

Abilene Christian University
SOCI 111-02
“Introduction to Sociology”
Spring 2012
MWF 10:00 – 10:50am

Instructor: Dr. Suzie Macaluso, PhD

Office Hours: M & W 1:00 – 2:30 pm, T & TH 1:30 – 3:30 pm

Office: Hardin Administration Building 120

E-mail: Suzie.Macaluso@acu.edu

Phone: 325-674-6983

Mailbox: ACU Box 27890

Mission of ACU

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Mission of the College of Arts and Sciences

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Mission of the Department of Sociology and Family Studies

The Department of Sociology & Family Studies equips students for careers in child services, politics, healthcare, criminal justice, law, nonprofit organizations, and other areas of service and ministry.

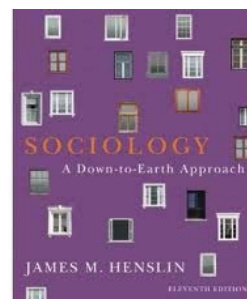
Catalog Description of SOCI 111 – Introduction to Sociology

This course is an introduction to sociology as a social science, and is open to any student interested in learning more about the workings of societies. The basic concepts and principles of the discipline are employed in studying the influence of culture and social interaction on social behavior. This course may fulfill a Social Science Degree Core requirement – fall, spring, summer. No prerequisite required.

Required Textbook

Henslin, James M. 2012. *Sociology: A Down-to-Earth Approach*. 11th ed.
 Pearson, Allyn and Bacon

The book is available at the campus bookstore or online. Your textbook not arriving is not an excuse for not doing the reading.



Student Learning Objectives

Competency	Measurement Instrument	
Understand the historical development of sociology and some of its modern developments	1. Examinations 2. Class discussions & activities	1. Minimum score of 80% 2. Correctly use sociological terminology
Understand the main theoretical perspectives in sociology, the main contributors to sociology, and the main contributions each makes to understanding social forces and patterns of behavior	1. Examinations 2. Sociological Imagination Paper 3. Class activities and discussions	1. Minimum score of 80% 2. Minimum score of 80% 3. Correctly use sociological terminology
Understand and apply micro- and macro-level perspectives to the study of social structure and social change	1. Examinations 2. Sociological Imagination Paper 3. Class discussions and activities	1. Minimum score of 80% 2. Minimum score of 80% 3. Correctly use sociological terminology
Evaluate how the sociological perspectives can be used to explain current social problems or issues within society	1. Examinations 2. Class discussions and activities	1. Minimum score of 80% 2. Correctly use sociological terminology

Course Requirements

Course requirements consist of daily readings, lecture attendance and participation, one written assignment and exams. Please read the descriptions below.

I. Daily Reading

The course schedule at the end of the syllabus provides an overview of the required reading for this course. It is very important that you read the chapter prior to class. By reading the book, hearing the course material during lecture and taking notes you will set yourself up for success in this course.

II. Lecture Attendance/Participation

Class participation is comprised of two components: attendance and discussion. It is imperative that you arrive to class on time each day prepared to work and discuss. Read the course material prior to coming to class so that you can participate fully in discussions. To encourage your participation in class activities 50 points will be available for attendance and participation. You will receive three excused absences for the semester. For each absence over your three excused 5 points will be deducted from your participation grade. If you have perfect attendance for the entire semester you will be rewarded with a 5 point bonus on your participation grade. Full participation points are dependent on participating in discussions and in class activities. Some in class activities may require you to turn in an assignment or to finish an assignment started in class at home and return it during the next class meeting. On occasion participation points will be given for discussion questions posted on OpenClass. Please see "General Classroom Policies" for my policy on missing class.

PowerPoint slides will be posted on OpenClass prior to the start of each class. While having the slides is not a substitute for taking notes or attending class they will help you focus on what I say in class rather than worrying about copying down the notes on the screen.

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

III. Sociological Imagination Paper

You will write a one and a half page paper that demonstrates the use of the sociological imagination as it applies to your view of abortion. You will find specific instructions for the paper on OpenClass. The assignment is due on Friday, January 27th.

IV. Exams

There will be four exams given during the course of the semester. Each exam is worth 75 points and will consist of 75 multiple choice & True/False questions.

General Classroom Policies and Guidelines

Grade Book

For this course we will be piloting the new course management system from Pearson and Google. The course can be accessed by going to www.pearsonopenclass.com and logging in with your ACU e-mail. Once you have accessed the course from that website you can access it from the menu within your ACU g-mail account or through the link typed above. OpenClass is similar to Blackboard but incorporates all of the benefits of Google. Your grades will be posted on OpenClass. Be sure to check your grades often and note any errors that may occur immediately.

