



**Soci 1301 011 IN & O12 IN**

**Introductory Sociology**

**Summer One 2021**

**Internet**

**Instructor:** Luis Sabido Isabido@com.edu; 409-933-8374

**Online Student Hours:** Mondays (10:00 AM to 11:00 AM); Tuesdays (2:00 PM to 3:00 PM); Wednesdays (9:00 AM to 9:30 AM); and, Thursdays (2:00 PM to 2:30 PM).

**Required Text for Soci 1301:** Thompson, William E., Hickey, Joseph V., Thompson, Mica L. *Society in Focus: An Introduction to Sociology*, 9th Edition (Required). It is important that you purchase the required textbook.

**Course Description:** Introduction to the scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

**Course Requirements:** The basic structure of this online class in Blackboard includes an introductory assignment, six quizzes, four-unit tests, three discussion question forums, two major assignment papers, and a Reflection Paper for extra-credit (optional) or an extra-credit alternative opportunity (optional). At 8:00 AM on Mondays of this five week summer one 2021 course, I will post weekly announcements to inform you of upcoming due dates. ***Please make sure to review due dates by accessing the Announcements link in the Course Communication section in the menu bar.***

There are four learning modules in sociology 1301. I recommend that you click on each unit's calendar or learning module's calendar for an overview of due dates. It is important that you get to work right away.

Please review the instructions in the ***Course Overview document*** in terms of reading about the major sections of the course in Blackboard.

***The Course Overview document can be accessed by clicking on the Course Documents and Course Overview Learning Module link (Learning Modules link) in the Coursework section of the course menu bar.***

Weekly announcements will also reflect what is in each unit's calendar in terms of due dates. I would also like you to review the course's grading criteria, which is on **page 10** of the course syllabus. The grading criteria will help you determine the number of points that each assessment tool awards. Here are the course's requirements:

**1. An Introductory Task or Assignment:** Your first introductory task or assignment is worth 25 points and is in the Learning Modules section relating to Unit One (Major Theoretical Perspectives). This assignment is also in the ***Assignments*** section of your menu bar, which is under the ***Coursework*** heading.

The purpose of this first question is for you to acquaint yourself with the instructor and important sections of the course. Please pay attention to the due date by clicking on the Announcements link.

To view course schedule information you should also click on each Unit's learning module to access the learning module's calendar or unit's calendar.

**Instructor feedback** will be provided individually on the introductory assignment through the My Grades tool or link. Please make sure to access the rubric for your introductory assignment grade breakdown.

**2. Quizzes:** Six quizzes, at 15 points each, will be offered. Quizzes are short and they will help you do well on your major Unit tests. You will receive 1 point for each question or item on the quiz that you correctly answered. Each quiz will consist of 15 questions or items. You will have 15 minutes to complete each quiz.

For each chapter quiz, you will be able to access fun learning activities to help you prepare for the quiz. I strongly recommend that you access these fun learning activities before you attempt a scheduled chapter quiz. Each scheduled chapter quiz has its own set of fun learning activities and the activities are in a Study Mate folder in each learning module. Please make sure to study before you take a quiz because once the due date for a quiz expires, you will not be able to take the quiz.

Quizzes are located in the Learning Modules. Furthermore, by clicking on the ***Assessments*** link (under the ***Coursework*** heading), you may also access the quizzes.

**Instructor feedback** will be provided individually on each quiz through the My Grades tool or link.

**3. Tests:** Four major unit tests will be offered, at 50 points each. You will take one unit test for each learning module covered in the course. You will receive 1 point for each question or item that you correctly answered on each unit test.

Tests may be accessed by clicking on the corresponding learning module or the Assessments link. The *Learning Modules* and the *Assessments* links appear under the *Coursework* heading.

Each unit test will consist of multiple-choice questions, true or false statements, matching terms, and short-answer questions. Please refer to the Course Outline section (**13, 14, 15, & 16**) of this syllabus to view the chapters from which I may pull out examination material. Each learning module unit has its own unit test review list. You will be given one hour and thirty minutes to complete each major unit test.

