



## Department of Behavioral Sciences

- **Office hours:** virtual – I will reply to you within 48 hours, usually sooner. We can also arrange virtual office meetings to accommodate individual schedules.
- **By e-mail:** [dmorgan@santarosa.edu](mailto:dmorgan@santarosa.edu)
- **By telephone:** Phone messages are forwarded to me by the Department of Behavioral Sciences: (707) 527-4228 or (707) 527-4226.

### SOC 1 Introduction to Sociology SRJC Course Catalog Description

An exploration of American society from several levels of analysis including Face-to-face social interaction, groups, and institutions. This exploration is accomplished through the use of lectures, small group interaction, multimedia and guest speaker presentations.

### Elaborate course description:

The course is designed to help us develop our “sociological imaginations” by placing ourselves in the role of an outsider looking in. By doing so, we begin to understand the significance of our lives within historical, political, and economic situations in which we live. In addition, we place ourselves within the larger society and understand the connections between individuals, organizations, societies, and cultures. Basic premises of the social sciences are incorporated into discussions of cultural values, beliefs, norms and customs. Racial, ethnic, gendered and other multicultural issues related to institutions and organizations will also be addressed.

My aim is for you to see yourself in each of these modules. This course is about you and about *us* – you, me, your loved ones, coworkers and all of those who make up your social world.

Textbook: Introduction to Sociology. Keirns, N.; Strayer, E., Griffiths, H., Cody Rydzewski, S., Scaramuzzo, G. and Vyain, S. This is an online textbook, available at no cost. Click on this link:

<https://openstax.org/details/books/introduction-sociology-2e>

### Student Learning Outcomes

Upon successful completion of this course students will be able to:

1. Explain and apply the major theories, concepts, and methodologies of sociology.
2. Analyze society and social groups using a sociological perspective.
3. Evaluate structures and policies of major American social institutions.

## Course Objectives

Upon completion of this course, students will be able to:

1. Describe the sociological perspective in contrast to individualistic analysis.
2. Explain the major theoretical perspectives in sociology and how they can be applied.
3. Describe and apply the major research methods used by sociologists.
4. Explain the sociological concept of self and the process of socialization.
5. Analyze various sociological patterns of everyday life and interactions.
6. Describe the importance of groups to the shaping of individuals and societies.
7. Explain the meanings and components of social class as well as the consequences of social location.
8. Evaluate issues related to group relations in the United States.
9. Analyze social institutions such as education, medicine, or others using a sociological framework.
10. Discuss and explore American society in a global context.

### **Grading:**

The following grade percentages will be used	Grade
90-100	A
80-90	B
70-79	C
60-69	D
<60	F

Methods of Evaluation	Points	% of Grade
Weekly Graded Discussions (5 weeks @ 20 points)	100 points	33%
5 Reflection Papers (10 points each)	50 points	17%

5 Quizzes (10 points each)	50 points	17%
Cumulative Final Exam	100 points	33%
<b>TOTAL COURSE POINTS</b>	<b>300 points:</b>	<b>100%</b>

## EXPLANATION OF GRADED COMPONENTS

**Weekly Graded Discussions:** The weekly discussions are an integral part of the course. Meaningful virtual classroom discussions promote understanding of the major concepts and principles underlying the complex relationship between our society and technology. I will lead these discussions, asking questions and providing feedback to your responses. Each student will respond to the initial questions and respond to the other students in the course.

In the Discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course. Discussions will be open Monday, 8:00 a.m. through **Sunday, 11:59 p.m. Santa Rosa TIME**. The graded discussions are not chat rooms or blogs. Use academic language as opposed to text message language or tweets. For example, “I” is a proper noun, always capitalized. Discussions will be graded according to the rubric found at the end of this course syllabus.

Rationale:

1. Participation in graded discussions promotes understanding of course material, concepts and terminology.
2. Discussing concepts and experiences with one another allows us to better understand one another, our cultures and values.
3. Attendance and participation promote student engagement with other students, adding value to the learning.
4. Participation in graded discussions promotes faculty/student engagement in the class.

**Reflection Papers:** There are five reflection papers assigned to this course, relevant to course content that we are covering at that particular time. Example: the first reflection paper assignment will address concepts covered during week 1, in a way that shows what it means to you, the student. Guidelines: 1 2 pages in length, double-spaced. Include an additional cover page. No reference page is required.

