

**SOC 101: INTRODUCTION TO SOCIOLOGY SYLLABUS
ANDERSON UNIVERSITY – SOUTH CAROLINA**

I. Course Information/Online Time Expectations/Learner Expectations/Best Practices/Getting Started

A. Course Information

Course: Soc101 - Online - Introduction to Sociology

Credit hours: 3

Prerequisites: NA

Target student audience: General Education

Class meeting times and places: Online

This is a fully online course. The due dates for assignments, papers, and discussions will be posted on Canvas, so be sure to check in and participate in the course site regularly. Although a course calendar is posted, you should check email and announcements daily in case the instructor needs to convey important course or institution information, or changes in the course calendar are announced.

B. Online time expectations:

In college classes, there is a general expectation that learners will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 15-week class, you should expect to work on your course for a minimum of 9 hours each week. For an online 7-week class, you should expect to work on your course for a minimum of 18 hours each week.

C. Learner Expectations:

In your online and blended courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date.

Do not hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course-related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using the

LMS well in advance of the due date. Also, your instructor has set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. Refer to the course syllabus to view the instructor's policy on response time.

D. Best Practices

Best practices in e-learning pedagogy indicate that online and blended courses should be designed to have a definitive, progressively linear structure such as weekly deadlines and/or assessment dates with a progression through a series of modules building upon past concepts. In short, they are not completely self-paced and flexible. Modules will be released in progression not in their entirety as a course. Modules will not be released early. Online courses, just as traditional ones, necessitate self-motivation, self-discipline, self-directed learning, and a responsibility to engage in the material in order to be academically successful. Students must also be very organized, able to work with weekly deadlines, and be schedule oriented. Failure to meet course requirements will negatively impact a student's grade. Students are responsible for all information in this syllabus and the course calendar along with keeping current with course requirements and all sources of communication related to this course. Be sure to consider whether this format and type of study suit you personally.

E. Getting started:

1. Log in to Canvas, open your course and find the module "Getting Started". 2. READ all information posted.

a. The syllabus and course calendar will be posted within this first module

for reference throughout the term.

3. Complete activities contained within the link.

4. The course is organized through modules which will be released weekly.

II. Course Purpose, Common Learning Outcomes, and Supporting Student Learning Outcomes/Course Learning Goals/ IDEA Course Evaluation Objectives.

A. Course Purpose:

The purpose of this course is to provide an overview of the field of sociology utilizing a comparative global perspective to focus on culture and social interaction in the United States as well as many other countries. This course includes an exploration of major concepts, theories, and research principles along with an analysis of selected social institutions, such as the family, the educational system, the mass media, and the criminal justice system. The relationships between the individual, groups, and larger social structures and culture are also examined.

B. Common Learning Outcomes:

Common Learning Outcome 1

2. [HB] Knowledge of Human Behaviors and Structures. Students will demonstrate a foundational knowledge of psychological and sociological make-up and behaviors of individuals and groups.

Student Learning Outcomes: The student will be able to

LG 1.1 identify patterns in social structure and their impact on individuals, groups, and societies.

LG 1.2 describe systems of social stratification in a comparative perspective.

LG 1.3 apply sociological concepts to facilitate an understanding of self and society.

Common Learning Outcome 2

15. [CD] Intercultural and Diversity Awareness and Understanding. Students will be able to demonstrate an understanding of diverse cultures, enhance their cross-cultural communication skills, in preparation for life and work in a globally diverse community.

Student Learning Outcomes: The student will be able to

LG 2.1 demonstrate an understanding of diversity across time, distance, culture and socioeconomic group.

LG 2.2 discuss the role of culture in developing and sustaining social differences.

Common Learning Outcome 3

3. [HP] Knowledge of Global Historical Perspectives. Students will investigate examples of major cultural, social, political, and religious influences as a way of understanding the formation of contemporary social structures. Students will apply historical perspectives in order to analyze, understand and evaluate major developments and events in history, and to utilize the study of the past as a means of practicing Christian virtues such as empathy, charity, and respect for others

Student Learning Outcomes: The student will be able to

3.1 accurately express the major perspectives, theories, and concepts of sociology.

3.2 apply sociological ideas to understand the context of current events. 3.3 understand the process of social research and identify related examples using such resources as websites, tables, and research articles.

