

Prerequisites: Proficiency with written English

Instructor: David Guthrie, Ph.D.

Facilitator: Sarah Wilson, M.A., B.S.N., R.N., CCRN
Jonathan Watt, Ph.D.
Matthew Kickasola, Ph.D.

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

Additional Information: www.portagelearning.com*

Course meeting times: SOCI 180 is offered continuously

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

Course Outcomes: Students who successfully complete this course will:

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

*Please see the *Module Topics* section below for expanded course outcomes.

Each of these SOCI 180 student learning outcomes is measured:

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

(2) A final Research Paper

Indirectly by an end of course student-completed evaluation survey

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

* Portage Learning college courses are offered by Geneva College, which is regionally accredited by the Middle States Commission on Higher Education. Portage Learning is included in the College's Department of Professional and Online Graduate Studies; courses are delivered through the PortageLearning.com platform.

Course Progression: All exams for this course are essays. Therefore, in keeping with best learning practices, the next module exam for this course will *not* unlock until the previous one is graded. This will allow for instructor feedback/class expectations as the student moves through the material. Instructors, like the College, are not available during the weekend; grading, therefore, is M-F and may take up to 72 hours during these days. Also, it is the policy of Portage Learning to support a minimum of 21 days; this is not a negotiable time period. Please plan your time accordingly.

A Word About Exams:

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

Required readings, lectures and assignments: Portage courses do not use paper textbooks. Students are required to read the online lesson modules written by the course author which contain the standard information covered in a typical course. Each student is responsible for reading the module in its entirety, reading external links to articles and at times finding additional outside sources to support your written essays. Students should follow APA writing guidelines and citation methods when submitting essays. If you have any questions, please contact the instructor via the messaging system.

Academic Integrity is a serious matter. In the educational context, any dishonesty violates freedom and trust, which are essential for effective learning. Dishonesty limits a student's ability to reach his or her potential. Portage places a high value on honest independent work. In a distance learning situation, we depend on the student's desire to succeed in the program he or she is entering. It is in a student's own best interests not to cheat on an exam, as this would compromise the student's preparation for future work. A violation of the academic integrity policy may result in a score of zero on the exam and possible expulsion from the course, at the discretion of the instructor with consultation with an administrative-instructional committee.

Please note the additional instructions about plagiarism below that apply specifically to the proper use of outside sources when writing a paper: Avoid the following forms of plagiarism:

Copying but failing to properly cite short quotes copied from a source.

Rewording major sections from a source but not citing the source.

Copying, but failing to cite several paragraphs throughout the paper.

Copying and pasting extensive portions of the paper from a source.

Copying, but failing to cite short quotes copied from a source may be one of the most common forms of plagiarism. Avoid this violation of academic integrity by making and keeping notes of information taken from any source including the information needed to create a citation.

Not copying directly, but rewording (paraphrasing) the information from a source but failing to cite the source is a violation of the academic integrity agreement. Make sure you avoid this form of plagiarism by including a citation after any words, data, and information that are not your own, original thoughts or words.

Copying extensive portions of the paper from one or more sources without using citations is regarded as plagiarism. Sometimes students will copy and paste from an electronic source as a shortcut to doing the research and writing necessary to construct a good paper. This is the most egregious form of plagiarism and is easily recognized by instructors who often utilize electronic scanning programs that detect this type of cyber-plagiarism.

Copying means duplicating from a paper or electronic source by any means including, but not necessarily limited to mechanical means, electronic copying and pasting or entering data, or information from memory, without properly citing the source.

To avoid plagiarism, be sure to include a citation within the paper where the quote occurs (in-text or parenthetical citation), as well as a reference list at the end of the paper that contains information describing the sources used in the text (works cited list). Consult your course materials and instructor for instructions.

Instructors have the authority to deal with plagiarism in a paper according to their best judgement. Normally, copying one short quotation without properly citing it will result in deduction of points and instructions to rewrite the offending section. Larger infractions will usually result in a major loss of points and the requirement to rewrite the entire paper. Copying all or nearly all of a paper will usually result in an automatic loss of all points for the paper.

Multiple infractions of the academic honesty policy in a given course will result in a loss of points that could result in a failing grade in the course and removal from the program.

If students have questions about this policy, they should contact their instructor. Failure to understand this policy regarding violations of academic integrity when writing papers will not excuse any student from its consequences. In the enforcement of the policy, **no notification is needed between occurrences**. If three occurrences are found in your course prior to your instructor grading your work, each occurrence will be treated as an individual case and the enforcement will apply as shown above.