Rationale:

1. Reflection papers allow you to think more deeply and consciously about your actions or behaviors surrounding a particular part of your life or experience.
2. Reflection papers allow you to develop expertise in understating the sociological imagination.
3. Reflection papers help you to study for the quizzes and the final exam.

**Quizzes:** Quizzes are based upon the readings, major themes, concepts and course terminology. Class discussions and homework assignments are designed to prepare you for the quizzes. For

the most part, the quizzes consist of multiple-choice questions, though short-answer and essay questions may be used for some quizzes. You may use your notes, textbook and other resources for all quizzes. Bring a pencil with an eraser for best results.

Rationale:

1. Studying for quizzes engages students with course material and with one another.
2. The quiz taking process affirms the accurate use of course terminology.
3. Quizzes are used as learning tools as well as learning assessments.

### **Cumulative Final Examination**

Rationale:

1. Promotes "scaffolded" rather than 'episodic' learning
  2. Encourages collaboration while studying
  3. Ensures effective notetaking and studying throughout the semester
- 

### Access for Students with Disabilities

It is the policy of the Sonoma County Junior College District to provide equal educational opportunities for students with disabilities in accordance with state and federal law and regulations including the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Title 5 of the California Administrative Code. Pursuant to Title 5, the District has developed the Disability Resources Department to assist students with disabilities in securing appropriate instruction, academic accommodations and auxiliary aids. It is the intent of the District that such individuals be served by regular classes and programs whenever possible. To that end, students with disabilities shall be admitted to courses and programs and matriculate through such courses and programs on an equal basis with all other students. To ensure equality of access for students with disabilities, academic accommodations and auxiliary aids shall be provided to the extent necessary to comply with state and federal law and regulations. For each student, academic accommodations and auxiliary aids shall specifically address those functional limitations of the disability, which adversely affect equal educational opportunity. When the severity of the disability of an otherwise qualified student precludes successful completion of a course required for graduation from SRJC, despite an earnest effort on the part of the student to complete the course and despite provision of academic accommodations and/or auxiliary aids, a course substitution or waiver of the course requirement shall be considered.

The District will maintain specific criteria and procedures to implement this policy.

### Academic Integrity Statement

Sonoma County Junior College District (SCJCD) holds that its primary function is the development of intellectual curiosity, integrity, and accomplishment in an atmosphere that upholds the principles of academic freedom. All members of the academic community - student, faculty, staff, and administrator - must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect. Because personal accountability is inherent in an academic community of integrity, this institution will not tolerate or ignore any form of academic dishonesty. Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, collusion, and other academic misconduct.

### Topical Outline/Course Assignments/Calendar:

Date	Preparation and Activities for Class Meeting
Week 1	<p><b>Student Learning Outcomes: 1, 2</b></p> <p><b>Course Objectives: 1, 2, 3</b></p> <p><b>Review before class:</b></p> <p><b>Chapter 1: An Introduction to Sociology</b></p> <p><b>Chapter 2: Sociological Research</b></p> <p><b>Chapter 3: Culture</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• <b>Getting to know one another – non-graded Introductions</b></li><li>• <b>Weekly Graded Discussions</b></li><li>• <b>Quiz 1</b></li><li>• <b>Reflection Paper 1</b></li></ul>
Week 2	<p><b>Student Learning Outcomes: 2, 3</b></p> <p><b>Course Objectives: 4, 5, 6, 8</b></p> <p><b>Review before class:</b></p> <p><b>Chapter 4: Society and Social Interaction</b></p>

