SOC 100: Principles of Sociology

Summer 2019  (3 credits, online)

Instructor: Mel Moore, PhD
Course location: Online course via Canvas (http://www.unco.edu/Canvas)
Course dates: May 13 – June 21, 2019
Course prerequisites: None. This is an introductory course-- no prior experience/courses in Sociology required or expected. However, because this course is delivered entirely online, students should have basic computer skills, access to commonly available software for such things as downloading files and viewing video content, and readily available access to the internet.
Office Location: Candelaria 2048
Office Hours: By appointment
Office Phone: (970) 351-2100 (e-mail is preferred!)
E-mail: mel.moore@unco.edu

Course Description
Principles of Sociology (SOC 100) is an introduction to the field of sociology-- the study of the ways in which human behavior is influenced by social structures. Examples of structural forces include the culture we live in, its economy, ethnic make-up, socialization experiences, social class position, family structure, educational attainment, occupational opportunities, and religious upbringing— to name just a few! Certainly, the part of the world in which we live has a huge influence in terms of what we think, what we do each day, and what we see as reality. In this course then, through course readings, posted lectures, online discussions, podcasts, and other assignments, we will explore a variety of basic sociological theories and research findings with the goal of developing your sociological imagination— your ability to see the role of structural forces in what people do, think, and “know.” This is an LAC/ GT Pathways course.
Course Learning Objectives
Upon completion of this course, students should be able to:
* explain the framework and philosophical assumptions of Sociology
* describe why Sociology is a social science
* compare and be able to offer examples of basic concepts, research findings, and theories in Sociology
* apply a sociological perspective when attempting to explain patterns of human behavior
* utilize enhanced critical thinking skills when analyzing the social world around them

Readings and Other Course Materials

Note: Print and electronic versions of this text can be purchased online through the publisher or through CourseSmart-like places. If you have a used hardcopy of this textbook, that works fine. If you are interested in optional study guides, go to the publisher’s website and buy them bundled with the text: http://www.pearsonhighered.com

Lecture notes: Lectures for each module will be posted in each module folder.

Podcasts and Videos: Some modules may include one or more podcasts or films that exemplify some feature of that module’s content in a vivid audio and/or video format.

Powerpoint summaries: Powerpoint slides for each textbook chapter assigned highlight the major ideas in each chapter and give you a chance to evaluate what you know and how well you know it as you attempt to fill in the blanks— expand on each phrase in each slide.

Course Design
This course occurs entirely online through Canvas. You can use the link to Canvas on your URSA account or go to http://www.unco.edu/Canvas. You need your UNC login credentials to open UNC’s Canvas. After opening Canvas, click on this course which will be available by the first day of the course-- at the latest. When the course page opens, you will see a welcome
announcement. After reading this announcement, click the button on the left-hand side of the opening course screen labeled, “Syllabus.” You should read the syllabus carefully as it is essentially our contract with each other for this course. The schedule of course work/activities described in this Syllabus is repeated in the Course Plan.

This course is divided into 3 Modules. In each module, you will read, review, study, and hopefully be able to teach others what you find in that module. In addition to textbook chapters, lectures, and your online discussions with others in the course, you may have required podcasts and videos to play and study. If any additional material is added to a module, such as a current news story relevant to a module topic, an announcement about the addition will be made on the course page, and an e-mail will be sent to you about it.

During each module, you also will be responsible for completing graded work. All graded work and their corresponding deadlines are listed in the Syllabus. Graded work includes a paragraph or so that introduces you to everyone else in the course, discussion essays/posts that offer your thoughtful analysis of module content or carefully crafted responses/replies to the analysis of module content offered by others, and short papers (about 2 pages) in which you offer new examples of course concepts from your own experiences or you practice/apply sociological principles or theories in your everyday life. The last graded work in each module is an exam covering only that module’s content. All graded work, except exams which occur on a single day, have deadlines—not due dates. That means that you have some flexibility to work around your schedule and life needs. However, deadlines are firm and so you are encouraged to submit work early and often to assure that you meet each deadline. Exams have less flexibility. They are given on the specific dates listed in the Syllabus, yet you can take the exam any time between 7 in the morning and 7 in the evening Colorado time on the exam day. If you are unable to take an exam on the specified date and between the specified times on that date, you have another opportunity to get a score for a missed exam near the end of the course when make-up exams are given (the same day Exam 3 is given).