Grading

The grading breakdown is as follows:

Exams: 4 x 75 points each = 300 points

Participation/Attendance: 50 points

Sociological Imagination Paper: 25 points

Total = 375 points

90.00% and higher = 337.5 to 375 points = A

80 – 89.99% = 300 to 337.49 points = B

70 – 79.99% = 262.5 to 299.99 points = C

60-69.99% = 225 to 262.49 points = D

0-59.99% = 0 to 225.49 points = F

What Grades Mean

The Grade of A: A grade of A indicates exceptional scholastic performance. The essence of A-level work is overall excellence with no major weaknesses. It meets the stated requirements but goes beyond them in terms of thoroughness and creativity. A-level work represents real achievement in grasping the nature of social scientific thinking and ability. In such work, terms and distinctions are used effectively, accurately, and precisely; skills are displayed masterfully. The A-level student consistently analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions,

clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, and shows noticeable sensitivity to important implications, and consequences. Overall, A-level work demonstrates creativity, imagination, sound judgment, and intellectual curiosity in relating the course materials to other areas of intellectual investigation. An A student's work is consistently at a high level of intellectual excellence.

The Grade of B: A grade of B indicates good scholastic performance. The essence of B-level work is that it demonstrates more strengths than weaknesses and is more consistent in high level performance than C-level work. It meets the stated requirements and occasionally goes beyond them in terms of thoroughness and creativity. It has some distinctive weaknesses though no major ones. B-level work represents demonstrable achievement in grasping the nature of social scientific thinking and skills. On the whole, terms and distinctions are used effectively and accurately and research skills are competently demonstrated. The B-level student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows noticeable sensitivity to important implications and consequences. Overall, B-level work represents sustained interest in the coursework and the ability to communicate the thinking and concepts and to demonstrate the skills of social science research.

The Grade of C: A grade of C indicates average scholastic performance. The essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent, with as many weaknesses as strengths. It meets the stated requirements but rarely goes beyond them in terms of thoroughness and creativity. C-level work represents inconsistent achievement in grasping the nature of the thinking and skills of a social scientist. Though some assignments are reasonably well done, others are poorly done or at best are mediocre. The work sometimes represents the ability to use concepts and research skills effectively; sometimes the use is ineffective. The C-level student only occasionally analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, or recognizes important implications and consequences. Sometimes the C-level student seems to be simply going through the motions of the assignment, carrying out the form without getting into the spirit of it. The C student exhibits interest in the coursework and the capacity to understand the thinking and concepts of social science research.

The Grade of D: A grade of D indicates poor scholastic performance. The essence of D-level work is that it demonstrates only a minimal level of understanding social scientific thinking along with the development of some, but very few research skills or abilities. It meets the stated requirements for the course, but most assignments and other tasks are poorly done. Often the student seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it. In D-level work, the student rarely analyzes issues clearly and precisely, almost never formulates information clearly, rarely distinguishes the relevant from the irrelevant, rarely recognizes key questionable assumptions, almost never clarifies key concepts effectively, frequently fails to use language in keeping with educated usage, only rarely

identifies relevant competing points of view, and almost never recognizes important implications and consequences. The D student exhibits minimal interest in social research but comprehends the essential concepts of the discipline.

The Grade of F: A grade of F indicates unacceptable scholastic performance. F-level work neglects the standards and requirements of the assignment or the course. The student does not understand the basic nature of social scientific thinking and cannot effectively use research skills or abilities. F-level work is vague, imprecise, and shows little evidence that the student is genuinely engaged in the course material. Many assignments appear to have been done pro forma without significant effort or are missing. Consequently, the student is not analyzing issues clearly, not formulating information clearly, not accurately distinguishing the relevant from the irrelevant, not identifying key questionable assumptions, not clarifying key concepts, not identifying relevant competing points of view, and not tracing implications and consequences. The F student exhibits no interest in social research and the inability to understand the essential concepts of the discipline.

Late Work

Work will be considered late if it is not received by the instructor by 1:45 pm on the day that it is due. All work received after 1:45 pm will be worth half credit. Any work not received two business days after the due date by 5 pm will not be graded and will receive a grade of 0.

Examples

- Paper due Tuesday, if I don't have it by 5 pm on Thursday it is worth no credit.

Absences for In-Class assignments

If you are a student athlete or have an official, University related absence you must notify the instructor prior to missing class with written documentation signed by your coach/instructor/advisor. It is the student's responsibility to make arrangements for making up missed assignments.

If you do not have an official University excused absence then there is no make-up allowed for in-class assignments. If your dog dies, your alarm doesn't go off, your car breaks down, you are sick, etc. Please feel free to come by during my office hours to discuss the class material that you missed and to clarify any material from the reading that you did not understand.

Several extra credit opportunities will be given during class throughout the semester to make up for any missed classes. All extra credit will be available to the entire class and will not be given to individual students alone. If you think you may need extra credit or are not sure if you will miss a class, take the opportunity to do the extra credit as it comes up.

Grade Challenges

There are two types of grade challenges, "administrative" and "substantive." Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on OpenClass. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor's attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Communication

I will communicate any changes to the syllabus through e-mail. I will also post all changes to this courses OpenClass website. Please be sure to check your e-mail and mark it as unread if you are unable to address it immediately.