C. Course Learning Goals:

Completion of the course requirements will also promote the strengthening of general academic skills, such as

1. Critical thinking, reading, and research exercises.
2. Organization/visual presentation
3. Writing and collaboration (course forums/peer review)
4. Identifying academic resources, citing and evaluating available content as supportive evidence

D. IDEA Course Evaluation Objectives:

1. **Essential** - Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories)
2. **Important** – 2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.
3. **Important** – 3. Learning to apply course material (to improve thinking, problem- solving, and decisions)

III. Methods of Instruction /General Operating Procedures/Essential Student Responsibilities

A. Methods of instruction

1. Textbook reading.
2. Canvas based discussion forums, assignments, and varied topically related exercises
3. Supplemental assigned readings, research, and tasks involved in the completion of modules
4. Viewing of audio-visual supplemental materials, with discussion and/or related analysis
5. Course projects
6. Assessments through quizzes and exams
7. Instructor feedback for assignments

B. General Operating Procedures

1. Course Communication

a. Please do not hesitate to email me, based upon the policies and guidelines below, with any concerns or questions regarding materials and assignments. Email is an optimal and required form of communication with the instructor in an online course. All messages should be clearly written in a manner reflecting a formal professional and academic context.

b. Please use Canvas email as your primary point of contact. With some exceptions, as noted below, from Monday through Friday of each regular work week (meaning on normal business days and hours) you should receive a response within 24 hours. If you do not receive a response within 24 hours from the Canvas platform contact, you should forward your original email to my AU email.

c. (Exception) I am not required to respond to any messages that are inappropriate for a professional or formal organizational context, such as those that express hostility or anger, are

demanding, contain any form of derision, are impolitely worded, or are too informal. Such messages may not receive a reply or may be returned with a reference to this policy. Any repetition or consistency in inappropriate communications will be referred to the dean's office. This policy and similar forms of "netiquette" are necessary in a totally online environment where it can be easier for expressions/communications to significantly differ from norms in face to face settings.

d. To facilitate a more efficient response, each email communication should clearly express the purpose, along with your first and last name and your course title/section.

e. Though this scenario is unlikely, if I am away from email and web- access for a period longer than the standard weekend or on a workday, then I will notify the class. Please note that replies may take longer than 24 hours especially if sent on Friday after 3:00 p.m. or on the weekend. **f.** Canvas users can set up their notification preferences to come directly to their email, which is recommended practice along with frequent course home page logins.

g. Maintaining consistent email communications required to complete this course is solely the responsibility of the student.

h. When communicating outside of Canvas, it is required that you use your school email account address for correspondence due to the spam filter and firewall settings at AU, along with the AU email policy. **(SEE STUDENT HANDBOOK)**

i. Students are also responsible for adherence to all AU email and online policies available for preview on the online campus home page.

2. Course Navigation

a. All technical difficulties encountered when using the course software, Canvas, must be directed to Canvas support services. A variety of helpful pages and tutorials are available via Canvas services. Their personnel will direct you to the appropriate content and assist with your queries upon request.

b. Technical issues or problems are NOT valid excuses for lack of participation, failure to turn in assignments, or failure to take quizzes or tests. Technical issues are also NOT a valid excuse for late work or exam/quiz extensions.

c. If you live in the Anderson area, then there are several computer labs and wireless locations available on campus for AU students. You may also choose to work at home. In the event your normal course access method fails, it is YOUR responsibility to be able to immediately employ an established feasible and reliable alternate plan to ensure that course flow is not interrupted. (Some options include AU campus labs, a public library, a friend's house, other public facilities that provide Internet, etc.)

d. Please note that all announcements/course messages sent through the term are archived on the course homepage under the "announcements" link to facilitate student review. Make sure you review this section if your course participation or email access lapses.

e. It is always the student's responsibility to make sure posted work is present and readable in each forum or online space provided at the turn- in point. Attached or uploaded files containing your work must open without issue. If the instructor is attempting to grade and the document/file does not open, due to file format unrecognized, etc., you may receive no credit and/or late penalties may apply.

3. Course Structure

In college-level courses, it is the student's responsibility to take advantage of the available learning opportunities. This learning and all related outcomes require significant dedication, time, self-motivation, and self-discipline. While this is true for any course, it is particularly true for an online or hybrid course. This online course will include weekly modules with activities and/or assignments to complete along with a fully or partially comprehensive final assessment. It is the student's responsibility to keep current with all details of the course schedule as well as any modifications made to the dates and requirements throughout the term.

a. Reading assignments

Assigned readings are posted under each module, along with links to supplementary study material. Test questions and assignments may indeed be difficult and/or confusing if you lack the background knowledge that is attainable through reading the relevant materials and completing course assignments. The course readings and lecture notes will require that you learn new terms, concepts, ideas, data, and theories.