	<p><b>Chapter 5: Socialization</b></p> <p><b>Chapter 6: Groups and Organization</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Weekly Graded Discussions</b></li> <li>• <b>Quiz 2</b></li> <li>• <b>Reflection Paper 2</b></li> </ul>
<b>Week 3</b>	<p><b>Student Learning Outcomes: 2, 3</b></p> <p><b>Course Objectives: 5, 6, 7, 10</b></p> <p><b>Review before class:</b></p> <p><b>Chapter 7: Deviance, Crime, and Social Control</b></p> <p><b>Chapter 9: Social Stratification in the United States</b></p> <p><b>Chapter 10: Global Inequality</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Weekly Graded Discussions</b></li> <li>• <b>(Including Deviance: Case Studies)</b></li> <li>• <b>Quiz 3</b></li> <li>• <b>Reflection Paper 3</b></li> </ul>
<b>Week 4</b>	<p><b>Student Learning Outcomes: 1, 2, 3</b></p> <p><b>Course Objectives: 4, 5, 8, 10</b></p> <p><b>Review before class:</b></p> <p><b>Chapter 11: Race and Ethnicity</b></p> <p><b>Chapter 12: Gender, Sex, and Sexuality</b></p> <p><b>Chapter 14: Marriage and Family</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Weekly Graded Discussions</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Quiz 4</li> <li>• Reflection Paper 4</li> </ul>
<b>Week 5</b>	<p><b>Student Learning Outcomes: 1, 2, 3</b></p> <p><b>Course Objectives: 2, 5, 7, 9</b></p> <p><b>Review before class:</b></p> <p style="padding-left: 40px;"><b>Chapter 13: Aging and the Elderly</b></p> <p style="padding-left: 40px;"><b>Chapter 19: Health and Medicine</b></p> <p style="padding-left: 40px;"><b>Chapter 20: Population, Urbanization, and the Environment</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Weekly Graded Discussions</li> <li>• Quiz 5</li> <li>• Reflection Paper 5</li> </ul>
<b>Week 6</b>	<p><b>Student Learning Outcomes: 1, 2, 3</b></p> <p><b>Course Objectives: 1 – 10</b></p> <p><b>Activity:</b></p> <p style="padding-left: 40px;"><b>Final Exam</b></p>

## **Appendix A: SRJC Attendance Policy**

### **A. Attendance**

1. Students are expected to attend, and in the case of online classes, participate in, all sessions of the course in which they are enrolled.
2. A student may be dropped from any class when that student's absences exceed ten percent (10%) of the total hours of class time.
3. With advanced notice and appropriate documentation, members of the U.S. Military Armed Services and Reservists shall have their absences accommodated due to service obligations provided that satisfactory academic progress is being made prior to suspending their studies. For the purpose of this policy, a student is making satisfactory academic progress so long as, at the start of the absence, the student has the potential to pass the class after completing the remaining assignments.
4. Specific courses may have stricter requirements based on professional certification mandates or curricular situations in which absences will severely compromise the learning for other students (such as team or performance ensemble courses). These stricter requirements shall be stated in the course syllabus.

### **B. Nonattendance**

1. Students who fail to attend the first class meeting may be dropped by the instructor. For classes that meet online, students who fail to log on and initiate participation by 11:59 p.m. Pacific Time of the first day of the class may be dropped by the instructor. The start date for full semester online classes is the official first day of the semester; for short-term classes, the first day will be specified in the schedule of classes.
2. Instructors are **required** to drop all No-Show students immediately following the second class meeting. A No-Show is an enrolled student who has not attended any class meeting of the course. **For classes that meet online, a No-Show is an enrolled student who has not logged on and initiated active participation by 11:59 p.m. Pacific Time of the second day of the class.**

### **C. Excessive absence defined**

1. Instructors shall state in each course syllabus what constitutes excessive absence for that course.
2. Any student with excessive absences may be dropped from the class.



Appendix B: Reflection Paper Grading Rubric					
	Poor	Fair	Good	Excellent	
<b>Depth of reflection</b>  3 possible points	Poor  Writing demonstrates lack of reflection on the selected topic, with no details.	Fair  Writing demonstrates a minimal reflection on the selected topic, including a few supporting details and examples.	Good  Writing demonstrates a general reflection on the selected topic, including some supporting details and examples.	Excellent  Writing demonstrates an in-depth reflection on the selected topic, including supporting details and examples that evidence the <i>sociological imagination</i> .	
<b>Quality of Information</b>  3 possible points	Poor  Information has little to do with the course themes.	Fair  Information clearly relates to course themes, but no details and/or examples are given.	Good  Information clearly relates to course themes. It provides 1-2 supporting details and/or examples.	Excellent  Information clearly relates to the main topic. It includes several supporting details and/or examples.	
<b>Structure &amp; Organization</b>  3 possible points	Poor  Writing unclear, disorganized. Thoughts are not expressed coherently.	Fair  Writing is unclear, and thoughts are not well organized. Thoughts are not expressed in a logical manner.	Good  Writing is mostly clear, concise, and organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.	Excellent  Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts reflect the <i>sociological imagination</i> .	
<b>Grammar</b>  1 possible point	Poor  There are numerous spelling or grammar errors per page of writing reflection.	Fair  There are more than five spelling or grammar errors per page of writing reflection.	Good  There are no more than five spelling or grammar errors per page of writing reflection.	Excellent  There are no more than three spelling or grammar errors per page of writing reflection.	