I will check e-mail regularly between 9am and 5pm on weekdays. I will also check e-mail several times during the evening and on weekends. I will not check e-mail between the hours of 9pm and 8am, if you e-mail me after 9pm please do not expect to receive a response until the following day.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the Provost's Office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of student life, director of student judicial affairs, director of residential life education and academic departments.

Therefore, cheating, plagiarism (copying someone else's work or using quotes or major ideas without acknowledgment), and other forms of academic dishonesty **WILL NOT BE TOLERATED**. Students who violate standards of academic integrity will be given a failing grade (F), withdrawn from the course, and referred to the appropriate Student Life Office for possible additional sanctions.

Special Accommodations

Abilene Christian University and the Department of Sociology and Family Studies comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible. You may also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

Classroom Environment

Many view a college education as a solid investment in their future. Here are some suggestions and ground rules for making this class a wise investment:

1. Come to class on time. If you are late to class, please quietly take a seat near the door.
2. Turn off cell phones; even vibrating phones create a distraction. Also, please refrain from making or taking calls during this time.
 - a. Exceptions may be made if we are using the iphone/ipods for an in-class activity
 - b. If you are caught using your mobile device unauthorized I will confiscate it until the end of the class period.
3. Come to class prepared. Read the assigned material prior to the start of class.
4. If you have a question, raise your hand and wait until you are called on.
5. Class Climate and Conduct: One of the hallmarks of good sociology is the ability to embrace and even welcome different points of view. Rather than immediately voicing objections, ridiculing, or making jokes with your neighbor about viewpoints that differ from yours, respect that all your classmates bring their particular social histories to class. Carefully listening to and seeking out multiple perspectives on an issue allows us to engage in critical thinking. Many of the issues we

talk about in class are controversial and may spark intense emotional reactions from some people. As such, we need to create and maintain a safe, open, and respectful environment for the sharing of divergent viewpoints. **By enrolling and staying in this class, you are acknowledging the importance of and agreeing to work within this respectful class climate and class conduct rule.**

6. Please refrain from talking during lectures.
7. Please refrain from reading the newspaper or doing work for another class during our class time.
8. **NO LAPTOPS IN CLASS:** The amount of note taking required for this course should not require the use of a laptop, therefore laptops may not be used in class. Exceptions will be made on a case by case basis per my policy under “special accommodations.”
9. Preparing for Exams:
 - a. Read all assigned materials and highlight and take notes over significant material as you go.
 - b. Review highlighted material and notes several times a day in the week leading up to the exam.
 - c. Attend every class, take notes, participate in discussion, and ask questions. You will find that if you read prior to coming to class you will have something to add to class discussion. If you are unable to attend a class, be sure to get the notes from a classmate.
 - d. Form study groups and meet to discuss course material.
 - e. Make use of office hours if you have any questions or concerns about the course.

Schedule

The following is a tentative schedule of the topics that will be covered this semester. This schedule is subject to change. Any changes will be communicated orally in class and in writing on OpenClass.

Dates:	Day of the week	Topic to be Covered	Reading	Assignment Due
Jan 18 20	W F	Introduction, what is Sociology? Sociological Theory	Ch 1 Ch 1	
23 25 27	M W F	Research Methods Culture Culture	Ch 5 Ch 2 Ch 2	Soc Image
30 Feb 1 3	M W F	Socialization Socialization Socialization	Ch 3 Ch 3 Ch 3	
6 8 10	M W F	Exam #1 Social Structure & Social Interaction Social Structure & Social Interaction	Ch 1-3, 5 Ch 4 Ch 4	
13 15 17	M W F	Deviance and Social Control Crime and Criminal Justice No Physical Class Meeting – Log on To OpenClass	Ch 8 Ch 8	
20	M	No Physical Class Meeting – Log on To		

22 24	W F	OpenClass Global Stratification Global Stratification	Ch 9 Ch 9	
27 29 Mar 2	M W F	Social Class in the US Social Class in the US Exam #2	Ch 10 Ch 10 Ch 4, 8-10	
5 7 9	M W F	Sex and Gender Sex and Gender No Physical Class Meeting – Log on To OpenClass	Ch 11 Ch 11	
12 14 16	M W F	Spring Break No Class!!!		
19 21 23	M W F	Race and Ethnicity Race and Ethnicity Race and Ethnicity	Ch 12 Ch 12 Ch 12	
26 28 30	M W F	Aging and the Life Course Aging and the Life Course Marriage and Family	Ch 13 Ch 13 Ch 16	
Apr 2 4 6	M W F	Marriage and Family Exam #3 Good Friday – No Class	Ch 16 Ch 11-13, 16	
9 11 13	M W F	Politics Politics Politics	Ch 15 Ch 15 Ch 15	
16 18 20	M W F	Religion Religion Religion	Ch 18 Ch 18	
23 25 27	M W F	Education Education Education	Ch 17 Ch 17 Ch 17	
30 May 2 4	M W F	Collective Behavior and Social Movements Collective Behavior and Social Movements Collective Behavior and Social Movements	Ch 21 Ch 21 Ch 21	
May 7-11		Final: Exam #4	Ch 15, 17, 18, 21	