**Instructor feedback** will be provided individually on each test through My Grades tool or link.

**Review lists** for unit tests can be accessed by clicking on each learning module covered in the course. The *Learning Modules* link is on the left hand side of the course's homepage. Review lists include important sociological vocabulary words from your textbook's chapters, which are relevant to course outcomes. These lists should serve as study guides; however, successful test or exam outcomes will also depend on the completion of other course requirements that are listed in this course syllabus.

I have also included in each learning module, **Study Mate files** for each corresponding chapter. These Study Mate files are filled with interesting and fun learning activities to help you prepare for each unit test and scheduled quizzes. I encourage you to participate in the Study Mate files' activities as you review for each unit test.

4. **Discussion Posts:** Discussion questions can be accessed through the *Discussion Board* link under the *Coursework* heading. The Discussion Board link is on the left hand corner of your menu bar. The first two discussion questions are worth 25 points. The third discussion question is 35 points. The purpose of discussion questions is to facilitate interactive social dialogue and discourse on a variety of assigned social topics and issues.

You will have three discussion questions in this course. Discussion questions may also be accessed through their corresponding learning modules.

**Instructor feedback** will be provided individually on each discussion through My Grades tool or link. Each discussion question will have a rubric with your grade breakdown.

You will be able to use your sociological imagination as you interact with the instructor and other students who are taking this online course. You will receive a grade for thoughtful and academic participation on each post. I will not grade you on your opinions, but on how you articulate your thoughts in reference to the application of relevant sociological concepts and theoretical perspectives to the discussion posts. Late discussion question responses will not be accepted.

To receive credit for participation in each discussion post, you must post an initial response (around 250 words in length), and give at least one response to other students' postings (simply writing "I agree" or "I disagree" is unacceptable). Furthermore, you will not be able to read other classmates' postings until you post your initial response. Your second response should be at least

150 words in length. Hence, you must remember that for each topic, you must post at least two times. There will be a total of three discussion questions.

Click on each learning module's calendar for an overview of the due dates of the unit's discussion question.

***You may also access the due dates of the unit's or learning module's discussion question by clicking on the Announcements link in the Course Communication section in the menu bar.***

Discussion questions will be drawn from a variety of reading materials including my lecture notes, the course textbook, and other materials.

I would like you to feel free to post general questions relating to the course in the Discussion Board section of your home page. Click on the discussion forum technology feedback link to post your question. You may also respond to questions posted by other students.

**5. Two major assignments:** There will two major assignments in this course.

**The two assignment papers will address the following Student Learner Outcomes and Core Objectives:**

1. Compare and contrast the basic theoretical perspectives of sociology. Critical Thinking Skills. (assignment #1-culture)
6. Develop, interpret, and express ideas on a Soci 1301-related topic through written communication. Communication skills-writing. (assignment #2-autobiography)

Assignment One will require you to interview a friend or family member about his or her culture. Your friend's or family member's culture should be different from your culture.

Assignment Two consists of you writing your own autobiography or memoir.

Please note that each paper assignment is mandatory and is a major requirement of the course. In other words, each student must submit the two major assignments.

**Furthermore, a student will not be eligible to turn in the three-article reflection paper extra-credit opportunity or the alternative extra credit opportunity if he or she does not turn in the two major assignments.**

**Instructor Feedback** will be provided individually on each major assignment through My Grades tool or link. Each assignment will have a rubric with your grade breakdown.

You will be able to access the two major assignment guidelines by clicking on the *Assignments* link, which is under the *Coursework* heading.

Each assignment paper must be typed (Word document), double-spaced, Times New Roman font, and 12-point font size. Furthermore, each paper must be at least three pages in length.

For Paper # 1-observation of culture, you must use APA style.

Paper #2-autobiography is a personal essay paper and does not require APA style.

A template or guide for APA style or format will be included in Assignment Paper #1's folder in the *Course Resources* section under *the Info and Resources* heading.

For Paper One-observation of friend's or family member's culture paper, you will use as reference one source on culture to support your observations of the cultural elements of your friend or family member.

The sources on culture are in Assignment Paper #1's folder in the *Courses Resources* section under the *Info and Resources* heading

For Paper #2, you will write a personal memoir or autobiography. Later, I will provide you with a list of possible experiences that you may want to write about.

When paper #2 (autobiography paper) becomes available, please make sure to access Assignment Paper #2's folder in the *Course Resources* section under the *Info and Resources* heading to view the Memoir or Autobiography guidelines created by Purdue Owl.

