SOC 100: INTRODUCTION TO SOCIOLOGY  
REQUIRED TEXT BOOK:  
COURSE DESCRIPTION  
COURSE GOALS  
REQUIREMENTS:  
FIVE Discussions (20 points each)  
THREE Memos (30 points each)  
ONE Exam (40 points)  
Grading Rubric
SOC 100: INTRODUCTION TO SOCIOLOGY

IMPORTANT REMINDER:

Please do not forget to complete the Letter of Agreement

REQUIRED TEXT BOOK:

Navada, Marianne Ryan-Go. “Principles of Sociology” (2009). Please note that this is a big file and it will take to load. Make sure you have a relatively fast internet connection. (Free to download).


Other online sources: Please note that students will be required to read free online readings to supplement the text.

COURSE DESCRIPTION

This introductory course aims to give students an understanding of the basic principles of sociology as an academic discipline and provide an analytical perspective of society and everyday life through sociological theories. Grounded on three major theoretical perspective, functionalist, symbolic interactionist, and conflict theory, the class explores the relationship between individuals and society, and analyzes the different approaches to understanding how society functions, and how social groups interact with one another. The course will provide students the tools to understand and interpret individual behavior and life choices as a consequence of society, the environment, and other exogenous pressures that influence personal choice and outcomes. Learning how to apply theory to empirical examples, students will develop their "sociological imagination", and cultivate an open perspective in trying to understand their own behavior, society, and other cultures.

COURSE GOALS

• Interpret and compare the major sociological theories.
• Analyze current and historical events using sociological theories
• Develop a sociological imagination and learn how to rationally, objectively, and critically assess issues and events.
• Examine and question the development and construction of self perception.
• Distinguish the various agents of socialization.
• Analyze group dynamics and problems associated with bureaucracies and other social structures.
• Classify and assess the three forms of social stratification: class, gender, and race.
• Examine demography and its relation to sociology, development, and social change.
• Discuss the dynamics and motivation for social movements.

Course Student Learning Outcomes (SLOs)

• Analyze and interpret real-life scenarios applying the tenets of the Functionalist, Conflict, and Symbolic interaction perspectives to explain the benefits of a multi-dimensional approach to the study of social events and issues.
• Using specific examples or case studies, explain how social actions are influenced by society’s challenges and can effect social change. This includes understanding the role of social categories such as gender, race, and social class and taking into consideration historical context in explaining behavior, issues, and events.

• Use case studies, scenarios, or observations to interpret group and individual behavior in relationship to social structures; formulate conclusions, and predict likely behavior or actions based on analysis of cultural norms and expectations.

REQUIREMENTS:

5 Discussions (100 points)
3 Memos (90 points)
1 Exam (40 points)
Paper (100 points)

FIVE Discussions (20 points each)

Students are required to participate in (6) graded discussion through the discussion board. Each discussion postings is worth a maximum of 20 points. Notice how you are required to reference at least ONE outside source in your main post. Make sure you provide a link to the article and skillfully integrate the article in your answer.

Students should also respond to at least ONE comments/postings from other students in an engaging manner. In a main post, you will answer a question in a post of between 150-200 words. Remember that you are graded on your knowledge of the readings, so use the required text whenever possible and this includes your response.

Responding to the postings of others in this course is necessary since it creates the virtual classroom environment that the Discussion Boards are intended to foster. You must respond to the postings of at least another student (a B grade) but you may post more than the minimum requirement (this is an A student). Your interactions must be meaningful. Saying, “interesting”, is not enough. Either support, critique, or supplement the post. Make sure you show that you did the readings, even with your responses. Be sure to check the Discussion Boards to see what new ideas or challenges your fellow students have posted. Also, please remember to be polite and considerate in your postings, especially when you are discussing the work of your peers. These discussions are an integral part of your grade. This replaces classroom interaction, so please participate actively.

THREE Memos (30 points each)

The memos are written assignments that should demonstrate your knowledge of the readings. You are given specific questions to answer through the course lessons.

Guidelines

1-2 pages, 11-12 pt. font, double-spaced, typewritten.
The paper is be submitted through Turnitin.com. **Instructions on how to create a Turnitin account below.**

**Grading**

40%: Ability of student to answer the question directly and present a clear thesis statement.

35%: Skillful integration of sociological concepts in the analysis. Demonstrate that student has a clear understanding of the readings and concepts. Student cites from the required sources and includes relevant and credible outside sources. Use key concepts adroitly. YOU MUST USE THE READINGS.

25%: Grammar, outline, sentence construction, and overall quality of the writing.

