



ADULT EVENING AND
ONLINE PROGRAMS

SOSC 1003: **Introduction to Sociology**

COLLEGE OF ARTS AND SCIENCES

VERSION 1.0.0

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Mission

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love and hope as they serve Jesus Christ and others.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.



Introduction to Sociology SOSC 1003

Course Description

This course is designed to be a broad introduction to the field of sociology. Students will learn what it means to “think sociologically,” and how this differs from other ways of seeing the world around us. This course will allow students to explore a variety of different topics of interest to sociologists, including race, class, gender, culture, deviance, education, government, and social movement.

This course has two primary foci. The first focus is on identifying the relationship between society and individuals- this involves dealing with how society functions and is organized, and how society impacts and influences individual motivation, understanding, and behavior. The second focus is on applying sociological perspectives to current issues.

There are seven sessions in this course. The first session focuses on getting started in the course experience, the concept of sociology and culture. The second session focuses on social interaction and socialization. Session Three focuses on groups and deviant behavior. Session Four examines social stratification and economic systems. Session Five moves onto race and ethnicity in the United States. Session six focuses on gender and education. Session Seven examines government and social movement.

Course Prerequisites

There are no prerequisites for this course.

Course Learning Outcomes

Upon successful completion of this course, each student will be able to:

- Gain familiarity with the three major sociological theories, and compare and contrast the theories in sociology.
- Identify and apply specific sociological terms and concepts.
- Apply sociological theories and concepts to real-world issues
- Evaluate ideas and debates using the sociological perspective.

Course Learning Assignments and Assessments

Assessment	Points	Due Date
1. Weekly Quizzes (7)	60 points (10 points for each of 6 out of 7 quizzes)	Sessions 1-7
2. Discussion Forum Participation	72 points (see detailed chart below)	Sessions 1-7
3. Reading Reflections (7)	70 points (10 points for each of 7 reflections)	Sessions 1-7
4. Sociology Portfolio	90 points (30 points for each of 3 papers)	Session 2,4, 6
5. Ancillary assignments	10 points	Sessions 1, 4, & 7
Total	302 points	

Explanation of Requirements

1. Weekly Quizzes - 60 points (6 quizzes out of 7 @ 10 points each)

In each Session, there will be an online quiz on the relevant chapters. The online quiz questions will primarily be comprised of multiple-choice. If a student has *studied* all of the required material, he/she should do well on the quizzes. Recognizing that events such as illness or emergencies happen, I will drop the lowest quiz grade to calculate your final grade.

2. Discussion Participation – 72 points (see detailed chart in this section)

Discussions are an integral part of this course and where much of our class integration will take place. Essentially, this is where we will have our class discussions. In a face-to-face course, if someone asked a question, everyone would benefit from hearing the response. Similarly, in the discussions, our responses to each other will prove useful to all of us. Discussion participation occurs every session of the course. Typically, initial comments/responses for a session are due on Wednesdays by 11:59 p.m.; responses to peer comments are due on Sundays by 11:59 p.m. These contributions and responses should demonstrate critical thinking and reflection and should not simply be a statement of fact or a recitation of information presented in the readings.

All discussions are graded, unless otherwise noted on the discussion itself. In each session, there are 10-12 points allotted toward your grade for contributions to the Discussions. These roughly correspond to the minimum of 3 posts required for each Discussion (1 initial post, and 2 responses), with the exception of the Session 1, where 5 posts are required (2 posts – 1 initial post, and 2 responses – for the introduction discussion, and 2 posts - 1 initial post, and 1 response – for the Session 1 discussion). As a part of all Discussions, participants are expected to post an original response as well as a response

to at least two other contributors. A detailed outline of the number of points allocated for each post is given below.

Please avoid responses like, “I agree,” or “This was really good.” Instead, push yourself to engage in a meaningful dialogue with your peers, providing well-thought-out points instead of “shoot from the hip” answers. For example, if you agree, explain why.