### **Assignment Paper #1-CT (Critical Thinking Paper)**

Assignment One will require you to interview a friend or family member about his or her culture. Your friend's or family member's culture should be different from your own culture.

You may draw your observations from past interactions with your friend's or family member's culture. Perhaps you remember these interactions very well and they probably took place before the global pandemic hit our shores. I can still remember attending many multicultural events with my friends and family. These events allowed me to obtain a close-up view of their unique and different cultures.

In order to practice social distancing and to take safety precautions, I want you to feel free to use any social media tool that you may have at your disposal. Thus, you may want to ask your friend or family member questions about their particular culture via Messenger (Facebook), Twitter, Instagram, Facetime, WhatsApp, Zoom, Microsoft Teams, etc. Feel free to use any other type of social media tool to interact with a friend or family member in order to obtain relevant information for your paper.

The purpose of observing a friend's or family member's culture is or group that is to familiarize oneself with a different culture. When society's members interact with other cultures, mutual understandings are formed or created. This will lead to better social interaction between cultural groups.

Furthermore, culture provides the foundation or blueprint of society. It is also the glue that holds society together and culture also provides the foundation of human behavior.

In interviewing your friend or family member about their particular culture, please make sure that your questions address the following:

## Non-Material Culture

### **symbols, language, beliefs, values, and norms**

**Tip:** It is important that in describing the symbols, language, beliefs, values and norms of your friend's or family member's culture, you provide real-life examples associated with these non-material components. Make sure you include lively description of the non-material components of your friend's or family's culture. Chapter three-culture lecture notes and chapter three-culture in the course textbook will help you understand the significance of non-material culture.

## Material Culture

### **material goods or the material products**

**Tip:** It is important that you provide real-life examples of your friend's or family member's material culture. Make sure to link or connect material concepts to real-life examples. Chapter three-culture lecture notes and chapter three-culture in the course textbook will help you understand the significance of material culture.

## Other important questions that you can ask your friend or family member regarding his or her culture.

**1A.** *What is the ethnicity, race, gender, age, religion, and social class of your friend or family member?*

**IB. Tip:** Describe the ethnic, race, gender, age, religion, and social class affiliations of your friend or family member.

**2A.** *What is the most important cultural element or component that your friend or family member identifies with?*

**2B. Tip:** Ask your friend or family member what is the most important cultural component or element he or she identifies with. The most important cultural component or element may be non-material or material.

**3A.** *How does your friend or family member contribute to society?*

**3B. Tip:** Ask your friend or family member about their contributions to society. Their contributions may be educational (attend school), economic (have a job), political (member of society's political parties), and religious (member of a religious or church institution).

**4A.** *Is your friend's or family member's culture a subculture or counterculture? Explain why or why not?*

**4B. Tip:** Chapter three-culture lecture notes and chapter three-culture in the course textbook will help you understand the meaning of a subculture or a counterculture.

**5A.** *Describe how has your friend or family member experienced culture shock, cultural relativism, and ethnocentrism as they interact with other cultures.*

**5 B. Tip:** Chapter three-culture lecture notes and chapter three-culture in the course textbook will help you understand the terms culture shock, cultural relativism, and ethnocentrism.

**6A.** As a student of sociology, which theoretical perspective (structural-functionalist, symbolic-interactionist, conflict, and feminist) can be used to best describe the culture of your friend or family member?

**6B. Tip:** Please make sure to read and included one source on culture from Assignment One's folder in the *Course Resources* section under the *Info and Resources* heading to argue the appropriate or relevant theoretical perspective that can be used to explain the culture of your friend or family member.

Here are the sources that can be found in Assignment Paper #1's folder in the *Course Resources* section under the *Info and Resources* heading:

Illinois Valley Community College Chapter Four –Society (this source includes several theoretical or sociological explanations of culture-by founding sociologists).

Lumen Learning (Theoretical Perspectives on culture, Module 2, Culture and Society).Retrieved from:

<https://courses.lumenlearning.com/alamo-sociology/chapter/outcome-theoretical-perspectives-on-society/>

Miner, Horace. 1956. "Body Ritual among the Nacirema."American Anthropologist 58(3):503-7 (Symbolic-Interactionist explanation on the importance of rituals).