My Expectations of You
I expect you to be well versed in all features of the course design and expectations as described in this Syllabus and to meet all deadlines for graded work. I also expect you to be actively engaged in the course by logging onto the course webpage and your UNC e-mail account just about every day, if not more often! This will keep you up-to-date on course announcements, keep you involved in the ongoing discussions of course content, and remind and encourage you to do your graded work on time, if not in advance of deadlines. In fact, all assignments have deadlines—not due dates, meaning you can and should post your work early and often to avoid missing any deadlines. The good news here is that to some degree you can set your own pace in the course—completing assignments in advance of a deadline or simply meeting the deadline. Exams though are offered on one day only so if
something comes up and you miss an exam for any reason, do not worry-- you are welcome to make-up the exam at the end of the course. However, because all other assignments have deadlines (meaning you can (and should!)) post them well in advance of their due dates, if late work is accepted at all, you will incur a 10% penalty per day for that assignment. The course works best when done as designed. For that reason, no make-up work or extra credit is offered.

I also expect you to work hard in this course. Just because this course is online or offered in a condensed time period does not mean less is required of you. The amount of work and time you put into this course should be about the same as you would/should put into any 3-credit on-campus course. You get your money’s worth here! In general, students are expected to do about 2.5 hours of course-related work per week for each week of a 15-week semester per credit hour. That means 7.5 hours a week for 15 weeks for a 3-credit course or a total of more than 112 hours. Taking this course for the 3 semester hours of credit then in just a few weeks means you should put 20-30 hours a week into the course. Put 112 hours into this course, and I am pretty confident you will learn a ton and get a great grade! Really-- it is a full semester course in just 4 weeks and totally online. . . so you have to be able to work independently and diligently to be successful in such a condensed format.

Another expectation I have is that you will be respectful of one another. Sometimes people forget there is a human being on the other end of your discussion replies. I like to say—evidence instead of insults. Disagreeing with others is perfectly acceptable and should be shared, but offer evidence to support your position, not personal insults. Take time and respond respectfully and with evidence. . . yes, even if you are provoked! Also, be brief but complete your thoughts. Of course, careless spelling and grammar are disrespectful and distract your readers. In general, posts, essays, and papers are enhanced quite a bit when edited several times in advance of submitting them.

Finally, if you do not understand something, I expect you to ASK!!! ASK, ASK, and then ASK some more!!

What You Can Expectation of Me
I will log into the course just about every day, and most days I will log into the course many times. So I will be available. You should never go more than 24 hours without getting a response to your questions or comments, and you will often get a response within an hour. In fact, if you have not heard from me within 24 hours of posting a question for me or sending an e-mail to me in need of reply, contact me again! It means something strange is going on. . . Also, I will have your graded work completed and your grades posted to the grade-book on the course page (and individual feedback available to you if applicable) within a couple of days of the deadline for each assignment. You can expect a speedy response from me to your questions and course work.
Graded Work
You will be evaluated in this course based on your introduction to the group, discussion posts/essays for each unit, short papers, and three exams.

Introduction of self: Your first assignment is to introduce yourself to the class. Should be easy enough—just offer at least one substantial paragraph about who you are at this point in your life. You need to go beyond your age, major, and hometown to get full credit. Please offer a thoughtful description so we can really get to know you and a picture of you or something meaningful or important to you. This getting-to-know-each-other process facilitates substantial discussion on the provocative topics to come. Feel free to reply to the introductions of others if you have questions or comments for them.