Discussion	Points	Point Allotment
Session 1 Introductions	4	2 points for initial post & 1 point for each of 2 peer responses
Session 1 Discussion	8	6 points for initial post & 2 points for 1 peer response
Session 2 Discussion	10	6 points for initial post & 2 points for each of 2 peer responses
Session 3 Discussion	10	6 points for initial post & 2 points for each of 2 peer responses
Session 4 Discussion	10	6 points for initial post & 2 points for each of 2 peer responses
Session 5 Discussion	10	6 points for initial post & 2 points for each of 2 peer responses
Session 6 Discussion	10	6 points for initial post & 2 points for each of 2 peer responses
Session 7 Discussion	10	6 points for initial post & 2 points for each of 2 peer responses
Total	72	

Keep in mind that the perceptions of other members of the class toward you may be almost entirely driven by your postings; consider the perception that you want others to have of you. All your online communications should be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course illustrates your level of professionalism. For more information, see the rules of netiquette at <http://www.albion.com/netiquette/corerules.html>

In addition, I have provided an ungraded, open discussion area named “Ask a Question.” Although posts to the “Ask a Question” discussion are optional, I encourage you to use it to ask questions about the assigned readings, course content, American Psychological Association (APA) writing style, and the site itself. You can even use this discussion to ask questions that you encounter as you work through the various assignments.

3. Reading Reflections

For EACH session, you will write reading reflections on the assigned readings. These will be a combination of summary (50%), and reflection (50%). As an example, an effective way to write the reading reflection is to devote two or three paragraphs to summarizing the assigned chapters. Then use the remainder of your paper to provide your reflection using the questions provided in Canvas. Your summary and reflection should be written in narrative/paragraph format, not in outline or bulleted points.

The purpose of the reading reflection is to motivate you to think like sociologist and specifically to reflect on each week’s topic. The reading reflections will offer you the opportunity to reflect deeply about a topic. Do not simply summarize the readings, put your own thought into the reading reflections. Completeness will be evaluated on how adequately the student covered all significant material, their insight on that material and personal reflection/response to the material as they read it.

All reading reflections should have a minimum word count of 500 words (i.e., a minimum of 1.5 full pages) and a maximum word count of 1000 words (i.e., a maximum of 3 full pages), written in

double spaced word-processed page (12 point font size, and 1 inch margins) All reading reflections must be submitted through Canvas.

4. Sociology Portfolio – 90 points (3 papers @ 30 points each)

Sociology portfolio will have three parts: Sociological Imagination, Society and Group, and Sociological Event Analysis. All sociology portfolio assignments should have a minimum word count of 750 words (i.e., a minimum of 3 full pages) and a maximum word count of 1300 words (i.e., a maximum of 5 full pages), written in double spaced word-processed page (12 point font size, and 1-inch margins) Students must follow American Psychological Association (APA) format for proper grammar, spelling, sentence/paragraph structure, and citations. All sociology portfolio assignments must be submitted through Canvas.

Table 1 contains a summary list of the three sociology portfolio, including the point value, focus and due date for each of the assignments.

Table 1. Listing and description of Interview assignments

Paper	Point value	Due date	Focus
1. Sociological Imagination	30	Session 2	<p>After reading the section about Sociological Imagination and watching the Ted video (Sam Richard), take the viewpoint of an outside observer to examine your life.</p> <ol style="list-style-type: none"> 1. Choose one personal experience that was meaningful to you. 2. Pick a viewpoint different from your own (e.g., another gender, race, nationality, etc...) 3. Write about the three points listed below. <ol style="list-style-type: none"> 1) Describe the personal experience as an outsider might describe it (you may need to conduct a little research) 2) Describe how that experience was influenced by social structures (e.g. historical events, religion, or traditions) 3) Review the sociological perspectives and answer the following questions: What theory most applies to the personal experience you described and why do you think this theory applies?
2. Society and Group	30	Session 4	<ol style="list-style-type: none"> 1. Make a list of all of the different groups in your social world. 2. Label each group making sure you have at least one example of a primary group,

			secondary group, in-group, out-group, and a reference group. 3. Write the instrumental and expressive functions of each group next to the group 4. Write an essay that explains some of your own experience with types of groups. Analyze your table or list, and reflect on which groups you feel play a large role in your life, and why.
3. Sociological Event Analysis	30	Session 6	Analyze a major event sociologically. You should include the following in your analysis. 1. Describe the event from a sociological perspective 2. In what social context did the event occur? 3. How many people were affected by the event? Are there trends in shared characteristics of the people affected by this event or similar events? 4. Which sociological theory best explains this event? For this assignment you should include three outside, scholarly sources to assist in your sociological analysis of the event.
Total	40		

As a general guideline, Sociology Portfolio should contain:

1. APA style title page, with APA style title
2. APA style abstract page
3. Introduction (1-3 paragraphs – less than 1 page)
4. Main body (with subsections). This will be the main portion of your paper (1-3 pages) and should be clear and precise
5. Conclusion (1-2 paragraphs-less than 1 page)
5. References page
6. Appendix (if necessary).