Ethnocentrism: A basic methodology for understanding others' and our own ethnic behaviors. (2018, September 29). Retrieved from <http://www.iupui.edu/~anthkb/ethnocen.htm>

Assignment paper #1-observation of culture, must be typed, double-spaced, Times New Roman font, 12- point font size, and at least three pages in length (excluding the cover, abstract, and reference pages). Please submit your paper as a Word document using APA writing style. You should also provide a reference page.

To access Assignment paper #1 guidelines or instructions, please click on the *Assignments* link (under the *Coursework* heading). Assignment paper #1-observation of culture can also be found by clicking on the *Learning Modules* link (under the *Coursework* heading.). By clicking on the Learning Modules link, you will be able to access unit one's learning module-major theoretical perspectives. Assignment paper #1-observation of culture is in unit one's learning module-major theoretical perspectives.

Critical thinking paper: 50 points

Critical Thinking paper period to submit: **June 7, 2021 at 8:00 AM to June 27, 2021 at 11:59 PM.**

No late assignments will be accepted. Please review my late work policy in the course Syllabus.

## **Assignment Paper #2 (Communication-writing paper)**

You will write a three page autobiography. Your autobiography will cover a meaningful social experience or experiences in your life. The social experience or social experiences should be about something meaningful that happened in your life. In your three-page autobiography, feel free to discuss your own meaningful experiences (for example, your experiences with food, image, going to work, going to school, participating in a student club, life during the global pandemic, helping a young child learn to read, helping your parents, and or helping the poor, etc.).

It is important that your autobiography or personal memoir is filled with personal examples of your meaningful social experiences. This will allow me to determine how well you are able to connect your personal examples or experiences to the broader public issues affecting the larger or broader society. Furthermore, writing your personal autobiography will allow you to understand how your own personal experiences are connected to what other members of society are experiencing or have also experienced in their lives.

As your write about a meaningful social experience or meaningful social experiences, please make sure to use one of the four major sociological perspectives (structural-functionalist, conflict, symbolic-interactionist, and feminist) to explain your meaningful social experience or social experiences. In other words, you will explain your meaningful social experience(s) through one of the lenses of the major four sociological perspectives.

Your personal memoir or autobiography should also include socialization theories that were covered in Chapter Four-Socialization. For example, it is important that you include a major socialization theory to argue or defend your personal socialization or human development.

The socialization theories discussed in chapter four-socialization are Mead's "The Self", Cooley's "Looking-Glass Self", The Situated Self, Jean Piaget's Cognitive Development, Lawrence Kohlberg's Moral Development, Carol Gilligan Gender Socialization, and Erik Erikson's Psychosocial Stages.

Assignment paper #2-autobiography paper must be typed, double-spaced, Times New Roman font, 12- point font size, and at least three pages in length.

Please submit your paper as a Word document.

To access Assignment paper #2 guidelines or instructions, please click on the *Assignments* link (under the *Coursework* heading).

Assignment paper #2-autobiography can also be found by clicking on the *Learning Modules* link (under the *Coursework* heading.). By clicking on the Learning Modules link, you will be able to access unit two's learning module-theories of socialization and units of social interaction.



Please make sure to access the resource link in Paper #2's folder in the *Course Resources* section under the *Info and Resources* heading. This link will help you access the Memoir or Autobiography guidelines created by Purdue Owl. Here's the link:

[https://owl.purdue.edu/owl/teacher\\_and\\_tutor\\_resources/writing\\_instructors/creative\\_nonfiction\\_in\\_writing\\_courses/the\\_personal\\_memoir.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/writing_instructors/creative_nonfiction_in_writing_courses/the_personal_memoir.html)

Communication (writing) paper: 50 points

Communication (writing) paper period to submit: **June 14, 2021 at 8:00 AM to July 4, 2021 at 11:59 PM.**

No late assignments will be accepted. Please review my late work policy in the course Syllabus.

**6. Extra-credit opportunity** (you may only choose one of the two extra-credit options or opportunities).

Extra-credit Reflection Paper assignment opportunity. This is an extra-credit and optional assignment with a 45 points value. In order to be eligible for this extra-credit opportunity, you must turn in the two major assignment papers (Assignment Paper #1 and Assignment Paper #2).

