SOC 110: Sociological Perspectives
Student Syllabus for the Adult Degree Programs

Course Description

The primary purpose of this course is to introduce students to a way of seeing the world through social spectacles. More than that, the course is designed to help students see our very social world through Christian lenses. This course has been designed to help the adult student identify some of the sociological theories behind the social dimensions of their lives and work and understand God's original intent for social institutions, how current social institutions have fallen short, as well as the potential for renewal within various social institutions.

Course Outcomes

Upon completion of this course, the learner will be able to:

1. Apply a broad framework for understanding social life, one that is informed by a biblical perspective and the discipline of sociology.
2. Identify biblical norms for social life and describe how sociologists and the field of sociology have explained social life.
3. Distinguish cultural renewal and human flourishing as an expression of Christian faithfulness.
4. Discuss the multifaceted/interconnected nature of the social world.

Course Texts

Feldman, E., Niccol, A., Rudin, S., & Schroeder, A. (Producers), & Weir, P. (Director). (1998). *The Truman show* [Motion picture]. Paramount.
   This film will need to be viewed for Session 4. You will need to secure a copy of the film in order to prepare for the related assignments. The film can be streamed online (via YouTube, iTunes, Amazon Video, etc.), borrowed, watched on TV, purchased as a DVD, or rented. It is up to you how you choose to view the film, but it is a required resource for the course.

Pampel, F. C. (2007). *Sociological lives and ideas: An introduction to the classical theorists* (2nd ed.). Worth.
   ISBN-13: 978-0716779155
   ISBN-10: 0716779153

Tillman, Jr., G. (Director). (2018). *The hate u give* [Motion picture]. Fox.
   This film will need to be viewed for Session 5. You will need to secure a copy of the film in order to prepare for the related assignments. The film can be streamed online (via YouTube, iTunes,

Amazon Video, etc.), borrowed, watched on TV, purchased as a DVD, or rented. It is up to you how you choose to view the film, but it is a required resource for the course.

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

Learning and Physical Disabilities Policy

Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive, ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided. Accommodations for disabilities are available only as recommended by the SSC. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their instructors in relation to course requirements. Students who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC. For more details, visit the [Student Success Center website](#) or call 724-847-5005.

The Grading System in the ADP

The grading scale for the Adult Degree Program is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
A	93.00% - 100.00%	4.0	Excellent
A-	90.00% - 92.99%	3.7	
B+	87.00% - 89.99%	3.3	
B	83.00% - 86.99%	3.0	Good
B-	80.00% - 82.99%	2.7	
C+	77.00% - 79.99%	2.3	

C	73.00% - 76.99%	2.0	Satisfactory
C-	70.00% - 72.99%	1.7	
D+	67.00% - 69.99%	1.3	
D	63.00% - 66.99%	1.0	Less than Satisfactory
D-	60.00% - 62.99%	0.7	
F	< 60.00%	0.0	No Credit Given
WX, WP, WF			Withdrawal

Policy on Academic Honesty

Geneva College has adopted a campus wide policy on academic honesty; the main portions of which are summarized here. Students should become aware of the fuller policy found in Appendix A of the student handbook.

When an instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible by the instructor and notification made to the Department of Professional and Online Graduate Studies (see Appendix A of the student handbook).

Sanctions may be levied on the student, which could range from an informal warning to expulsion, based on the seriousness of the student's offense (see Appendix A of the student handbook).

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Honesty (see Appendix A of the student handbook).

Students are encouraged to visit www.plagiarism.org in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

Turnitin Policy

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com. Assignments that are not submitted through Turnitin will not be graded and will not receive credit.

Participation Policy

In the online environment, **participation is marked by the completion of an _academic event_ in _each session_ (week) of the course.** Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam.

If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course. Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade.

If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F, depending on how much of the course has transpired at the time of the second week of nonparticipation. For more details, please review Geneva's Student Handbook ([Undergraduate](#) and [Graduate](#)).

Course Evaluation

Criteria	Points Breakdown	Points
Discussion Forums (8)	30 points each	240 points
Written Assignments (5)	60 points each	300 points
Quiz (Session 3)	One Submission	40 points
Seeking Solutions Paper	One Submission	120 points
Seeking Solutions Oral Presentation	One Submission	100 points
Total		800 points

Assignment Descriptions

Discussion Forums

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

a. Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for

clarification or further details, or direct your conversation to someone else for rebuttal.

b. Part 2 – Respond back to your instructor's post. In addition, post a response to at least two of your fellow classmates' postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate MUST be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates' questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

NOTE: How to earn full credit in discussion forums:
1. Become familiar with the discussion forum rubric, which is available to you in all of your Moodle classroom discussion forums.
2. Be thoughtful in your responses and incorporate examples from your personal and professional experiences and references to the course material (e.g., readings, lecture, videos, audio clips, scripture, etc.) when appropriate. Remember to cite all sources and references according to proper APA style.
3. Respond to the discussion contributions of at least 2 peers and be sure to adequately address all posts your instructor may pose to you throughout the week. This level of participation is REQUIRED as the minimum in all discussion forums (see the rubric for more detail).

Your posting and responses will be graded by your instructor. For a detailed description of your responsibility in discussion forum postings, please see the "Interacting in the Online Environment" section in the ADP Student Handbook.

