

Course Syllabus
SOCI 180 – Introduction to Sociology
3 credits

Prerequisites: Proficiency with written English

Instructor: David Guthrie, Ph.D.

Facilitator: Sarah Wilson, M.A., B.S.N., R.N., CCRN
Jonathan Watt, PhD

Contact Info: Faculty may be contacted through the Portage messaging system

Course web site address: www.portagelearning.com

Course meeting times: SOCI 180 is offered continuously

Course Description: The primary purpose of this course is to introduce students to a way of seeing themselves, others, and the world. The hope is that they will come to be more discerning of the complexities of social living, while simultaneously understanding social life more fully.

Course Outcomes: Students who successfully complete this course will:

- Develop a thoughtful and useful framework for understanding social life;
- Become acquainted with several historic and contemporary social theorists;
- Become more cognizant of current conversations about various aspects of social life;
- Become more articulate about ways in which various aspects of social life shape the ways that they see themselves, others, and all things; and,
- Cultivate a commitment to live their social lives with more awareness and more understanding.

Each of these SOCI 180 student learning outcomes is measured:

Directly by: (1) Essay assignments (with instructor feedback)

(2) A final Research Paper

Indirectly by an end of course student-completed evaluation survey

Course Delivery: This course is asynchronously delivered online. Contact hours include 40 - 50 hours of reviewed module assignments with instructor feedback, and 10 - 20 hours of writing a final research paper.

It is the policy for all Portage Learning courses that only one exam be completed each day. Research on best practices in learning psychology indicates that time is needed to process material for optimal learning. This means that once an exam has been completed, the next exam will not unlock until the following day. Please

plan your time accordingly. If you have a legitimate need for an exception to this policy, please contact your instructor.

Required Computer Accessories: It is recommended that students use a desktop or laptop computer, PC or Mac, when taking the course. Some tablet computers are compatible with the course, but not all features are available for all tablet computers. The latest full version of Firefox is required for the optimal operation of the Portage Learning Management System. In addition, you must have the latest full version of Adobe Flash Player installed as a plug-in in order to view any of the videos on the site. We highly recommend using a high speed Internet connection to view the video lectures and labs. You may experience significant difficulties viewing the videos using a dial-up connection.

Required readings, lectures, and assignments: Portage courses do not use paper textbooks. Students are required to read the online lesson modules written by the course author which contain the standard information covered in a typical course.

Each student is responsible for reading the module in its entirety, reading external links to articles and at times finding additional outside sources to support your written essays. Students should follow APA writing guidelines and citation methods when submitting essays. If you have any questions please contact the instructor via the My Messages tab.

A Word About Exams:

All exams for this course are essay exams. The essays that students will be asked to write require students to comprehend the assignments that are included in each module and, quite often, to offer connections between the ideas present in the assignments and a student's own "take" on things. Said another way, students are to learn various concepts, ideas, and perspectives, and students should also consider ways in which such concepts, ideas, and perspectives actually "show up" in their lives and in the social world.

Grading Rubric:

9 Module exams = 60 pts. each x 9 =	540 pts.
<u>Final paper = 160 pts.</u>	<u>160 pts.</u>
Total	700 pts.

The current course grade and progress is continuously displayed on the student desktop.

Proficiency in written English is a prerequisite for this course. If you have poor written English skills, you may not be able to effectively communicate the sociological concepts in your essay responses. This may result in point deductions.

Written English rules, including grammar, punctuation, and spelling, will account for 10% of your grade on each assignment.

Grading Scale:

89.5% - 100% (627 - 700 pts)	= A
79.5% - 89.4% (557 – 626 pts)	= B
69.5% - 79.4% (487 – 556 pts)	= C
59.5% - 69.4% (417 – 486 pts)	= D
<59.5% (<417 pts)	= F

Guidelines for Writing Assignments:

- Superior Paper (A): Demonstrates the writer's ability to articulate course material, support his or her written argument with appropriate use of class material and outside resources and apply personal experience and opinion as appropriate. A superior paper is well written, with no grammatical errors.
- Good Paper (B): This paper is well-written, but lacks extensive support and use of outside resources to articulate one's argument. A good paper will articulate course material and incorporate personal experience and opinion as appropriate.
- Average Paper (C): The writing is adequate in conveying the writer's ideas, but does not clearly articulate course material or reference external resources.
- Weak Paper (D): The writing of this paper is underdeveloped and inadequate in organization, content, and the use of correct grammar.
- Failing Paper (F): This is a poorly written essay that neglects to adhere to the directions of the writing assignment. The paper completely lacks focus, organization of content, and grammatical competency.
- Plagiarized Paper: This paper reveals evidence that the submitted work is not the writer's original work, or the submitted information has not been properly documented using the MLA format. The facilitator has the right to refuse to accept this paper, and the student submitting a plagiarized paper will be subject to the Academic Integrity Policy as stated below.

Module Topics

- Module 1: This module is about seeing and not seeing. For every human being, there is more going on than what simply "meets the eye." Each of the assignments for this module in some way reflects this perspective.
- Module 2: This module sets the framework for seeing sociologically. The content develops the metaphor of seeing and then offers a conceptual framework that will help students understand the purpose of the course, as well as the particular parts of the course that are yet to come.
- Module 3: This module examines the work of several sociologists that have explored the nature and impact of social identity, social interaction, and social interactionism. In addition the module offers a perspective on differences and similarities regarding interaction among introverts and extroverts.

- Module 4: This module focuses on primary and secondary socialization forces. These forces have significant influence in our lives. The module provides an overview of this important component of human existence.
- Module 5: Education is a powerful secondary socialization force. It shapes how we see come to see ourselves, others, and other parts of social life. The assignments in this module require students to reflect on the effects of education in their own lives.
- Module 6: Media and technology are secondary socialization forces that exert significance influence regarding how we see ourselves, others, and other parts of social life. The materials in this module require students to reflect on these particular aspects of contemporary social life.
- Module 7: Religion is another secondary socialization force that may have considerable influence in how one sees herself, others, and other parts of social life. The assignments in this module offer several different angles on the shaping power of religion in American culture.
- Module 8: Gender, social class, and race are primary socialization forces, although the particular social class with which one identifies certainly can change over time. In this module students will be asked to investigate the impact of gender, social class, and race on the impact on how persons with these characteristics come to see themselves, others, and other aspects of social life.
- Module 9: The society within which one lives is a powerful secondary socialization force. The resources in this module will provide students with a more clear sense of how “society as a whole” influences how persons see themselves, others, and other part of social life.
- Final Paper: The final paper in this course will serve as an appropriate culmination of much of what students have explored in this course. Students will choose one of two options. The first option involves reading a book and then writing a paper based on the book. The second option is a personal reflection paper incorporating the content of the entire course into the personal experiences of the individual student.

Holidays:

During the following holidays, all administrative and instructional functions are suspended, including the grading of exams and issuance of transcripts.

New Year's Day	Easter
Memorial Day	Independence Day
Labor Day	Thanksgiving weekend
Christmas Break	

The schedule of holidays for the current calendar year may be found under the Student Services menu at www.portagelearning.com

Suggested Timed Course Schedule (to complete the course within a typical college semester)

All Portage courses are offered asynchronously with no required schedule to better fit the normal routine of adult students, but the schedule below is suggested to allow a student to complete the course within a typical college semester. Despite this suggestion, the students may feel free to complete the course at their desired pace and on a schedule determined by them.

<u>Time Period</u>	<u>Assignments</u>	<u>Subject Matter</u>
Days 1-10	Module 1, Exam 1	Seeing... and NOT Seeing
Days 11-20	Module 2, Exam 2	Frameworks for Seeing Sociologically
Days 21-30	Module 3, Exam 3	Social Identity/Social Interaction/Social Interactionism
Days 31-40	Module 4, Exam 4	Primary and Secondary Socialization Forces
Days 41-50	Module 5, Exam 5	School
Days 51-60	Module 6, Exam 6	Media and Technology
Days 61-70	Module 7, Exam 7	Religion
Days 71-80	Module 8, Exam 8	Gender, Social Class, and Race
Days 81-90	Final Paper	Society
Days 91 -108	Final Paper	Final Summary Paper

Suggested External References:

If the student desires to consult a reference for additional information, the following texts are recommended as providing complete treatment of the course subject matter.