5. Ancillary Assignments – 10 points

There are some assignments in the course that do not cover course content, but prepare the student for participation in and contributions to the course. These assignments are listed below. Details of each of the individual assignments are provided in the relevant assignment on Canvas. Completion of these assignments counts toward the course grade.

Assignment	Points	Due
Contact Information	1	Session 1
Syllabus acknowledgement quiz	1	Session 1
Midsession course evaluation quiz	3	Session 3
Final reflective course evaluation	5	Session 7

Grading Procedures:

Each item of coursework (e.g., quiz, case study paper) will receive a grade out of the appropriate number of points. Your course grade will be determined by summing all your points, and converting the total to a letter grade using the chart below.

Point Value	Letter Grade	Numeric Value for GPA
96.0-100%	A	4.0
92.0-95.9%	A-	3.7
88.0-91.9%	B+	3.4
84.0-87.9%	B	3.0
80.0-83.9%	B-	2.7
76.0-79.9%	C+	2.4
72.0-75.9%	C	2.0
68.0-71.9%	C-	1.7
64.0-67.9%	D+	1.4
60.0-63.9%	D	1.0
0-59.9%	F	0.0

Work Expectations

SOSC 1003 is a 3 credit course. In accordance with SACS accreditation standards, a 3 credit hour course reflects 120 semester hours of work over the duration of the course. The chart below contains a proposed breakdown of work expectations for this course.

Activity	Number of activities	Time per activity	Semester hours
Reading text	13 (i.e., chapters/articles each week)	~ 2.5 hours for each chapter for 13 chapters	32.5 hours
Watching course related videos	7 weeks	Approximately 30 – 60 minutes each week	6.0 hours

Course discussion participation	7 (generally, one discussion each week)	1.0 hour/discussion	7.0 hours
Study and review of course material	7 weeks	3.0 hours each week	21.0 hours
Completion of on-line quizzes	7 weeks	.5 hours each quiz/week	3.5 hours
Reading Reflections	7 assignments - Sessions 1-7	2.0 hours/paper	14.0 hours
Sociology Portfolio	3 assignment – Session 2,4,6	12.0 hours / paper	36.0 hours
Total Hours			120 hours

TEXTBOOK

Keirns, N. J., Strayer, E., Griffiths, H., Vyain, S., Bry, J. D., Cody-Rydzewski, S., ... & Sadler, T. (2018). *Introduction to Sociology 2e*: OpenStax.

Good news: your textbook for this class is available for free online! If you prefer, you can also get a print version at a very low cost. www.openstax.org/details/introduction-sociology-2e

Optional Readings

For the optional readings given below, permanent links are given for each article in the relevant assignment on Canvas.

De Dreu, C. K. W., Greer, L. L., Van Kleef, G. A., Shalvi, S., & Handgraaf, M. J. J. (2011). Oxytocin promotes human ethnocentrism. *Proceedings of the National Academy of Sciences*, 108(4), 1262-1266. doi:10.1073/pnas.1015316108 (Links to an external site.)

Crossman, A. (2019, December 10). Famous sociologists: A list of some of the most famous sociologists. Thoughtco. <https://www.thoughtco.com/famous-sociologists-3026648>

Marinoff, E. (2017, July 1). The looking-glass self, or how others shape our identities? Medium. (Links to an external site.)https://medium.com/@Evelyn_Marinoff/the-looking-glass-self-or-how-our-identities-get-shaped-fb41f3e9666a

No Isolation. (2017, January 12). Consequences of social isolation for children and adolescents. Retrieved from: www.noisolation.com/global/research/consequences-of-social-isolation-for-children-and-adolescents/

Cherry, K. (2020, July 16). What's your leadership style? Verywellmind. <https://www.verywellmind.com/whats-your-leadership-style-3866929>

Yoder, S. (2017, June 14). What's the real rate of sex-crime recidivism? <https://psmag.com/news/whats-the-real-rate-of-sex-crime-recidivism#.40urlucpc>