Discussion Posts: For the discussion posts for each module, you need to offer at least 5 substantial (1 or more paragraphs EACH) posts on five different days before the deadline for EACH Unit. With 3 modules that means a minimum of 15 posts are required on different days (5 by each of the respective module deadlines listed below) for full credit. Only one post per day counts in order to keep you involved regularly in the discussions. If you pop in on the last day to post for credit and offer 100 great discussion posts, you only get credit for one. The content of your discussion posts are up to you (really!!), but need to reflect one or more of the topics/issues from the module and may center on module topics that bother, provoke, surprise, or confuse you the most. For example, your first discussion post for a module might be a description of something that troubled you from the material, along with an explanation about why you were bothered by it. Or you might post thoughtful and apt examples from your life that relate to (support or refute) one or more principles described in that module. The idea is to play with course content in significant ways and share that analysis with your course-mates. In turn, they will be sharing their questions, curiosities, and examples with you. Discussion posts also may be replies to the posts of others. Yes, replies to the posts of others count as long as they are substantial and add to the discussion. In fact, replies are desired because that means you are having a real discussion with ideas going back and forth. So, discuss whatever you want from each module. We want to read about what you have the most to say about!

While these discussion assignments are about you interacting with each other, and I will try to stay out of YOUR discussion, I may respond to or highlight things in your post for the benefit of you and/or your course-mates so do not put anything in your posts that you do not want all of us to discuss together and in great detail, and please remember that all posts on the Discussion Boards are required course content and may be included on exams. Be sure to keep up with what your course-mates are writing/thinking about in this course. And again, assignment deadlines are firm. Late posts defeat the purpose of being involved with the discussion and do not help anyone. Additionally, post your assignments EARLY to avoid technical, health, or other possible delays. You
cannot make-up “discussion.” No one wants to discuss Module 1 ideas on exam day or during Module 2. . .  The expectation is that almost all of you will receive full credit for your introduction and discussion posts for each module, and thus, 100% of these assignment points. These online discussions are intended to get you thinking and exploring course ideas with others. This typically expands your thinking and helps to make these ideas your own. Jump into these discussions, and your experience of course ideas and your understanding of this material will be so much richer for it.

You must put your posts in the Discussion Board under the appropriately titled forum for all to view. You will see the discussion forums for the course on the Discussion Board now, so take a look at them so you are sure you understand what needs to be done to receive 100% of these assignment points. However, you cannot do a discussion post for a module for credit until the module begins— usually the day after the exam from the previous module. We work together—one module at a time! In all cases, your posts should be prepared in advance so that they are well-written and your ideas are efficiently presented. Posts with multiple spelling errors or typos won’t receive credit. More is not better, and please do not simply summarize course content. Add to what we know/ think. If your post is empty— you simply repeat ideas or congratulate the author of the previous post— you will receive no credit for that post. You are welcome to do those kinds of posts, but make sure you also have 5 substantial posts PER module on different days by the deadline for full credit. To assure yourself of full credit, do much MORE than the minimum required of you! Ten or twenty posts per person per module probably makes more sense given the quality and provocative nature of the course material.

Of course, you are encouraged to ask any questions you have at any time during the course, and please ask those questions or make comments to me in the discussion thread designed for that purpose—the first one-- so that everyone has access to all questions and responses related to course content and course mechanics.

Discussion Board Assignments Rubric:
To receive full credit for each of these assignments, minimally, you need to offer at least one substantial post on five different days before each deadline. Because each module discussion assignment is worth 30 points, each individual substantial post on a unique day before the deadline is worth 6 points.

A full credit (6 point) discussion post:
1. relates to some topic or issue addressed in that module’s material (1 point)
2. is original in that it adds to course materials and does not repeat previous posts (2 points)
3. is at least one full rich paragraph-- meaning four or more unique sentences (3 points)

**Short Essays**
You will write two short essays. These essays are an opportunity for you to see the relevance or value of sociological concepts or theories in your life or to practice and apply these concepts in your everyday routines. This assignment also offers you the opportunity to see how your course-mates use these concepts in their lives in ways you may find useful or familiar. Your essay should be approximately 1-2 pages in length. While the deadlines for these assignments are listed in this Syllabus, the actual essay topic/task may not be posted until a few days before the deadline for each essay so that these assignments are fresh— specifically developed for this particular class and/or in light of current world events.

**Short Essay Rubric:**
To receive any of the 100 points for each of these assignments, essays must be submitted before their deadline and posted in the appropriate discussion forum.