Bryant, C.D., Beck, D.L. (2007) **21st Century Sociology: A Reference Handbook**. London: Sage Publications.

Hughes, M., Kroehler, C. (2012). **Sociology: The Core**. New York: McGraw Hill.

Mills, C.W. (2000). **The Sociological Imagination**. New York: Oxford University Press.

Learning Support Services:

Each student should be sure to take advantage of and use the following learning support services which are provided to increase student academic performance:

Messaging system which provides individual instructor/student interaction

Tech support which is available by submitting a help ticket through the student dashboard

Accommodations for Students with Learning Disabilities:

Students with documented learning disabilities may receive accommodations in the form of an extended time limit on exams, when applicable. To receive the accommodations, the student should furnish documentation of the learning disability at the time of registration, if possible. Scan and e-mail the documentation to studentservices@portagelearning.com. Upon receipt of the learning disability documentation, Portage staff will provide the student with instructions for a variation of the course containing exams with extended time limits. This accommodation does not alter the content of any assignments/exams, change what the exam is intended to measure or otherwise impact the outcomes of objectives of the course.

One-on-one Instruction

Each student is assigned to his/her own instructor. Personalized questions are addressed via the student dashboard messaging system.

Online learning presents an opportunity for flexibility; however, a discipline to maintain connection to the course is required; therefore, communication is essential to successful learning. Check your messages daily. Instructors are checking messages daily Monday-Friday to be sure to answer any questions that may arise from you. It is important that you do the same so you do not miss any pertinent information from us.

Code of Conduct: Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from the program.

This is a classroom; therefore, instructors have the academic freedom to set forth policy for their respective class. Instructors send a welcome e-mail detailing the policy of their class, which students are required to read prior to beginning the course.

Academic Integrity is a serious matter. In the educational context, any dishonesty violates freedom and trust, which are essential for effective learning. Dishonesty limits a student's ability to reach his or her potential. Portage places a high value on honest independent work. In a distance learning situation, we depend on the student's desire to succeed in the program he or she is entering. It is in a student's own best interests not to cheat on an exam, as this would compromise the student's preparation for future work. It is required of each student to take exams without consulting course materials or study aids including another person, the lesson pages, printed materials, or the Internet. To this end, your instructor will be alert to any indications that a student may be violating this principle. It will be necessary to show all your work on exams. When the nature of the course does not require numerical or symbolic determination (perhaps instead just requires recitation of learned descriptions), our experienced staff is able to detect the unauthorized consultation of study aids when answering exam questions. A violation of the academic integrity policy may result in a score of zero on the exam and possible expulsion from the course, at the discretion of the instructor with consultation with an administrative-instructional committee.

Review the Student Handbook for more specifics. If you have any questions regarding the academic integrity policy, please consult your instructor **prior** to taking module exam one.

Grievances: If for any reason a student has a complaint about the course work or the instructor, the student is advised to first consult the instructor, who will be willing to listen and consider your concern. However, if you don't feel you have received a satisfactory reply, you are encouraged to contact the Academic Dean of Portage Learning for further consideration of your complaint. The formal grievances process must be initiated via written communication. If desired, please file a written grievance to academics@portagelearning.com to initiate the process.

Remediation:

At Portage Learning we allow a "one-time" only opportunity to re-take an alternate version of **one** module exam on which a student has earned a grade lower than 70%. This option must be exercised before the final exam is started. If an exam is retaken, the original exam grade will be erased and the new exam grade will become a permanent part of the course grade. However, before scheduling and attempting this retest, the student must resolve the questions they have regarding the material by reviewing both the old exam and the lesson module material. Once ready to attempt the retest of the exam they must contact their instructor to request that the exam be reset for the retest. Remember, any module retest must be requested and completed **before** the final exam is opened.

Students needing remediation for grammar, spelling, and/or reading comprehension may be referred to a verbal skills course offered by Portage. If students need remediation in addition to a review of verbal skills, they may withdraw from the course in a manner consistent with the published refund policy in order to complete the prerequisites for SOCI 180 prior to beginning the course.