

Syllabus for
SOC 101-- Introduction to Sociology
3 Credit hours
Spring 2011

I. COURSE DESCRIPTION

A survey course covering most of the basic categories of the sociology curriculum with emphasis on the scientific method of studying social interaction and the products of social interaction, including culture, socialization, and the major institutions of society.

Prerequisite: None

II. COURSE GOALS

The first goal of this course is to introduce the student to the basic principles of sociology. The course emphasizes the centrality of sociology in people's daily lives. A few of the events that may well occur in a lifetime include marriage, work, job gain and loss, political activity, religious life, aging, and death. The "sociological imagination" is the quality of mind that permits all issues or problems to be viewed both structurally and personally, in a continual awareness of both history and biography. The intention then is to encourage students to view their relationship with society in a personal and more realistic way consistent with the "whole person" approach toward "every person's world."

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Explain the scientific analysis of social data
- B. Articulate the basic concepts and descriptive materials of sociology. The student is expected to be able to define or explain any of the concepts used in the text and/or class lectures.
- C. Identify and elaborate upon some of the increasing body of knowledge of human behavior as it is acquired through observation, social research, experimentation, and theorizing.
- D. Describe and discuss the dynamic nature of human behavior, the structure of society, and the variety of cultures.
- E. Identify, define and apply the following areas of sociological inquiry:
 - 1. the sociological perspective
 - 2. culture
 - 3. the process of socialization
 - 4. social groups
 - 5. social organization
 - 6. deviant behavior
 - 7. social control
 - 8. social stratification
 - 9. race and ethnicity
 - 10. social gerontology

11. sex and gender
12. marriage and family
13. sociology of religion
14. the economy and work
15. medical sociology
16. demography
17. urbanization

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Material

Textbooks

Macionis, John. (2010). *Sociology*. Upper Saddle River, NJ: Pearson Prentice Hall. (ISBN: 9780205777068)

Intersections: Readings in sociology. (2008). Boston, MA: Pearson Prentice Hall. (ISBN: 9780536950468)

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Course Policies and Procedures

1. Evaluation Procedures

- a. There are four exams worth 100 points each. Class attendance and participation are also considered. Make-up exams may be substantially different from regularly scheduled exams in both format and content.
 - b. There are four reaction papers which are written in response to the readings in the reader which is packaged with the text. These are worth 50 points each.
 - c. Each student will participate in the “Great Debate” which happens the last few weeks of the semester. The debate(s) will cover current issues and each student will be assigned to a team.
 - d. Evaluation Points

Exam I	100 points
Exam II	100 points
Exam III	100 points
Whole Person	
Assessment	50 points
Spontaneous Exams	100 points
Final Exam	100 points
Reaction Papers	200 points
Great Debate	<u>100 points</u>
	850 points
 - e. Each unexcused absence deducts 25 points from the final grade.
 - f. All work must be turned in at the beginning of the class period on the day it is due. All work turned in late receives a maximum grade of five (5) points. All work must be turned in for the student to receive a passing grade.
2. Whole Person Assessment Requirements
 - a. All students must complete verification of a minimum of 12 hours of community service to the instructor of this course on or before week 14 of this semester. Students with an e-portfolio account must upload this verification to their account for assessment purposes.
 - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.
 3. Other Policies and/or Procedures
 - a. Reaction Papers
 - 1) The student should actually read the article. It is often obvious that a student has only skimmed over the material.
 - 2) The paper should include a title page, the name of the article, the student’s name and date.
 - 3) There will be concepts given out the first week of class to guide the writer in the format for each reaction paper
 - 4) The paper should be no fewer than 5 pages and no more than 8 pages, word-processed, double-spaced, 1” margins all around. A typewriter and/or word processor are not acceptable, but rather use a computer with word-processing software.
 - b. Makeup Policy—Makeups are at the discretion of the instructor. A \$15 processing fee will be charged for each makeup exam.
 - c. Readings—Pupils are to read and intellectually respond to readings in the textbooks.

VI. COURSE CALENDAR

January 4

Introduction

Last revised: Spring 2011

January 10-14	Sociological Perspective (pp. 1-25)
January 17-21	Sociological Investigation (pp. 26-55)
January 24-28	Culture (pp. 56-85) READING/REACTION PAPER DUE ON THURSDAY, JANUARY 27 (Reading I is “Names, Logos, Mascots & Flags: Contradictory Uses of Sport Symbols” pp.27-38)
Jan 31-Feb 4	Society (pp. 86-109) TEST IS ON THURSDAY, FEBRUARY 3.
February 7-11	Socialization (pp.110-135)
February 14-18	Social Interaction (pp. 136-159) READING/REACTION PAPER DUE ON THURSDAY, FEBRUARY 17 (Reading II is “Shelter Life & Women’s Self Concept” pp.60-66)
February 21-25	Groups and Organizations (pp. 160-185)
Feb 28-Mar 4	Social Stratification (pp. 246-271) TEST 2 ON THURSDAY, MARCH 3
March 7-11	Social Class in the United States (pp.272-297) READING/REACTION PAPER DUE THURSDAY, MARCH 10 (Reading III is “Racism in the English Language,” pp. 140-150)
SPRING BREAK	
March 21-25	Race and Ethnicity (pp.354-383)
Mar28-Apr 1	Aging and the Elderly (pp.384-409) READING/REACTION PAPER DUE ON THURSDAY, MARCH 31 (Reading IV is “Making Ends Meet on a Welfare Check” pp.219-232)
April 4-8	The Economy and Work (pp. 410-433) TEST 3 ON TUESDAY, APRIL 5. The Great Debate begins on Thursday, April 8.
April 11-15	Health and Medicine (pp.540-565) eportfolio is due
April 18-22	Population, Urbanization and Environment, (pp. 566-597)

PLEASE NOTE: ALL WORK MUST BE TURNED IN DURING THE CLASS PERIOD ON THE DAY IN WHICH IT IS DUE. ANY WORK TURNED IN AFTER THAT TIME WILL RECEIVE A GRADE OF 5. ALL ASSIGNMENTS AND TESTS MUST BE COMPLETED IN ORDER TO PASS THE COURSE. NO LATE WORK WILL BE ACCEPTED AFTER **APRIL 22, 2011.**

Course Inventory for ORU's Student Learning Outcomes
SOC 101 Intro To Sociology
Spring 2011

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
--	--	---------------------------------	------------------------------	-----------------------------	------------------------

1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			x	
1B	Sensitivity to the Holy Spirit		x		
1C	Evangelistic capability		x		
1D	Ethical behavior	x			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	x			
2B	Information literacy		x		
2C	Global & historical perspectives		x		
2D	Aesthetic appreciation		x		
2E	Intellectual creativity		x		

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			x	
3B	Physically disciplined lifestyle		x		

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		x		
4B	Interpersonal skills	x			
4C	Appreciation of cultural & linguistic differences	x			
4D	Responsible citizenship	x			
4E	Leadership capacity				

)