- i.** For optimum performance on quizzes, assignments, assessments etc. you need to read the materials carefully and take notes when appropriate.
- ii.** It is the student's responsibility to consult external references, such as a dictionary, Canvas resources, web links, and the AU Library databases, to facilitate their learning process and course performance.
- iii.** If you have significant difficulty understanding the materials, you should take the initiative and seek assistance from me via email inquiries.

b. Discussions/forums

Before submitting and participating in the course forums, be certain to read the submission information posted in the course introductory module; it will specify the guidelines for discussion participation that will be used for assessing and grading these assignments.

- i.** For optimal performance on forum postings, you should provide a thorough and thoughtful assessment of the assigned prompt based on a synthesis of material learned within the module.
- ii.** The instructor will moderate content as efficiently as possible. However, please **DO REPORT** any posts or replies with harmful or inappropriate content to me immediately as I may not have yet viewed that post. Posts, course communications, or submitted work of any type found to be lacking in professionalism, scholarship, tact, and civility will be deleted and will earn zero credit without the possibility of resubmission.
- iii.** Discussion assignment submissions and related student forum participation will be assigned on a weekly basis and participation quality is monitored. Late forum work can be posted for partial credit for 7 days after the due day. There is an accruing 10% per day deduction to the earned score, plus error reductions related to quality of work, and after 7 days no credit can be earned.

iv. Netiquette standards and the AU academic integrity (plagiarism) policy apply to all discussion forum submission and related forum posts.

c. Quizzes/exams/assessment

Assessments include quizzes, exams, and projects

i. Quizzes and exams will be taken using the Proctorio feature to ensure greater validity of assessment results. Information on how to use this feature is posted in the introductory module.

ii. Quiz/exam format will involve any combination of the following type questions: multiple choice, true/false, short answer questions such as fill in the blank, brief open-ended responses, and/or short essay questions.

iii. Attempts on assessments are timed, include deadlines, and are completely web-based for online courses. The number of questions will vary based upon the content specifics and number of chapters covered in the corresponding modules. For review purposes, previous material may be covered on any assessment. To maintain test security test questions and answers are not released. However, if requested, the instructor will discuss topics for further review based on your demonstrated weakness within the assessment.

iv. The final exam will be comprehensive but may include questions covering new material not previously assessed.

v. Exams are considerably longer than quizzes.

vi. All exams and quizzes must be taken within the specified timeframes. Makeup opportunities are NOT guaranteed, and omissions may seriously impact your performance in the course. Make-ups for missed exams are rare and are based on situational specifics. For this option to be a consideration, the instructor must be contacted prior to the exam date with information concerning the circumstances and rationale for the exam date change. The timeframe for test availability is typically around three days. All assessments, other than finals, will close at 11:59 pm on the date due. Omissions will be recorded as a zero once the due date passes, with all scores being final. **This policy does not apply to University-related absences with the appropriate documentation. The instructor will be flexible in working with the student who needs accommodations due to institutionally sanctioned events.**

vii. Exams and quizzes are individual assignments designed to reflect a proctored testing situation in an actual classroom to the greatest extent possible using available appropriate methods. Assessments are timed, so be sure to prepare for exams/quizzes just as you would prepare to take them in a regular classroom without access to course resources such as the textbook, notes, Canvas, classmates etc. If you do not know the material and attempt to rely on course resources while taking exams/quizzes then you will most likely use up the allotted time and perform poorly overall due to poor, or partial and omitted responses etc. Canvas logs all exam/quiz related activity for each student's attempt. If course, text, and /or information technology course activity logs reveal patterns indicative of shared work/effort, then you may be called in for a meeting with the instructor, the dean, and other university administrators who may become involved when this policy is in question. Please feel free to email me if you have related concerns.

d. Extra credit policy. Typically, a minimum of one optional assignment will be made available to all students in the last weeks of class. Its relationship to the grade calculation will be explained in the instructions within Canvas. No individualized extra credit opportunities will be given.