Sociological issues or problems are addressed daily by numerous media outlets, for example, newspapers and social media. The purpose of the extra-credit assignment is for you to develop the use of your "sociological imagination" and to relate any sociological issue or concept covered in the course to newspaper story that covers or address the sociological issue or concept.

You will find three articles published in major newspapers across the United States (for example, the Houston Chronicle, Galveston Daily News, the New York Times, and the Washington Post). You will write a reflection paper on each article to describe and explain how the article addresses a sociological issue or concept that was covered in class.

I strongly recommend that each news article is not more than three months old.

Each reflection paper will earn you 15 extra-credit points. However, you must turn in all three reflection papers to fulfill the extra-credit grading assignment opportunity, which is 45 points.

Each reflection paper should not be more than one page in length. Your paper should be typed, double-spaced, size font not greater than 12. You must use Times New Roman, one-inch margins top, bottom, and left and right sides. To access the extra-credit reflection paper, you must click on the *Assignments* link under the *Coursework* heading. You may also click on the Course Documents and Course Overview learning module in the Learning Modules section to access the extra-credit reflection paper.

**Extra-credit alternative assignment opportunity:**

This is an extra-credit alternative assignment opportunity with a 45 points value. You will write a paper on your reading experiences to a child or a group of children. The child that you read to may or may not attend school. Feel free to use reading books that you have at home to participate in this reading opportunity.

When young adults or adults read to children in a fun environment, important bonding skills are attained. These skills will help children recognize the importance of reading through the modeling of essential reading behaviors. Conformity-oriented behaviors are also achieved through this type of experience.

Your paper should include the experiences you acquired in reading to young children. In your paper, you should also include the title of the book that you selected; what the book is about; the age or ages of the child or children that you read to; the kinds of questions you utilized to probe their understanding; and, how the child or children reacted to your reading of the story.

Relevant sociological concepts and theoretical perspectives discussed throughout the semester should also be included to sociologically explain your experiences.

Your paper should be at least three pages, typed, double-spaced, and size font not greater than 12. You must use Times New Roman, one-inch margins top, bottom, and left and right sides. To access the extra-credit alternative assignment, you must click on the **Assignments** link under the **Coursework** heading.

You may also click on the Course Documents and Course Overview learning module in the Learning Modules section to access the extra-credit alternative paper.

**Instructor feedback** will be provided individually on the three reflection papers extra-credit assignment or the alternative assignment through My Grades tool or link. The extra-credit assignment will have a rubric with your grade breakdown.

**Reflection Paper Extra-credit or alternative extra-credit opportunity (optional)** paper period to submit: **June 14, 2021 at 8:00 AM to July 4, 2021 at 11:59 PM.**

**Determination of Course Grade/Detailed Grading formula:**

Introductory Assignment @ 25 points each=25 points

4 unit tests @ 50 points each =200 points

6 Quizzes @ 15 points each=90 points

2 Major Paper Assignments @ 50 points =100 points

2 Discussion Papers @ 25 points each=50 points & 1 Discussion Paper @35 points

Total points awarded=500 points (excluding extra credit)

3 article Reflection Paper or Alternative extra-credit= 45 points (extra-credit)

**Grading Scale:**

450 to 500 = A

400 to 449 = B

350 to 399 = C

300 to 349 = D

299 below = F

**Tardiness Policy:** It is also the student's responsibility to complete and turn in all assignments on the scheduled due date. No late assignments and discussion questions' postings will be accepted. No online make-ups will be offered on quizzes and unit tests.

**Make-up policy:** Make-up unit tests will not be administered online. There will also be no online make-up quizzes administered in this course.

**Attendance Policy:** In order to pass this online course it is important that you log into the course at minimum of seven times a week. You should also expect to spend at least 10 hours a week in this course reviewing and reading corresponding course content and other course materials as well as at least five to ten hours a week outside of the course studying for tests or quizzes and preparing course assignments. The discussion component of the course also requires you to engage with your fellow students or internet classmates in constructive dialogue.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

**Student Learner Outcomes: Upon successful completion of this course, students will:**

1. Compare and contrast the basic theoretical perspectives of sociology. This course-level outcome maps to Critical Thinking Skills Core Objective.
2. Identify the various methodological approaches to the collection and analysis of data in sociology. This course-level outcome maps to Empirical Quantitative Data Skills Core Objective.
3. Describe the key concepts in sociology. This course-level outcome maps to the Critical Thinking Skills Core Objective.
4. Describe the empirical findings of various subfields of sociology. This course level outcome maps to the Empirical Quantitative Skills Core Objective.
5. Explain the complex links between individual experiences and broader institutional forces. This course level outcome maps to the Social Responsibility Skills Core Objective.