Costa, P. (2017, July 17). An alarming number of Americans are worse off than their parents and we're not talking about it enough. Business Insider. <https://www.businessinsider.com/social-mobility-is-on-the-decline-and-with-it-american-dream-2017-7>

Pacific Standard. (2017, June 14). Global extreme poverty rates continue to decline. <https://psmag.com/news/global-extreme-poverty-rates-continue-to-decline#.l3y115c9p>

Beck, J. (2018, November 26). The concept creep of 'emotional labor'. The Atlantic. <https://www.theatlantic.com/family/archive/2018/11/arlie-hochschild-housework-isnt-emotional-labor/576637/>

Wingfield, A. (2015, September 13). Color-blindness is counterproductive. The Atlantic. <https://www.theatlantic.com/politics/archive/2015/09/color-blindness-is-counterproductive/405037/>

Pew Research Center. (2016, June 27). On views of race and inequality, Blacks and Whites are worlds apart. Social & Demographic Trends. <https://www.pewsocialtrends.org/2016/06/27/on-views-of-race-and-inequality-blacks-and-whites-are-worlds-apart/>

Keating, D., Mellnik, T., & Karklis, L. (2018, May 10). America is more diverse than ever-but still segregated. The Washington Post. https://www.washingtonpost.com/graphics/2018/national/segregation-us-cities/?utm_term=.fb021ea73aa5

Clemens, C. (2017, December 11). What we mean when we say, "Toxic Masculinity". TEACHING TOLERANCE. <https://www.tolerance.org/magazine/what-we-mean-when-we-say-toxic-masculinity>

Bellafante, G. (2012, October 5). Before a test, a poverty of words. The New York Times. <https://www.nytimes.com/2012/10/07/nyregion/for-poor-schoolchildren-a-poverty-of-words.html>

Ethan. (2011, May 6). Civic disobedience and the Arab spring. My heart's in Accra. <http://www.ethanzuckerman.com/blog/2011/05/06/civic-disobedience-and-the-arab-spring/>

Callahan, M. (2018, January 12). Social movements likely to dominate 2018. News@Northeastern <https://news.northeastern.edu/2018/01/12/metoo-blacklivesmatter-nobannowall-social-movements-likely-to-dominate-2018/> (Links to an external site.)

Additional Resources

Appendix C in this syllabus contains information about accessing SmartThinking. SmartThinking is a 24 hour online support/tutoring service that provide a broad range of help in writing, math (and a number of other areas). You can submit papers and assignments to SmartThinking and support personal will look over your work and provide comments/feedback about your assignments.

TECHNOLOGY REQUIREMENT

NOTE that, as a part of this course, you may be expected to view a number of video segments AND CREATE video segments yourself and to upload these video segments to the course pages so that others may view them. If you do not have the capability to do so, contact your instructor as soon as possible, so that appropriate actions may be taken.

To be successful in this course, all participants are expected to have access to a reliable Internet connection, an updated Internet browser (preferably Internet Explorer or Firefox), a PDF reader, a Flash Player, and Microsoft Office. Participants will also need access to a computer that has speakers, a sound card, and a video card capable of 800 x 600 pixel resolution.

In addition, the course site and SWU e-mail are the primary tools for class communication, assignments, handouts, etc. Therefore, all participants must have access to the course site and SWU e-mail. Participants are expected to access the course site and SWU e-mail on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

SWU is not responsible for and does not provide technical support for home computers. However, if a student needs to reach technical support personnel, he/she should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

SOSC 1003 – SESSION ONE: An Introduction to Sociology & Culture

Objectives	Assignments/Assessments to be completed during this Session
<p>Each student will be expected to:</p> <ul style="list-style-type: none"> • Explain concepts central to sociology • Understand the similarities and differences between structural functionalism, conflict theory, and symbolic interactionism • Differentiate between culture and society • Discuss the major theoretical approaches to cultural interpretation 	<p>Each student will</p> <ol style="list-style-type: none"> 1. Complete the Contact Information Assignment and the Syllabus Acknowledgement Quiz 2. Post to the Session One Discussion Forum: Introduce yourself (initial post and two response) 3. Read Ch. 1 of the text, “ An Introduction to Sociology ” 4. Read Ch. 3 of the text, “Culture” 5. Optional Readings 6. Watch " The wisdom of sociology: Sam Richards at TedxLacador" 7. Watch "Sociological imagination?" 8. Post to the Session One Discussion Forum: Introduction to Sociology & Culture 9. Complete the first on-line quiz on Chapters 1 and 2 of the text by the due date (Sunday 11:59 pm) 10. Complete and submit the first reading reflection 11. Prepare the first sociology portfolio assignment: Sociological Imagination

