

# Syllabus

## SOC-150: Principles of Sociology

### Written by:

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## Course Description

SOC-150, Principles of Sociology, studies the nature of social phenomena, fields, and methods of sociology and the social processes involved in the development of human society.

**Credit Hours:** 3

**Prerequisite Courses:** None

**Prerequisite Skills and Knowledge:** None

## Course Outcomes

Upon completion of this course, students should be able to:

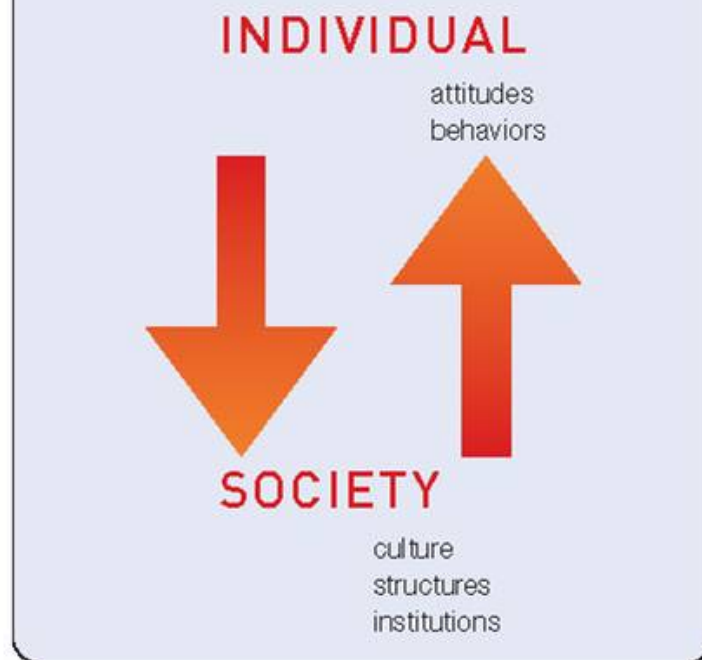
1. Apply principles of scientific investigation to gather data about the social world.
2. Articulate a Christian perspective on the social world around them.
3. Practice Christian social responsibility in their daily social activities.
4. Recognize and analyze social problems and think about possible solutions.
5. Use oral and written communication skills effectively in social situations.
6. Use a team approach to solve problems.
7. Be a transforming force in the social world.

## Concept Map

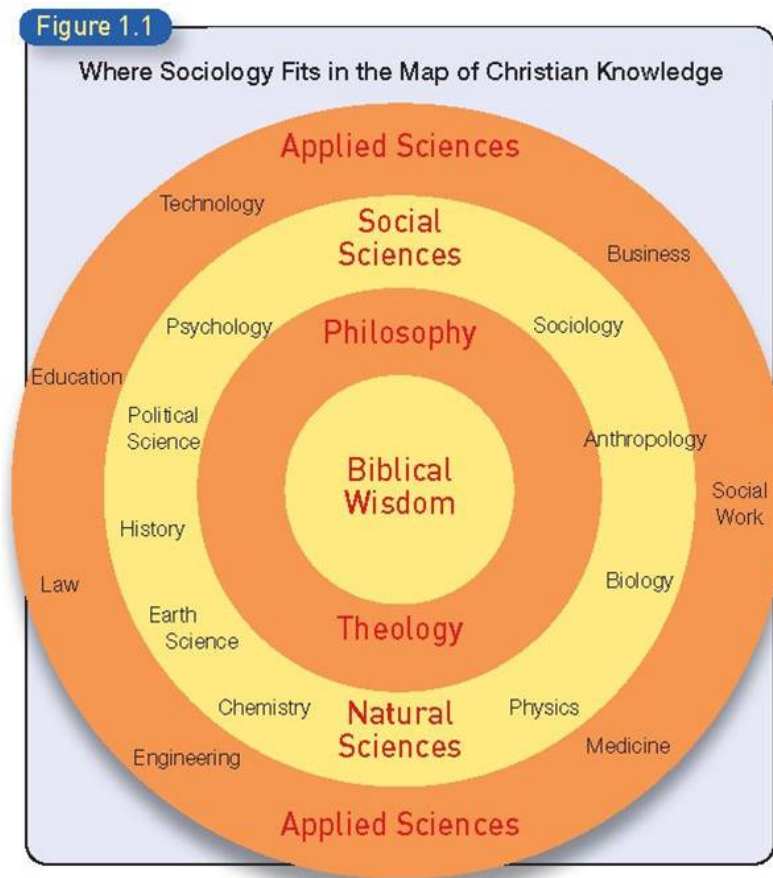
Society changes the individual by shaping our attitudes and behaviors. The individual, in turn, changes society by creating and sustaining culture, social structure, and social institutions.