4. Essential Student Responsibilities

This policy reflects the professor's professional obligation to provide an environment conducive to learning for those who desire to take advantage of it to learn and facilitate their overall performance in the course. Your presence and engagement in course activities are important to your academic success. Students are expected to engage in appropriate behavior in their online presence. Students are responsible for availing themselves of the opportunity to engage in course content through appropriate participation in online activities. Students should examine all material, take notes when appropriate, and contact the instructor when help is needed. Failure to fully engage in course materials is likely to negatively impact your grade.

a. Instructor expectations for online sessions include, but are not limited to, the following:

i. Check Canvas announcements daily.

ii. Check Canvas and AU email daily

iii. Keep track of important due dates through the instructor created course calendar and Canvas calendar. There will be no allowance for make-up work or any consideration of grade adjustment for students who are not aware of information posted or conveyed through these points of contact.

iv. Examine **all** materials and complete all assigned work in the posted modules. Follow discussion guidelines. **Guidelines for online discussion forms are posted in Canvas. Be sure to adhere to these requirements when making your post.**

v. Prepare for any online quizzes and exams just as you would if you were taking them in class, with no access to resources.

vi. Be respectful of other's opinions. Use polite and tactful language in all course communications. Forums or replies with inappropriate content or that are lacking in civility will be deleted and any related credit earned will be removed. The instructor makes every effort to moderate in a timely manner. If you see a post in Canvas that you think contains inappropriate content, please notify me immediately by email.

IV. Content Outline/Academic Skills/ Course Calendar

A. Content outline

1. Theoretical perspectives and sociological research
2. Culture, society, and social interaction
3. Family, marriage, and socialization
4. Groups and group interaction
5. Crime and deviance
6. U.S and global stratification

7. Race and ethnicity
8. Gender and sexuality
9. Aging
10. Education
11. Government and politics
12. Health and medicine
13. Population, urbanization, and the environment
14. Social movements and social change

B. Academic skills strengthened through content study

Completion of the course requirements will also promote the strengthening of general academic skills, such as:

1. Critical thinking, reading, and research
2. Organization/Visual presentation
3. Writing and collaboration (course forms/peer review)
4. Identifying academic resources, citing and evaluating available content as supportive evidence.

C. Course calendar

The course calendar with an overview of assignments and due dates will be posted in Canvas.

V. Assignments/ Methods of Assessing Achievement of Student Learning Outcomes/ Grading Policies and Procedures/ Student Feedback

A. Assignments (includes but is not limited to)

1. Discussion forums and class discussions
2. Quizzes/exams
3. In-class and online activities
4. Projects
5. Research
6. Analysis
7. Group and individual presentations

B. Methods of assessment

To support the previously listed common learning outcomes and student learning goals (see section III), this course will utilize the following methods for assessing student achievement, both online and in-class:

Acceptable grade related achievement for

1. Discussion forums and assignment completion (See discussion guidelines for this course posted in Canvas. Rubrics will be used to assess student achievement. Points vary per assignment.)
2. Rubric based assignments and projects
3. Instructor monitoring/observation and feedback
4. Exams and quizzes

Sample Rubric:

Points:	10	7	5	0
Quality of Posts	Appropriate responses. Thoughtful, reflective, and respectful of others' postings.	Appropriate responses. Responds respectfully to others' postings	Responds, but with minimum effort (e.g., begins with "I think ...", has little substance or posts comments such as "I agree with Mary").	No posting.
Relevance of Post	Posts topics/responses related to discussion topic/prompts; promotes further thought and discussion of topic.	Posts topics/responses that are related to the discussion/prompts.	Posts topics/responses that are not related to the discussion/prompts; makes irrelevant remarks	No posting.
Contribution to the Learning Community	Aware of needs of community; attempts to enrich the group discussion; presents creative approaches to topic	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely.	Does not make effort to participate in learning community as it develops	No feedback provided to fellow Learners

C. Grading policies and procedures 1. Final grade distribution

50% Quizzes

25% Discussion forums/activities/projects 25% Final exam

Students may choose between the following options to satisfy the final exam requirement:

1. Take the comprehensive final for the full 25%
2. Complete a course project for the full 25%
3. Complete the comprehensive final for 10% and the project for 15%

2. Institutional grading scale 90 – 100 A

80–89 B

70–79 C

60–69 D

Below 60 F

Students should consult their program of study to determine the grade needed to satisfy program requirements.

D. Student feedback

Students can expect the instructor to grade an assignment, at times provide feedback comments, and update the Canvas gradebook within 7-10 days after the due date, depending upon scope and nature of the assignment as well as course length. Students can access grades by logging into Canvas. Students are encouraged to preview assignments well before the due date and email the instructor with any questions for clarification. If the instructor has not responded within 24 hours, please resend the email to the AU email address.