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

Required Computer Accessories: It is recommended that students use a desktop or laptop computer, PC or Mac, when taking the course. Some tablet computers are potentially compatible with the course, but not all features are available for all tablet computers. The latest full version of Google Chrome, Firefox, Edge, or Safari browser is required for the optimal operation of the Canvas Learning Management System. In addition, some courses will use the Respondus Lockdown Browser for exams. Instructions on downloading and installing this browser will be given at the start of the course. It is recommended to also have the latest version of Flash installed as a browser plugin as some sections of the course may require it. We highly recommend using a high-speed Internet connection to view the video lectures and labs. You may experience significant difficulties viewing the videos using a dial-up connection.

For more information on basic system and browser requirements, please reference the following:

System requirements: <https://community.canvaslms.com/docs/DOC-10721-67952720328>

Browser requirements: <https://community.canvaslms.com/docs/DOC-10720>

Module Topics

- Module 1: This module is about seeing and not seeing. For every human being, there is more going on than what simply “meets the eye.” Each of the assignments for this module in some way reflects this perspective.
- Module 2: This module sets the framework for seeing sociologically. The content develops the metaphor of seeing and then offers a conceptual framework that will help students understand the purpose of the course, as well as the particular parts of the course that are yet to come.
- Module 3: This module examines the work of several sociologists that have explored the nature and impact of social identity, social interaction, and social interactionism. In addition, the module offers a perspective on differences and similarities regarding interaction among introverts and extroverts.
- Module 4: This module focuses on primary and secondary socialization forces. These forces have significant influence in our lives. The module provides an overview of this important component of human existence.
- Module 5: Education is a powerful secondary socialization force. It shapes how we see come to see ourselves, others, and other parts of social life. The assignments in this module require students to reflect on the effects of education in their own lives.
- Module 6: Media and technology are secondary socialization forces that exert significance influence regarding how we see ourselves, others, and other parts of social life. The materials in this module require students to reflect on these particular aspects of contemporary social life.

- Module 7: Religion is another secondary socialization force that may have considerable influence in how one sees herself, others, and other parts of social life. The assignments in this module offer several different angles on the shaping power of religion in American culture.
- Module 8: Gender, social class, and race are primary socialization forces, although the particular social class with which one identifies certainly can change over time. In this module students will be asked to investigate the impact of gender, social class, and race on the impact on how persons with these characteristics come to see themselves, others, and other aspects of social life.
- Module 9: The society within which one lives is a powerful secondary socialization force. The resources in this module will provide students with a clearer sense of how “society as a whole” influences how persons see themselves, others, and other part of social life.
- Final Paper: The final paper in this course will serve as an appropriate culmination of much of what students have explored in this course. Students will choose one of two options. The first option involves reading a book and then writing a paper based on the book. The second option is a personal reflection paper incorporating the content of the entire course into the personal experiences of the individual student.

Grading Rubric:

Check for Understanding =	1 pt.
9 Module exams = 60 pts. each x 9 =	540 pts.
<u>Final paper = 160 pts.</u>	<u>160 pts.</u>
Total	701 pts.

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

NOTE: Proficiency in written English is a prerequisite for this course. If you have poor written English skills, you may not be able to effectively communicate the sociological concepts in your essay responses. This may result in point deductions. Written English rules, including grammar, punctuation, and spelling, will account for 10% of your grade on each assignment.

Grading Scale:

89.5% - 100% (627 - 701 pts)	= A
79.5% - 89.4% (558 – 626 pts)	= B
69.5% - 79.4% (488 – 557 pts)	= C
59.5% - 69.4% (418 – 487 pts)	= D
<59.5% (<417 pts)	= F

Guidelines for Writing Assignments:

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

Suggested External References:

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

- Bryant, C.D., Beck, D.L. (2007) **21st Century Sociology: A Reference Handbook**. London: Sage Publications.
- Hughes, M., Kroehler, C. (2012). **Sociology: The Core**. New York: McGraw Hill.
- Mills, C.W. (2000). **The Sociological Imagination**. New York: Oxford University Press.

Learning Support Services:

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

Video lectures: Supports diverse learning styles in conjunction with the text material of each module

Messaging system: Provides individual instructor/student interaction

Tech support: Available by submitting a help ticket through the student dashboard

Accommodations for Students with Learning Disabilities:

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

One-on-one Instruction:

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

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

Holidays:

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

New Year's Day

Easter

Memorial Day

Independence Day

Labor Day

Thanksgiving weekend

Christmas Break

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

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

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

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

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

Note: Exams on which a student has been penalized for a violation of the academic integrity policy may not be re-taken.

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