**Figure 1.2**

The Individual is in Society— Society is in the Individual (adapted from Berger, 1963).



Source: Tweedell, C. B. (2010). *Sociology: A Christian approach for changing the world* (2nd ed.). Marion, IN: Triangle Publishing.



Source: Tweedell, C. B. (2010). *Sociology: A Christian approach for changing the world* (2nd ed.). Marion, IN: Triangle Publishing.

## Course Textbook

Tweedell, C. B. (2010). *Sociology: A Christian approach for changing the world* (2nd ed.). Marion, IN: Triangle Publishing.

## Suggested Reading List

Berger, P. (1963). *Invitation to sociology: A humanistic perspective*. New York, NY: Anchor Books.

DeSanto, C., Lindblade, Z., & Poloma, M. (1992). *Christian perspectives on social problems*. Indianapolis, IN: Wesley Press.

Finsterbusch, K. (1999). *Taking sides: Clashing views on controversial social issues* (10th ed.). New York, NY: Dushkin Publishing.

Tepperman, L., & Blain, J. (1999). *Think twice: Sociology looks at current social issues*. Upper Saddle River, NJ: Prentice-Hall.

## Course Technology

- None

## Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
<b>A</b>	4.0	95%-100%	950-1000
<b>A-</b>	3.7	92%-94.9%	920-949
<b>B+</b>	3.3	89%-91.9%	890-919
<b>B</b>	3.0	85%-88.9%	850-889
<b>B-</b>	2.7	82%-84.9%	820-849
<b>C+</b>	2.3	79%-81.9%	790-819
<b>C</b>	2.0	75%-78.9%	750-789
<b>C-</b>	1.7	72%-74.9%	720-749
<b>D+</b>	1.3	69%-71.9%	690-719
<b>D</b>	1.0	65%-68.9%	650-689
<b>F</b>	0.0	0%-64.9%	0-649

## Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the IWU Catalog.

## Letter Grade Equivalencies

Grade	Description of Work

<b>A</b>	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
<b>B</b>	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
<b>C</b>	Quality and quantity of work in and out of class are average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
<b>D</b>	Quality and quantity of work are below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below-acceptable levels.
<b>F</b>	Quality and quantity of work are unacceptable and do not qualify the student to progress to a more advanced level of work.

## Course Summary

Workshop	Discussion*	Assignment*	Quiz*	Total Points
<b>Workshop One</b>	2/60	2/120	1/20	200
<b>Workshop Two</b>	2/60	2/120	1/20	200
<b>Workshop Three</b>	2/60	2/120	1/20	200
<b>Workshop Four</b>	2/60	2/120	1/20	200
<b>Workshop Five</b>	2/60	2/120	1/20	200

Course Totals	10/300	10/600	5/100	1000
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\* Number of Activities/Sum Point Totals

## Course Assignments

### Workshop One Outline

Title	Due Dates	Time	Points
<b>1.1 Reading: Chapters 1, 2, &amp; 3</b>	Due by the end of the workshop	3 hours	0
<b>1.2 Discussion: The Historical Roots of Sociology</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	3 hours	30
<b>1.3 Assignment: The Science of Society</b>	Due by the end of the fourth day of the workshop	3:30 hours	50
<b>1.4 Discussion: The Science of Society Peer Review</b>	Initial post (peer review) due by the end of the fifth day of the workshop; two responses due by the end of the workshop	2 hours	30
<b>1.5 Assignment: What Is Sociology?</b>	Due by the end of the workshop	5 hours	70
<b>1.6 Quiz</b>	Due by the end of the workshop	1 hour	20
Totals		<b>17:30 hours*</b>	<b>200</b>

### Workshop Two Outline

Title	Due Dates	Time	Points
<b>2.1 Reading: Chapters 4 &amp; 5</b>	Due by the end of the workshop	3 hours	0
Totals		<b>17:30 hours*</b>	<b>200</b>

Title	Due Dates	Time	Points
<b>2.2 Discussion: The Process of Socialization: Agents of Socialization and Symbolic Interactions</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	3 hours	30
<b>2.3 Assignment: Sociological Perspectives</b>	Due by the end of the fourth day of the workshop	3:30 hours	50
<b>2.4 Discussion: Sociological Perspectives Peer Review</b>	Initial post (peer review) due by the end of the fifth day of the workshop; two responses due by the end of the workshop	2 hours	30
<b>2.5 Assignment: Social Structure, Groups, and Organizations</b>	Due by the end of the workshop	5 hours	70
<b>2.6 Quiz</b>	Due by the end of the workshop	1 hours	20
<b>Totals</b>		<b>17:30 hours*</b>	<b>200</b>