**ONE Exam (40 points)**

This is a multiple choice/true or false exam, with 20 questions worth 2 points each. The exam tests your knowledge of the following course lessons:

- The Individual and Society
- Thinking Sociologically
- Social Research
- Culture
- Socialization and Groups
- Deviance

**ONE Paper (100 points)**

Provide a brief summary of the book *DIY U: Edupunks, Edupreneurs and the Coming Transformation of Higher Education* by explaining the main arguments of the author. Next, assess how her arguments relate to sociology? Here are some questions you can use to help you answer the question: How does the author use theory in her work? How does she foresee the future of education and success? How as technology changed educational institutions? How does her arguments relate to the supplemental readings I provided?

**Guidelines**

- 3-5 pages, 11-12 pt. font, double-spaced, typewritten.

- The paper is be submitted through Turnitin.com. Make sure you create a Turnitin account and add the class as specified in the syllabus. **Grading:** Similar to the memo.

**How to Use Turnitin**

**Creating a Turnitin account:**

1. Go to Turnitin.com
2. Look on the upper-right hand and there is an option to create an account.

3. Create an account following the steps stipulated by Turnitin.

**Adding the class to your account:**

- Use the following information:
  - class ID: 11649024
  - enrollment password: spring16

- After the class has been added, submit the paper accordingly.
- Turnitin allows you to see my comments, so please take the time to learn how to read comments on Turnitin. Feedback is very critical especially if points are taken off your paper.

**Plagiarizing will result to an automatic F for the course. For information on what APA or MLA format is, you can visit the links provided.**

**Grading Rubric**

_a. Letter Grade: A (90% range)_
- Presents a clear and concise response incorporating lecture and reading material.
- Proposes unique topic or unique treatment of topic and takes risks with content providing a fresh approach
- Confidence in use of Standard English, language reflects a practiced and/or refined understanding of syntax and usage
- Very few, if any grammatical errors.

_b. Letter Grade: B (80% range)_
- Provides a clear response incorporating some reading and lecture
- Commendable achievement, exceeds standards for course
- Significance of content is clearly conveyed
- Good use of examples; sufficient support exists in all key areas.
- May have a few minor mechanical errors (misplaced commas, pronoun disagreement, etc.), but no serious mechanical errors (fragments, run-ons, comma-splices, etc.)

_c. Letter Grade: C (70% range)_
- Acceptable achievement, meets standards for course, but does not show mastery of the reading and lecture
- Occasional minor mechanical errors may occur, but do not impede clear understanding of material
- Structure is solid, but an occasional sentence or paragraph may lack focus

_d. Letter Grade: D (60% range)_
- Marginal achievement; only meets minimum standards
- Failure to incorporate lesson from the text and lecture
- Significance of content is unclear
  - Some ideas may lack support, elaboration
  - Lacks sufficient examples or relevance of examples may be unclear
- Support material may not be clearly incorporated into argument

_f. Letter Grade: F (59.4% and below)_
Due Dates:

The due dates for the class are fairly flexible. Use the Course Schedule to pace yourself, but you can certainly work ahead or behind schedule. The course lasts for 8 weeks, and you have the freedom to work within your schedule given the time frame. If you do decide to submit work AFTER the due date, this means that the grading will take more time than usual. This is the only drawback. Other than that, points stay the same. Here are some guidelines:

Late discussions: If you post late on the discussion board, your grade will post after the class has ended. Your grade will be included in the final tally, but I grade these after I have graded all the other required work.

Late exams: You should have access to the exams as long as the class is in session.

Late papers/memos: Even if you submit a late paper, you still need to follow the steps regarding creating a Turnitin account (see below for instructions). However, Turnitin will not allow you to submit the paper after the deadline. You will need to email me your paper and confirm that you created a Turnitin account.

PLAGIARISM

Students are also reminded that all work must be generated independently and solely for this course. Any act of plagiarism or academic dishonesty (intentional or unintentional borrowing of another person's published or unpublished material without proper attribution, having someone fix writing or other errors, or any other attempt to defraud the academic process) will meet with reprimand and possible failure of the course. To avoid plagiarism, students should do their own work and submit work that is original to this course. Students are required to cite the use of materials written by others in all written communications for courses. Remember, the use of ideas, words, or phrasing without proper attribution constitutes plagiarism. The burden of proof rests on the student, not the instructor; in other words, the student will be required to prove that plagiarism has not occurred. Please use the APA or MLA guidelines/procedures for citing work. Use the standard you choose consistently.

Academic Honesty
College, Faculty, and Student Responsibilities

Coastline has the responsibility to ensure that grades assigned are indicative of the knowledge and skill level of each student. Acts of academic dishonesty make it impossible to fulfill this responsibility and weaken our society. Administrators, faculty and classified staff at Coastline all support this policy. Faculty have the primary responsibility to ensure that academic honesty is maintained in their classes. Students share that responsibility and are expected to refrain from all acts of academic dishonesty. The Coast Community College District Student Code of Conduct and Disciplinary Procedures shall be applied to any violation of academic honesty.