6. Develop, interpret, and express ideas on a Soci 1301—related topic through written communication. This course-level outcome maps to the Communication Skills Core Objective.

**Table Mapping SLO's, Core Objectives, and Assignments:**

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
1. Compare and contrast the basic theoretical perspectives of sociology.	Critical Thinking Skills (CT)	Paper
2. Identify the various methodological approaches to the collection and analysis of data in sociology.	Empirical Quantitative Data (EQD)	Exam
3. Describe key concepts in sociology.	Critical Thinking Skills (CT)	Exam and Quiz
4. Describe the empirical findings of various subfields in sociology.	Empirical Quantitative Data (EQD)	Discussion Paper
5. Explain the complex links between individual experiences and broader institutional forces.	Social Responsibility (SR)	Discussion Paper
6. Develop, interpret, and express ideas on a Soci 1301—related topic through written communication.	Communication Skills (CS) -writing	Paper

**Academic Dishonesty:** Maintain good Scholastic Honesty: College of the Mainland is committed to a high standing of academic integrity among its students and faculty. Academic dishonesty is not a good study habit. Dishonesty consists of cheating and or collusion among students on exams, and plagiarism on written assignments. Dishonesty will result in a zero grade for any particular test or assignment. There is no negotiation or compromise on these matters.

Furthermore, any incident of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams is an extremely serious offense and will result in a **grade of zero** on that exam and the student will be referred to the Dean of Students for the appropriate discipline action.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Stacey Henderson, Chair of the Social and Behavioral Sciences Department at 409-933-8212 or [shenderson@com.edu](mailto:shenderson@com.edu)

### **Course Outline:**

Reading Assignments: Students are responsible to complete all reading assignments (lecture notes and learning objectives per chapter) as instructed.

*Please make sure to review due dates by accessing the Announcements link in the Course Communication section in the menu bar.* Be on task! Don't let the work get ahead of you!

You should also click on each Unit's learning module to view the unit's calendar of due dates for course discussion questions, quizzes, assignments, and tests.

The Read Me First, Course Overview, and course Syllabus documents are the guiding documents in terms of how this course is structured. Please make sure to read the documents very carefully and thoroughly. Furthermore, as the semester progresses, you will be able to access a learning module for each of the four units covering relevant course chapters.

Below is a schedule of topics and chapter readings in the course. It is a course outline of expected readings and provides you with a general overview of the course readings and course schedule.

*Please note that this schedule is only an overview of the course material. It is the student's responsibility to check the due dates of tasks from weekly course announcements in the Course Communication section in the menu bar.*

### **Learning Module: Unit One (Major Theoretical Perspectives)**

June 7, 2021 to June 13, 2021

#### **Week One- June 7, 2021 to June 13, 2021**

#### **Chapter One-Discovering Sociology**

Lecture Notes and Learning Objectives for Chapter One-Discovering Sociology open on June 7, 2021 at 8:00 AM.

**Introductory Assignment** of Chapter One opens June 7, 2021 at 8:00 AM and is due on June 13, 2021 at 11:59 PM.

**Discussion Question #1** of Chapter One-Major use of the theoretical perspectives opens on June 7, 2021 at 8:00 AM and is due on June 20, 2021 at 11:59 PM.

**Quiz #1** of Chapter One-Discovering Sociology, opens on June 7, 2021 at 8:00 AM and is due on June 13, 2021 at 11:59 PM.

### **Chapter Two-Doing Sociology**

Lecture Notes and Learning Objectives for Chapter Two-Doing Sociology open on June 7, 2021 at 8:00 AM.

**Quiz #2** of Chapter Two-Doing Sociology opens on June 7, 2021 at 8:00 AM and is due on June 13, 2021 at 11:59 PM.

### **Chapter Three-Culture**

Lecture notes and Learning Objectives for Chapter Three-Culture open on June 7, 2021 at 8:00 AM.