A full credit (100 point) essay:
1. Offers original examples/experiences that expand our understanding of the concept(s)/issue. (50 points)
2. Includes especially insightful or novel analysis of the connections between the experience/examples and the concept(s). (30 points)
3. Is a well-written and effective essay in that it clearly demonstrates the author’s comfort and familiarity with the concepts/issues at hand. (20 points)

**Exams**
Exams will be given online on the specific dates listed below. You may take the exam any time between 7am and 7pm Colorado time on those days. Common exam formats I use are 33 multiple-choice items with a 30-minute time limit, and 50 multiple-choice items and one short essay with a 50-minute time limit. Really— 30 minutes to complete 33 multiple-choice items, for example, is plenty of time for just about everyone. Many finish in half that time. Yet if you are uncomfortable with or anxious about timed exams, this might not be the course for you. Also, note that these are closed book/closed note exams. You should work alone and without any materials— just as if you were taking the exam in a classroom. If you do not take the exam for any reason (for example— you are not prepared for it, have a family emergency, or are sick), don’t worry! You can take a make-up at the end of the course.
All course material, including readings, lectures, podcasts, films, classmate essays, and discussions may appear on exams. When you are taking an exam, you will not be able to go back to questions you have already answered. So for each exam, find a secure internet connection in a quiet place so that you can focus on the exam. If you are not ready for the exam or are sick or have a family emergency, just skip the exam. That way, you can take the make-up exam. However, if you exceed the time limit for an exam, you will get a zero (no points) for that exam so be careful to keep track of your time when taking exams. I will take any questions you have until the day of an exam. On exam days, I will only respond to questions about course or Canvas mechanics.

Also, please note that multiple-choice items on exams given in this course may not be like your grandmother’s multiple-choice questions or the ones you had on exams in courses you took last semester. For many of these questions, you will not be able simply to recognize a word or phrase and get that question right. Rather, believe it or not, even with multiple-choice items, I am able to assess the depth of your understanding of a concept or theory, your ability to apply theories/research to real world situations, and the extent to which you can differentiate between concepts and offer unique examples of them . . . among other things. So please, hear my pleas for you to sit with and play with the concepts in this course—to connect them to your real world experiences and make them your own. If you do, exams are likely to be a breeze. If not, you may find exam questions perplexing. My purpose in this is not to trick you—it is to challenge you to really learn what is offered in this course so that you take some of it with you when the course ends.

**Course Grade**
Your final course grade will be based on three equally weighted exams (60% of final grade), your introduction and discussion posts for each module (20% of final grade), and two essays (20% of final grade). More specifically, the maximum number of points possible is 500, and the point value of each evaluative component follows:

- **Introduction to group** = 10 pts
- **Unit 1 Discussion posts/essays** = 30 pts
- **Unit 2 Discussion posts/essays** = 30 pts
- **Unit 3 Discussion posts/essays** = 30 pts
- **Short Essays** = (2 @ 50 points each) 100 pts
- **Exam 1** = 100 pts
Exam 2 = 100 pts
Exam 3 = 100 pts

Total possible points = 500 pts

Your final course grade is calculated based on the percentage of the total possible points you obtain—

A = 90% or more (448 - 500 points)
B = 80% - 89% (398 - 447 points)
C = 70% - 79% (348 – 397 points)
D = 60% - 69% (298 – 347 points)
F = 59% or less (297 or fewer points).

Note that I do not use the +/- grades.

**Computer and other technical issues**
On the Canvas home page, there is information about how to make sure that your computer is compatible with the technical requirements of this course, and if you do have technical problems, you should contact an IT Technician at UNC’s Help Desk (970-351-HELP). I am not an IT technician and so I cannot address your technological problems. By virtue of taking an online course, you become responsible for figuring out how to manage the technological aspects of this course, including how to make and reply to posts and upload assignments . . . Also, note that I do not accept assignments via e-mail, and will not open e-mail attachments. So again, to avoid technological problems that impact your learning and your course grade, do not wait until the last minute to make a discussion post or submit an assignment. Technological problems do not excuse you from completing the work on time. It pays then to make sure you are comfortable navigating this course long before anything is due!