SOSC 1003 – SESSION TWO: Society and Social Interaction & Socialization

Objectives	Assignments/Assessments to be completed during this Session
<p>Each student will be expected to:</p> <ul style="list-style-type: none">• Discuss theoretical perspectives on society• Understand the sociological concept of reality as a social construct• Understand the importance of socialization both for individuals and society• Understand how we are socialized through formal institutions like schools, workplaces, and the government	<p>Each student will</p> <ol style="list-style-type: none">1. Read Ch. 4 of the text, “Society and Social Interaction”2. Read Ch. 5 of the text, “Socialization”3. Optional Readings4. Watch " Erving Goffman and the Performed Self"5. Watch " Quiet Kid Learns to Cope in Prison"6. Post to the Session Two Discussion Forum: Society and Social Interaction & Socialization7. Complete the second on-line quiz on Chapters 4 and 5 of the text by the due date (Sunday 11:59 pm)8. Complete and submit the second reading reflection9. Complete and submit the first sociology portfolio assignment: Sociological Imagination

**SOSC 1003 – SESSION THREE: Groups and Organization &
Deviance, Crime, and Social Control**

Objectives	Assignments/Assessments to be completed during this Session
<p>Each student will be expected to:</p> <ul style="list-style-type: none"> • Understand primary and secondary groups as the two sociological groups • How size influences group dynamics • Define deviance, and explain the nature of deviant behavior • Discuss theoretical perspectives on deviance 	<p>Each student will</p> <ol style="list-style-type: none"> 1. Read Ch. 6 of the text, “ Groups and Organization ” 2. Read Ch. 7 of the text, “Deviance, Crime, and Social Control” 3. Optional Readings 4. Watch "Milgram's obedience to authority study" 5. Watch "Doing nothing" 6. Post to the Session Three Discussion Forum: Groups and Organization & Deviance, Crime, and Social Control. 7. Complete the Third on-line quiz on Chapters 6 and 7 of the text by the due date (Sunday 11:59 pm) 8. Complete and submit the third reading reflection. 9. Prepare the second sociology portfolio: Society and Groups

SOSC 1003 – SESSION FOUR: Social Stratification in the United States & Work and the Economy

Objectives	Assignments/Assessments to be completed during this Session
<p>Each student will be expected to:</p> <ul style="list-style-type: none"> • Differentiate between open and closed stratification systems • Understand social stratification and mobility in the United States • Understand types of economic systems and their historical development • Describe the current U.S. workforce and the trend of polarization 	<p>Each student will</p> <ol style="list-style-type: none"> 1. Read Ch. 9 of the text, “ Social Stratification in the United States ” 2. Read Ch. 18 of the text, “Work and the Economy” 3. Optional Readings 4. Watch " Wealth inequality in America" 5. Watch "How economic inequality harm societies" 6. Post to the Session Four Discussion Forum: Social Stratification in the United States & Work and the Economy 7. Complete the fourth on-line quiz on Chapters 9 and 18 of the text by the due date (Sunday 11:59 pm) 8. Complete and submit the fourth reading reflection 9. Complete and submit the second sociology portfolio: Society and Group 10. Complete the mid-course evaluation

SOSC 1003 – SESSION FIVE: Race and Ethnicity

Objectives	Assignments/Assessments to be completed during this Session
<p>Each student will be expected to:</p> <ul style="list-style-type: none">• Understand the difference between race and ethnicity• Explain the difference between stereotypes, prejudice, discrimination, and racism• Explain different intergroup relations in terms of their relative levels of tolerance• Apply theories of intergroup relations, race, and ethnicity to different subordinate groups	<p>Each student will</p> <ol style="list-style-type: none">1. Read Ch. 11 of the text, “Race and Ethnicity”2. Optional Readings3. Watch "Race, ethnicity, nationality and jellybeans"4. Watch "Systemic racism explained"5. Post to the Session Five Discussion Forum: Race and Ethnicity6. Complete the fifth on-line quiz on Chapter 11 by the due date (Sunday 11:59 pm)7. Complete and submit the fifth reading summary8. Prepare the third sociology portfolio: Sociological Event Analysis