**Unit test #1** covering chapters one, two, and three of Unit One's learning module (Major Theoretical Perspectives) **opens on June 18, 2021 at 8:00 AM to June 20, 2021 at 11:59 PM.**

### **Learning Module: Unit Two (Socialization Theories and Units of Social Interaction)**

June 14, 2021 to June 20, 2021

#### **Week Two-June 14, 2021 to June 20, 2021**

### **Chapter Four-Socialization**

Lecture Notes and Learning Objectives for Chapter Four-Socialization open on June 14, 2021 at 8:00 AM.

**Quiz #3** of Chapter Four-Socialization opens on June 14, 2021 at 8:00 AM and is due on June 20, 2021 at 11:59 PM.

### **Chapter Five-Social Interaction**

Lecture Notes and Learning Objectives for Chapter Five-Social Interaction open on June 14, 2021 at 8:00 AM.

### **Chapter Six-Social Groups**

Lecture Notes and Learning Objectives for Chapter Six-Social Groups open on June 14, 2021 at 8:00 AM.

**Quiz #4** of Chapter Six-Social Groups opens on June 14, 2021 at 8:00 AM and is due on June 20, 2021 at 11:59 PM.

**Unit test #2** covering chapters four, five, and six of Unit Two's learning module **opens on June 25, 2021 at 8:00 AM to June 27, 2021 at 11:59 PM.**

### **Learning Module: Unit Three (Social Inequality)**

June 21, 2021 to June 27, 2021

#### **Week Three-June 21, 2021 to June 27, 2021**

#### **Chapter Seven-Deviance**

Lecture Notes and Learning Objectives for Chapter Seven-Deviance opens on June 21, 2021 at 8:00 AM.

**Quiz #5** of Chapter Seven-Deviance opens on June 21, 2021 at 8:00 AM and is due on June 27, 2021 at 11:59 PM.

**Discussion Question #2** of Chapter Seven-Deviance opens on June 21, 2021 at 8:00 AM and is due on July 4, 2021 at 11:59 PM.

#### **Chapter Eight-Social Stratification**

Lecture Notes and Learning Objectives for Chapter Eight-Social Stratification open on June 21, 2021 at 8:00 AM.

#### **Chapter Ten-Race**

Lecture Notes and Learning Objectives for Chapter Ten-Race opens on June 21, 2021 at 8:00 AM.

**Unit test #3** covering chapters seven, eight, and ten of Unit Three's learning module **opens on July 2, 2021 at 8:00 AM to July 4, 2021 at 11:59 PM.**

## **Learning Module: Unit Four (Social Institutions)**

June 28, 2021 to July 4, 2021

### **Week Four-June 28, 2021 to July 4, 2021**

#### **Chapter Twelve-Aging**

Lecture Notes and Learning Objectives for Chapter Twelve-Aging open on June 28, 2021 at 8:00 AM.

**Discussion Question #3** of Chapter Twelve-Aging opens on June 28, 2021 at 8:00 AM and is due on July 4, 2021 at 11:59 PM.

**Quiz #6** of Chapter Twelve-Aging opens on June 28, 2021 at 8:00 AM and is due on July 4, 2021 at 11:59 PM.

#### **Chapter Thirteen-The Family**

Lecture Notes and Learning Objectives for Chapter Thirteen-The Family open on June 28, 2021 at 8:00 AM.

#### **Chapter Fourteen-The Education System**

Lecture Notes and Learning Objectives Chapter Fourteen-The Education System open on June 28, 2021 at 8:00 AM.

### **Week Five-July 5, 2021 to July 8, 2021**

Unit Test #4 covering chapters 12, 13, and 14 **opens on July 5, 2021 at 8:00 AM and is due on July 8, 2021 at 11:59 PM.**

#### **Periods to submit major term papers:**

Critical Thinking paper period to submit: **June 7, 2021 at 8:00 AM to June 27, 2021 at 11:59 PM.**

Communication (writing) paper period to submit: **June 14, 2021 at 8:00 AM to July 4, 2021 at 11:59 PM.**

Reflection Paper Extra-credit or alternative extra-credit opportunity (optional) period to submit: **June 14, 2021 at 8:00 AM to July 4, 2021 at 11:59 PM.**

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six



months of the grade assignment. Directions for filing an appeal can be found in the student handbook.

