive and someone (including myself) may say something with which you disagree. Critical discussion is encouraged, but respect differences of theoretical perspective.

Reservation:

I reserve the right to make changes in this syllabus and calendar to better serve the class's needs. Any changes will be announced in advance.

Course Calendar on next page

Intro to Sociology Course Calendar Summer 2017:

***Course calendar is subject to change at the Professor's discretion.

Date	Topic	Weekly Objectives
Week 1: 5/30-6/4	Sociology and the Real World	Due 6/4 before 11:59pm Real World Chapter 1 InQuizitive Lesson 1 Critical Writing 1: The Merchants of Cool (2003) Discussion Board 1
Week 2: 6/5-11	Studying Social Life	Due 6/11 before 11:59pm Real World Chapter 2 InQuizitive Lesson 2 Critical Writing 2: The Stanford Prison Experiment (2001) Discussion Board 2
Week 3: 6/12-18	Culture	Due 6/18 before 11:59pm Real World Chapter 3 InQuizitive Lesson 3 Critical Writing 3: Newtown Divided (2013) Discussion Board 3 Exam 1
Week 4: 6/19-25	Socialization and Interaction	Due 6/25 before 11:59pm Real World Chapter 4 InQuizitive Lesson 4 Critical Writing 4: Generation Like (2014) Discussion Board 4
Week 5: 6/26-7/2	Deviance	Due 7/2 before 11:59pm Real World Chapter 6 InQuizitive Lesson 5 (over chapter 6) Critical Writing 5: Prison State (2014) Discussion Board 5
FIRST CRITICAL WRITING IS DUE JULY 2nd before 11:59pm		
Week 6: 7/3-9	Social Class	Due 7/9 before 11:59pm Real World Chapter 7 InQuizitive Lesson 6 Critical Writing 6: Two American Families (2013) Discussion Board 6
Week 7: 7/10-16	Race and Ethnicity	Due 7/16 before 11:59pm Real World Chapter 8 InQuizitive Lesson 7 Critical Writing 7: A Class Divided (1985) Discussion Board 7 Exam 2
Week 8: 7/17-23	Constructing Gender/Sexuality	Due 7/23 before 11:59pm Real World Chapter 9 InQuizitive Lesson 8 Critical Writing 8: Growing up Trans Discussion Board 8
Week 9: 7/24-30	The Economy and Work	Due 7/30 before 11:59pm Real World Chapter 11 InQuizitive Lesson 9 Critical Writing 9: Is Wal-Mart Good for America? (2004) Discussion Board 9
Week 10: 7/31-8/6	Health and Illness	Due 8/6 before 11:59pm Real World Chapter 14 InQuizitive Lesson 10 Critical Writing 10: Sick Around the World (2008) Discussion Board 10
SECOND CRITICAL WRITING IS DUE August 6th before 11:59pm		
Finals 8/7-12	Finals	Exam 3 due 8/12 before 11:59pm