**Some final comments**
Please read this syllabus carefully and note all deadlines/ due dates-- they come quite quickly. Because this course is online, you have to be able to work hard— and to do so ON YOUR OWN. Do not just read chapters. Instead, study and learn them so that
you can comfortably talk about specific issues, findings, and concepts. You should know the material so well that you could teach the ideas to someone else. A casual understanding of the basic topics is NOT enough to be successful in this course because I want you to remember these important ideas when the course ends. You really need to know your stuff to do well. Indeed, we do not even read all of the chapters in your text so that you have time to learn the material we do read— very well. And again, I just want to be clear that no extra credit is offered. You must do the course as it is designed and during the time period described in the schedule below. The best learning happens that way in my view.

Resources

**Student Resources:** A variety of services designed to facilitate your success all of your courses are available. These include UNC’s library, academic advising center, bookstore, psychological/ counseling center, academic tutoring and writing center, and technical/computer support services.

**Students with disabilities:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services (www.unco.edu/dss) at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Honor Code.** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate. www.unco.edu/dos/communityStandards/honor_code

**UNC's Policies.** UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link and current catalog. http://www.unco.edu/

**Student Evaluation of this course:** You will be asked to evaluate this course as the course nears its end, please participate in this process. Thank you.

**If you have questions or concerns, feel free to contact me as often as you like. Posting to the forum in the Discussion Board soliciting your questions and comments is the most reliable method of communication with me and allows all to be involved in
what you are thinking about course content and mechanics. For personal/private matters, use my e-mail. Note that it is best to use your UNC e-mail account as others (such as hotmail and gmail) may go to my junk mail folder. In fact, sometimes even your UNC e-mail goes to my junk mail filter! I look through the filter, but may miss your e-mail. So know that I respond quite quickly, often within a couple of hours or the next day for sure so if you have not heard from me in a day or two, e-mail me again or post to the discussion board saying you sent an e-mail. This problem only happens about once a semester, but it is pretty frustrating if you are the student waiting days and days for a response.
# COURSE PLAN

<table>
<thead>
<tr>
<th>Unit # /Dates</th>
<th>Unit Topics</th>
<th>Unit Readings/ Content</th>
<th>Graded Work</th>
<th>Deadlines</th>
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| **Unit 1:** 5/13-5/22 (10 days) | 1.1: Sociological Perspective  
1.2: Culture and Socialization  
1.3: Deviance | *Syllabus  
1.1: Chapter 1—Henslin; Lecture- Sociological Perspective  
1.2: Chapters 2 & 3—Henslin; Lecture- Culture/Socialization  
1.3: Chapter 6—Henslin; Lecture- Deviance | **1a:** Introduction of Self  
**1b:** Unit 1 Discussion Posts/Essays  
**1c.** Exam 1 | **1a:** Monday, 5/20 by 11:59pm  
**1b:** Tuesday, 5/21 by 11:59pm  
**1c:** Wednesday, 5/22 between 7am and 7pm |
| **Unit 2:** 5/23- 5/31 (9 days) | 2.1: Stratification  
2.2: Social Class  
2.3: Race and Ethnicity | 2.1: Chapter 7—Henslin; Lecture- Stratification and Social Class  
2.2: Chapter 8-- Henslin  
2.3: Chapter 9—Henslin; Lecture- Race and Ethnicity | **2a:** Essay 1  
**2b:** Unit 2 Discussion Posts/Essays  
**2c:** Exam 2 | **2a:** Wednesday, 5/29 by 11:59pm  
**2b:** Thursday, 5/30 by 11:59pm  
**2c:** Friday, 5/31 between 7am and 7pm |
<table>
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<tr>
<th>Unit 3:</th>
<th>6/1-6/7 (7 days)</th>
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<tr>
<td>3.1: Family</td>
<td>3.1: Chapter 12—Henslin; Lecture- Family</td>
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<tr>
<td>3.2: Education and Religion</td>
<td>3.2: Chapter 13—Henslin; Lecture- Education and Religion</td>
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<td>3.3: Social Change</td>
<td>3.3: Chapter 15—Henslin; Lecture- Social Change</td>
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<td>3a: Essay 2</td>
<td>3a. Wednesday, 6/5 by 11:59pm</td>
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<tr>
<td>3b. Unit 3 Discussion Posts/ Essays</td>
<td>3b. Thursday, 6/6 by 11:59pm</td>
</tr>
<tr>
<td>3c. Exam 3 &amp; approved make-up exams</td>
<td>3c. Friday, 6/7 between 7am and 7pm</td>
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