[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v7.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v7.pdf)

An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.

[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v7.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v7.pdf)

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college career. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). For summer 2020, disability services are offered virtually. The Office of Services for Students with Disabilities is in the Student Success Center in the student center.

**Counseling Statement:** Any student that is needing counseling services is requested to please contact Holly Bankston in the Student Success Center at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu).

Counseling services are available in the student center for free. Appointments are strongly encouraged. However, some concerns may be addressed on a walk-in basis.

<http://www.com.edu/counseling>

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are only permitted to withdraw six times during their college career by State law. **The last day to withdraw for summer one 2021 is July 2, 2021.**

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention is very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program

you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**COVID-19 Statement:** All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at [www.com.edu/coronavirus](http://www.com.edu/coronavirus). In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit [com.edu/coronavirus](http://com.edu/coronavirus) for future updates.

Student Success Tips:

1. Log in frequently.
2. Read weekly course announcements.
3. Read lecture notes and chapter readings in course textbook.
4. Study lecture notes.
5. Use the study guides for each unit test.
6. Use the study technique that works best for you (highlighting, flashcards, and study groups).
7. Use the Study Mate activities and review lists to prepare for quizzes and tests.
8. Make use of office hours.
9. Take advantage of the extra-credit opportunities.
10. E-mail me at any time whenever you have questions or concerns.

**Benefits of taking this course:** This course (a) meets the requirements of a college transfer course for four-year degree programs (b) prepares students for upper-division coursework in sociology (c) prepares students for the academic rigors of upper-division coursework in the social sciences (d) prepares students in developing their critical thinking skills.

**Brief Background of Sociology:** Sociology was born in the United States as a result of profound social changes during the decades of the 1920's, 1930's and 1940's. The Chicago School at the University of Chicago was the leading Sociology department in the United States, and played an important role in studying the impact of industrialization and urbanization. Sociologists at the Chicago School contributed significantly to the evolution of the Symbolic-Interaction perspective, which was used to understand and explain how social forces were influencing the disorganization of society and the creation of unprecedented social problems.

Sociology has three key areas. These are theory, methodology, and content. Methodology refers to the methods used in collecting data so that we can theorize about some aspect of human behavior within a societal context. Content, on the other hand, refers to the knowledge as a result of the marriage between theory and methodology.

A theory is a set of propositions that are conceptually joined with the potential of verification and generalization. A theory may also be referred to as a theoretical perspective, which is a viewpoint or a particular way of looking at things relating to human behavior. From this we can, see how both areas complement each other to create content.

The purpose of a theoretical perspective is to describe, explain, and predict social behavior. Most theories or theoretical perspectives appear to be right, and people accept them until they have been tested.

Throughout the delivery of this course, four major theoretical perspectives will be used to analyze human behavior within a social framework. The following sociological perspectives with their corresponding founders will be covered during the semester:

### **Theoretical Definitions and Founding Contributors**

The Structural Functionalist perspective views society as consisting of interrelated parts, each which serves as a function that ideally contributes to the overall stability of society. Contributing Sociologists: Auguste Comte, Herbert Spencer, Emile Durkheim, Talcott Parsons & Robert Merton

The Symbolic-Interaction perspective views social meaning as arising through the process of social interaction and the use of symbols in giving meaning to human communication. Contributing Sociologists: George Mead, Herbert Blumer, Erving Goffman, George Homans, Peter Blau, Alfred Schultz, and Harold Garfinkel.

The Conflict perspective views society as composed of diverse groups with conflicting values and interests. Furthermore, this perspective argues that groups are in conflict with one another due to differential access to scarce resources, which can and do produce varying levels of power, prestige and wealth. Contributing Sociologists: Karl Marx, George Simmel, Max Weber, C. Wright Mills, Lewis Coser, and Ralf Dahrendorf.

The Feminist perspective analyzes and explains human behavior from a gender focused view. In explaining how gender is rooted into the operation of society, Feminism incorporates the symbolic interaction, conflict, and structural functionalist perspectives into its theoretical propositions.