Written Assignments

Throughout this course, students will complete five written assignments that will require them to concisely respond to and apply some of the key course concepts. Specific instructions for completing these written assignments can be found in the course outline below.

- Session 1: Written Assignment 1 – Prewriting Exercise and Sociology Reflection Paper
- Session 2: Written Assignment 2 – Class Stratification: Applying Sociological Terms to Examples in Society
- Session 4: Written Assignment 3 – Truman's Reality and Empathy as Loving Your Neighbor
- Session 5: Written Assignment 4 – *The Hate U Give* Response
- Session 6: Written Assignment 5 – Exploring Equality, Injustice, and Privilege

Each of these written assignments will be graded on content, style, and timeliness. They should adhere to all page length requirements and typical APA style and formatting (double spacing, proper APA citations, etc.).

All written assignments are due by 11:55 pm (EST) Saturday of the designated session week.

Quiz

In Session 3, students will take an online quiz on the material covered in Sessions 1-3, including foundational sociological theories and terms. The quiz will include 20 multiple choice and true/false questions worth 2 points each. Students will have 40 minutes to complete the quiz.

Students will be allowed to consult their text and notes when taking the online quiz. However, the quiz will be timed, and students will need to have a working knowledge of the material before taking the quiz. There will simply not be enough time to "look up" every answer in your text.

If a student does not take the quiz by 11:55 pm (EST) Saturday of Session 3, then they will not have an opportunity to make it up.

Seeking Solutions Paper

Sociological and Human Flourishing Approaches to the Harm Caused by Inequality
The research methods utilized by W.E.B. Du Bois in Philadelphia's Seventh Ward in the 1890's were ground-breaking. His was the first extensive academic study of a minority group and is among the earliest notable examples of how we "do sociology" today. Interviewing is one type among many widely-accepted forms of empirical social science research known as qualitative research (discussed in the Crash Course Sociology videos for this session). As the video states, "qualitative research can quantify more subjective realities and narratives (such as personal experiences and their perceived impacts) to help researchers identify patterns, prove or disprove causal relationships, and more" (CrashCourse, 2017, April 3). Du Bois' research was finally compiled and published in *The Philadelphia Negro: A Social Study* in 1899. In it, Du Bois "did not make brash claims," but rather would, "back up his claims with evidence and understanding of the social conditions he was studying. The goal would be to replace ignorance with knowledge;" "it was not the first such statistical study, but it was probably the best until then" (Pampel, 2007, pp. 222-223).

In the first part of this course, we explore some of the earlier examples of sociological research; for this assignment, you will be asked to explore more modern examples.

In total, your paper should be a minimum of 5 pages in length and adhere to typical APA style and formatting (double spacing, proper APA citations, cover page, reference list, etc.).

The Seeking Solutions Paper is due by 11:55 pm (EST) Saturday Session 7.

Seeking Solutions Oral Presentation

In Session 8, you will prepare a 5-10 minute oral presentation on the social issue researched for the Seeking Solutions Paper. As you create the presentation, consider how you might best describe your chosen societal issue to your classmates.

Your oral presentation will be an audio embedded PowerPoint presentation. Your instructor and classmates will be able to view your presentation and make comments. If you need a tutorial on how to record narration to a PowerPoint, a tutorial will be available in your Moodle classroom.

Additional Tips for Creating Your PowerPoint
The content of your oral presentation will be extracted from the Seeking Solutions Paper you will submit in Session 7. However, you should NOT copy large portions of text from your paper onto PowerPoint slides. The best PowerPoint presentations have the least amount of text per slide – a maximum of six objects per slide. Because you will be talking while the slides progress, you do not need to leave out important information. For more research on and suggestions for creating an effective PowerPoint presentation, review the TED Talk "How to Avoid Death by PowerPoint" (found on the Session 8 Internet Resources page).

After uploading your presentation, watch 5 of your classmates' presentations. Give feedback to each of these 5 students' presentations. Feedback should be approximately 50 words and include opportunity for constructive feedback on the presentation's content, style, and delivery. This is not an opportunity to be critical, but to help each other to improve and develop skills in presenting.

Students must post their audio embedded PowerPoint by 11:55 pm (EST) Thursday Session 8.

Feedback on 5 classmates' presentations must occur by 11:55 pm (EST) Saturday Session 8.

Professional Skills in Your Online Courses

All courses in your Geneva College Online program will provide you with an opportunity to develop valuable skills that can positively influence your professional and career development. Each course at Geneva provides numerous opportunities to develop skills employers desire in their employees and job candidates in areas including, but not limited to, written communication, research, critical thinking, and decision-making. However, targeted skill sets are also developed through the learning in particular courses.

After successful completion of this course, you will be able to add these particular skills to your bank of professional assets:

Problem Solving Skills	**Categorizing/ Classifying Skills**	**Observation Skills**	**Research Skills**	**Design Skills**

$$\sum_{i=1}^{2} i = \frac{n(n+1)}{2}$$

Ability to identify and define problems and solutions

Skillful in compiling, organizing, and using data to enhance planning and effectiveness

Adept at using eyes, hands, and the body with precision and skill in the physical world

Skillful in compiling, organizing, and using data to enhance planning and effectiveness

Creation of a plan or convention for the construction of an object, system, or measurable human interaction