## Workshop Three Outline

Title	Due Dates	Time	Points
<b>3.1 Reading: Chapters 6 &amp; 7</b>	Due by the end of the workshop	3 hours	0
<b>3.2 Discussion: Poverty, Social Stratification, and Inequality</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	3 hours	30
<b>3.3 Assignment: Deviant Behavior: Causes and Solutions</b>	Due by the end of the fourth day of the workshop	3:30 hours	50
<b>3.4 Discussion: Deviant Behavior: Causes and Solutions Peer Review</b>	Initial post (peer review) due by the end of the fifth day of the workshop; two responses due by the end of the workshop	2 hours	30
<b>3.5 Assignment: Causes and Solutions to Global Inequality and Poverty</b>	Due by the end of the workshop	5 hours	70
<b>Totals</b>		<b>17:30 hours*</b>	<b>200</b>

Title	Due Dates	Time	Points
<b>3.6 Quiz</b>	Due by the end of the workshop	<b>1 hour</b>	20
<b>Totals</b>		<b>17:30 hours*</b>	<b>200</b>

## Workshop Four Outline

Title	Due Dates	Time	Points
<b>4.1 Reading: Chapters 8, 9, 11, &amp; 12</b>	Due by the end of the workshop	<b>4 hours</b>	0
<b>4.2 Discussion: Race and Ethnic Stratification: Prejudice, Discrimination, and Solutions</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	<b>3 hours</b>	30
<b>4.3 Assignment: Gender Stratification, Working Mothers, and Looking at Marriage and the Family</b>	Due by the end of the fourth day of the workshop	<b>3:30 hours</b>	50
<b>4.4 Discussion: Gender Stratification, Working Mothers, and Looking at Marriage and the Family Peer Review</b>	Initial post (peer review) due by the end of the fifth day of the workshop; two responses due by the end of the workshop	<b>2 hours</b>	30
<b>4.5 Assignment: Religion</b>	Due by the end of the workshop	<b>5 hours</b>	70
<b>4.6 Quiz</b>	Due by the end of the workshop	<b>1 hour</b>	20
<b>Totals</b>		<b>18:30 hours*</b>	<b>200</b>

## Workshop Five Outline

Title	Due Dates	Time	Points
<b>5.1 Reading: Chapters 13 &amp; 18</b>	Due by the end of the workshop	<b>3 hours</b>	0
<b>Totals</b>		<b>18 hours*</b>	<b>200</b>



Title	Due Dates	Time	Points
<b>5.2 Discussion: The State of American Education and Equal Opportunity</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	<b>3 hours</b>	30
<b>5.3 Assignment: The Ideal Education System</b>	Due by the end of the fourth day of the workshop	<b>3:30 hours</b>	50
<b>5.4 Discussion: The Ideal Education System Peer Review</b>	Initial post (peer review) due by the end of the fifth day of the workshop; two responses due by the end of the workshop	<b>2 hours</b>	30
<b>5.5 Assignment: Social Change from a Christian Perspective</b>	Due by the end of the workshop	<b>5 hours</b>	70
<b>5.6 Quiz</b>	Due by the end of the workshop	<b>1 hour</b>	20
<b>End of Course Survey</b>	Due by the end of the workshop	<b>30 minutes</b>	10 Extra Credit
<b>Totals</b>		<b>18 hours*</b>	<b>200</b>

\*These times are only estimates. Actual assignment completion times will vary.

## Course Development Resources

Christian Sociological Association (CSA). (2017). Retrieved from

<http://www.christiansociologicalassociation.com>

National Education Association (NEA). (2017). Retrieved from <http://www.nea.org>

The National SEED Project. (2017). Retrieved from <https://nationalseedproject.org>

Oxfam International. (2017). Retrieved from <https://www.oxfam.org>

Urban Institute. (2017). Retrieved from <http://www.urban.org>

U.S. Department of Education. (2017). Retrieved from <https://www.ed.gov>

The World Bank. (2017). Retrieved from <http://www.worldbank.org>

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Download and review the [SOC-150 Credits Page](#).

## Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
School of Educational Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Wesley Seminary @ IWU	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Undergraduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Graduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>