SOSC 1003 – SESSION SIX: Gender, Sex, Sexuality & Education

Objectives	Assignments/Assessments to be completed during this Session
<p>Each student will be expected to:</p> <ul style="list-style-type: none">• Define and differentiate between sex and gender• Explain the influence of socialization on gender roles in the United States• Discuss theoretical perspectives on education• Identify and discuss historical and contemporary issues in education	<p>Each student will</p> <ol style="list-style-type: none">1. Read Ch. 12 of the text, “ Gender, Sex, Sexuality ”2. Read Ch. 16 of the text, "Education"3. Optional Readings4. Watch "A class that turned around kids' assumptions of gender roles!"5. Watch " Alabama schools comes shockingly close to resegregation"6. Post to the Session Six Discussion Forum: Gender, Sex, Sexuality, & Education7. Complete the sixth on-line quiz on Chapter 12 ad 16 of the text by the due date (Sunday 11:59 pm)8. Complete and submit the sixth reading reflection9. Complete and submit the third sociology portfolio: Sociological Event Analysis

**SOSC 1003 – SESSION SEVEN: Government and Politics &
Social Movement and Social Change**

Objectives	Assignments/Assessments to be completed during this Session
<p>Each student will be able to</p> <ul style="list-style-type: none"> • Define and differentiate between power and authority • Explore the influence of race, gender, and class issues on the voting process • Demonstrate awareness of social movements on a state, national, and global level • Explain how technology, social institutions, population, and the environment can bring about social change 	<p>Each student will</p> <ol style="list-style-type: none"> 1. Read Ch. 17 of the text, “Government and Politics” 2. Read Ch. 21 of the text, "Social Movement and Social Change" 3. Optional Readings 4. Watch "How to start a social movement: Tamara Richardson" 5. Post to the Session Seven Discussion Forum: Government and Politics and Social Movement & Social Change 6. Complete the seventh on-line quiz on Chapter 17 and 21 of the text by the due date (Sunday 11:59 pm) 7. Complete and submit the seventh reading reflection 8. Complete and submit Reflective final course evaluation

Course Policies and Miscellaneous Information

Attendance Policy

Face to face sessions are held once a week for three hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office.

Attendance in distance learning courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Distance learning activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Classroom attendance will be taken in class by the instructor. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit. Any student who misses more than 25% of the sessions for any course shall receive a grade of F or No Credit for that course and shall be required to repeat the course at their expense.

Academic Integrity

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of F on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of F on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or F for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the Modern Language Association (MLA) or the American Psychological Association (APA) style of documentation to avoid plagiarism. Any

student found guilty of plagiarism or fabrication will receive a grade of F as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

Accommodations for Students with Disabilities

Accommodations can be made for students with disabilities, as outlined in “Services for Students with Disabilities,” at <http://mySWU.swu.edu> . Any student desiring accommodations must send the request and all documentation to the Student Services Coordinator at the learning center where he/she attends classes. The Student Services Coordinator will forward the materials to Martha Mishoe (mmishoe@swu.edu), Coordinator of Student Learning Services for Southern Wesleyan University.

Appendix A

Grading Rubric for Reading Reflection

Item	5 points	4 points	3 points	1 point
Content and Analysis	The review is original, focused, unambiguous, and concise (i.e., without extra material). The summary could serve as superior guide to the method sections. The analyses and comments not only explain the methodology but go beyond to effectively analyze the underlying nature of the methodology.	The review is clear and reasonably well focused. The summary could serve as accurate, basic guide to the methodology; that is, the writing accurately explains the method section, but the analyses and comments do not provide any substantive understanding of the topic.	The review is limited and not well focused. The summary contains most of the basic ideas appropriate to the method sections, but the ideas are not expressed well enough to be a safe guide for someone else to use. There is a lack of analysis of the article beyond presentation of the basic ideas.	The review does not meaningfully exist. The summary contains only a small fraction of the ideas appropriate to the method sections, with noticeable omissions or errors, or the ideas are not presented clearly.
Style and Grammar	The prose and focus of the writing flow smoothly. The writing contains clear and effective transitional and linking material. There are no errors in grammar, mechanics, and no significant APA style errors.	The prose is clear with no awkward or incorrect constructions. There are minor errors in grammar and mechanics that do not hinder comprehension.	The writing is understandable and clear, although with some errors or ambiguities of expression, or awkward phrases which obscure the meaning of the material. There are some errors in grammar and mechanics that hinder comprehension.	The writing is garbled and/or awkward to such an extent that it significantly interferes with comprehension of the material. There are many errors in grammar, mechanics, or APA format that seriously hinder comprehension.