VI. Textbook(s), Supplementary Readings, Required Materials

This course uses a free online text. See course information for further information.

VII. Computer and Information Technology Use/University Email/Technical Support/Course Related Support

A. Technology Expectation

Students should have a reliable computer and internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.

B. University Email:

All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse.

C. Technical Support:

If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to log in to the system, you can reach them via phone.

Help Desk Website: <https://helpdesk.andersonuniversity.edu> Help Desk Phone: (864) 231-2859

D. Course Related Support:

If you encounter problems in your online or blended course which are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:

1. An online exam or assignment is supposed to be open or made available and it is not **(MUST CONTACT THE INSTRUCTOR FIRST)**
2. Instructor fails to respond to student questions for more than 4 days.
3. Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.
4. The instructor is not participating in the course at all.

CIDL Website: <http://www.aucidl.com> CIDL Phone: (864) 231-2199

VIII. Course Policies: Disabilities and Academic Adjustments Policy/ Academic Honesty/ Participation/Late Work/

A. Disabilities and Academic Adjustments Policy:

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the Coordinator of Accessibility Services in the Center for Student Success, who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me the appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Academic adjustments are intended to “level the playing field” so that students with disabilities can demonstrate their true abilities in their courses. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

B. Academic Honesty:

Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty’s expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic Student misconduct. The policy, process, and penalties for academic dishonesty are described in the AU Handbook. (Excerpt from AU Catalog)

C. Participation Policy:

1. To participate in an online or hybrid course, in addition to the AU email policy stipulations, you are required to check your AU email account and to log in to the course home page to complete assigned tasks, read the Canvas notifications/class announcements and to check the course calendar consistently. Regular and timely participation is connected to positive outcomes such as more rewarding student learning experiences, more efficient exam preparation, and higher grades with course completion.

2. Regular participation will be assessed through completion of weekly course requirements and is mandatory throughout the term. An opportunity to take an optional quiz will be given near the end of the course. The optional quiz grade will not replace an earlier quiz grade but will be averaged along with all other quiz grades.

a. Be sure to read all announcements carefully and to make note of due dates for all coursework.

b. If a lapse of student participation of 14+ days is observed, the student is subject to administrative withdrawal from the course (grade of WF contingent upon the point in the term and course performance). ***However, please be sure to note that it is ultimately the student's responsibility to attain any needed course withdrawals per the appropriate AU dates and policies.*** *If enacted, an administrative withdrawal does not equate a student-initiated withdrawal in terms of transcripts, GPA, etc.* Maintaining consistent and reliable web access for completing online or hybrid courses is solely the student's responsibility

E. Late Work Policy: (See section IV General Operating Procedures for more information) 1. Technical issues or problems are NOT valid excuses for lack of participation, failure to turn in assignments, or not completing quizzes or tests, etc. Technical issues are also NOT a valid excuse to obtain permission for late work or exam/quiz extensions.

2. Discussion assignment submissions and related student forum participation will be assigned on a weekly basis and participation quality is monitored. Late forum work can be posted for partial credit for 7 days after the due date. For late assignments, there is an accruing 10% per day deduction to the possible score, plus any error deductions relating to quality of work. After 7 days no credit can be earned.

3. There are no make-up or late quizzes accepted.

F. Last day to Drop with no grade; Last day to Withdraw with a W grade on transcript (students should verify all dates by consulting the Anderson website sources)

1. Last day to drop a course without a grade (consult AU site or advisor for date)

IX. Other Learning Facilities and Resources Pertinent to Course: Thrift Library/Bunton Lab/ Writing and Multi-Media Center/Center for Student Success

A. Thrift Library

Hours are posted at <https://www.andersonuniversity.edu/library> (Closed on all university holidays.)

B. Bunton Lab

Located in Thrift Library, 2nd floor.

C. The Writing and Multi-Media Center

Located in Thrift Library, 2nd floor. For drop-in hours and appointment-based tutoring for all your writing needs, see <https://www.andersonuniversity.edu/writing-center>. Schedule an appointment by visiting <https://anderson.mywconline.com>. If you are an Online or University Center student, or unable to make it to the physical writing center, please feel free to make an online appointment by selecting the option that reads "online appointment". Instructions for setting up an account are provided on the page.

D. The Center for Student Success

Located in Thrift Library, 2nd floor. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success>.