An instructor who has evidence that an act of academic dishonesty has occurred may, after speaking with the student, take one or more of the following disciplinary actions:
Issue an oral reprimand.

Give the student an "F" grade or zero points or a reduced number of points on all or part of a particular paper, project or examination; lower the overall class grade; assign an "F" grade for the course.

*NOTE*: A grade of "F" assigned to a student for academic dishonesty is final and shall be placed on the transcript. If the student withdraws from the course, a "W" will not replace an "F" assigned for academic dishonesty.

**Examples of Violations of Academic Honesty**

Academic dishonesty includes, but is not limited to, the following:

**Cheating**

- Obtaining answers from another student before or during an examination.
- Communicating answers to another student during an examination.
- Knowingly allowing another student to copy one’s work.
- Taking an examination for another student or having someone take an examination for oneself.
- Using unauthorized material during an examination.
- Sharing answers for a take-home examination unless otherwise authorized by the instructor.
- Altering a graded examination or assignment and returning it for additional credit.
- Receiving help in creating a speech, essay, report, project or paper unless otherwise authorized by the instructor.
- Turning in a speech, essay, report, project or paper done for one class to another class unless specifically authorized by the instructor of the second class.
- Misreporting or altering the data in laboratory or research projects.

**Plagiarizing**

- Offering another person’s work as one’s own: copying a speech, essay, report, project or paper from another person or from books or other sources.
- Allowing another person or company to do the researching and/or writing or creating of an assigned speech, essay, report, project or paper for oneself.
- Writing or creating a speech, essay, report, project or paper for another student. Doing research for another student’s project or report.
- Using outside sources (books, periodicals or other written or spoken sources) without giving proper credit (by naming the person and putting any exact words in quotation marks).

**Committing Other Acts of Dishonest Conduct**

- Stealing or attempting to steal an examination or answer key.
- Stealing or attempting to change official academic records.
- Forging or altering grade change cards.
- Submitting all or part of the same work for credit in more than one course without consulting all instructors involved.
- Intentionally impairing the performance of other students and/or a faculty member, for example, by adulterating laboratory samples or reagents, by altering musical or athletic equipment or by creating a distraction meant to impair performance.
- Forging or altering attendance records.
Engaging in Collusion
Collusion occurs when any student knowingly or intentionally helps another student perform an act of academic dishonesty. Collusion in an act of academic dishonesty will be disciplined in the same manner as the act itself.

Procedures for Dealing with Violations of Academic Dishonesty/Action by the Instructor
An instructor who has evidence that an act of academic dishonesty has occurred shall, after speaking with the student, take one or more of the following actions:

- Issue a reprimand.
- Give the student an "F" grade, zero points, or a reduced number of points on all or part of a particular paper, project, or examination.*
- Assign an "F" grade for the course.

NOTE: A grade of "F" assigned to a student for academic dishonesty is final and shall be placed on the transcript. If the student withdraws from the course, a "W" grade will not replace an "F" assigned for academic dishonesty.*

*For any incident of academic dishonesty that is sufficiently serious for the instructor to take disciplinary action that can lower the student’s grade (for example, an "F" given for all or part of an assignment), the instructor shall report the incident to the dean of student services on an "Academic Dishonesty Report" form.

Action by the Administration

Upon receipt of the first "Academic Dishonesty Report" form concerning a student, or upon satisfactory investigation of allegations brought by other staff or students, the dean of student services shall send a letter of reprimand to the student, which will inform the student that he/she will be on disciplinary probation for the remainder of his/her career at Coastline. Upon receipt of a second reported incident of cheating by the student, the dean of student services shall suspend the student for one calendar year. If, after the student returns from a suspension for academic dishonesty, the dean of student services receives yet another "Academic Dishonesty Report" form, he/she shall recommend to the College president and the CCCD Board of Trustees that the student be expelled from the District. For more serious incidents of academic dishonesty, the student shall be suspended from the College on the first offense and could be recommended for expulsion by the CCCD Board of Trustees. Offenses warranting suspension or expulsion on the first offense include, but are not limited to, the following:

- Taking an examination for another student or having someone take an examination for oneself.
- Altering a graded examination or assignment and returning it for additional credit.
- Having another person or a company do the research and/or writing of an assigned paper or report.
- Stealing or attempting to steal an examination or answer key.
- Stealing or attempting to change official academic records.
- Forging or altering grades.

Portions of this policy are adapted from the academic honesty policies of the University of California Irvine, Cypress College, California State University Long Beach and Golden West College as published in their catalogs.