Appendix B

Checklist and grading rubric for Interviews & Group report

Checklist/criteria

- _____ APA style title page – 1 point
- _____ APA style abstract (but shorter: 50-75 words) – 1 point
- _____ In-text citations follow APA style (e.g., Smith & Jones, 2009) – 1 point
- _____ Header in APA style format (i.e., with short title and page numbers) – 1 point
- _____ Appropriate number of citations (2 references/citations) – 3 points
- _____ Appropriate structure and format (as described in Explanation of Requirements earlier in this syllabus) – 2 points

Item	5 points	4 points	3 points	1 point
Content	The structure and presentation of the research proposal is original, focused, unambiguous, and concise (i.e., without extra material). The proposal could serve as superior guide to the research; an individual could easily replicate the proposal.	The structure and presentation of the research proposal clear and reasonably well focused. The proposal could serve as accurate, basic guide to the research; others could replicate the proposal with a small amount of clarification or additional information.	The structure and presentation of the research proposal is limited and not well focused. The proposal contains most of the basic ideas appropriate to the research, but the ideas are not expressed well enough to be a safe guide for someone else to use. Others could not replicate the proposal without substantial additional information.	The research proposal does not meaningfully exist. The proposal contains only a small fraction of the ideas appropriate research, with noticeable omissions or errors, or the ideas are not presented clearly. It is not possible to replicate the proposal.
Grammar and Mechanics	There are no errors in grammar, spelling, or mechanics, and no significant APA style errors.	There are minor errors in grammar, mechanics, or APA format that do not hinder comprehension.	There are some errors in grammar, mechanics, or APA format that hinder comprehension.	There are many errors in grammar, mechanics, or APA format that seriously hinder comprehension.

Style	The prose is interesting to read and, at best, might be considered elegant or original. The prose and focus of the writing flow smoothly. The writing contains clear and effective transitional and linking material	The prose is clear with no awkward or incorrect constructions. There is an orderly and fairly smooth progression of topics and paragraphs, without significant weakness in transitions or inappropriate changes in focus.	The writing is understandable and clear, although with some errors or ambiguities of expression, or awkward phrases which obscure the meaning of the material. There may be occasional inappropriate changes of focus within paragraphs, or weak transitions or links from one paragraph or topic to another.	The writing is garbled and/or awkward to such an extent that it significantly interferes with comprehension of the material. The topic of paragraphs or sections of the writing cannot be clearly established, and there are few or no transitions/links between sections.
Criteria	5 points will be awarded if all of the criteria that are listed before this table are met. For each criterion that is not met, the appropriate number of points will be subtracted from the total. This could result in a negative score for the criteria.			

The grade for the final paper may be calculated by adding the grades for all 4 criteria together.

Appendix C

Instructions for Using Smarthinking

Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

Note: To create your FREE account in Smarthinking, you must access mySWU and follow the steps below.

Getting Started

1. Log on to <https://mySWU.swu.edu>.
2. Click on the **Tutoring** icon under Student Links to go to the Center for Transformational Learning (CTL) page.
3. Click the **Smarthinking** link in the blue sidebar on the left-hand side of the page.
4. Click on **New Smarthinking Web link** in the box on the bottom right-hand side of the screen.
5. When the Smarthinking page opens, create a personal account with your own login and password.
6. Use this login and password whenever you want to access Smarthinking.
7. Once you have created your own account, you may go directly to www.smarthinking.com.

Additional Information

There are many tutoring options available on the Smarthinking Website. Each option has a “Tell Me How” feature. Use the dropdown menu next to each option to choose what you would like to do.

The “Submit Your Writing” option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at support@smarthinking.com or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5036.