

SOC101 Principles of Sociology

(3 credit hours)

Course Syllabus

Course Description

Introduction to the basic concepts of sociological study, elements of social life, social patterns and institutions, and the process of maintenance and change in society.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Understand the main constructs of sociology as a discipline
2. Understand how the scientific-humanistic body of knowledge contributes and contributed to the development of the discipline.
3. Understand and be able to differentiate between the major theoretical viewpoints and research findings within the discipline.
4. Identify factors that influence social behavior and life choices.
5. Learn how to interpret research findings within the discipline.
6. Develop an attitude of open-minded inquiry into diverse human social behavior.

Prerequisites/Corequisites

None

Required Textbook(s) and Resources

A digital copy of your textbook is included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your book.

Ritzer, G. (2021). *Essentials of Sociology, 4th Edition*. SAGE Publications.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this class you should plan your time wisely. With our accelerated, seven-week term, you should reserve roughly **twenty (20) hours per week** to complete readings and assignments. To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial forum discussion posts are due by **11:55 p.m. ET on Wednesdays** and response posts are due by **11:55 p.m. ET on Saturdays**.
4. Major assignments and reflections are due by **11:55 p.m. ET on Sundays**.

Learning Activities

Activities will consist of weekly discussion forms of various topics of Sociology and a weekly varied assignment including research assignments, timelines, reflection, and a presentation. The primary assignment is a research paper you will write in parts over the course of three weeks.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 2	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	30	30	30	30	30	30	30	420
Assignment	60				60	70		190
Presentation							190	190
Research Paper		70	60	70				200
Total	120	130	120	130	120	130	250	1000

Grading Scale

Grade	Percentage
A	90-100%

Grade	Percentage
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Week 1 - Societal Influences

- (Due Monday) Forum Initial Post - Activity 1.1: Meet Your Peers
- (Due Wednesday) Forum Secondary Posts - Activity 1.1: Meet Your Peers
- (Due Wednesday) Forum Initial Post- Activity 1.2: Perspective of Society
- (Due Wednesday) Forum Initial Post- Activity 1.3: Geography and Society
- (Due Saturday) Forum Secondary Posts - Activity 1.2: Perspective of Society
- (Due Saturday) Forum Secondary Posts - Activity 1.3: Geography and Society
- (Due Sunday) Activity 1.4: Who Am I?

Week 2 - Perspectives and Research

- (Due Wednesday) Forum Initial Post - Activity 2.1: What Would You Study?
- (Due Wednesday) Forum Initial Post - Activity 2.2: Conduct a Study
- (Due Saturday) Forum Secondary Posts - Activity 2.1: What Would You Study?
- (Due Saturday) Forum Secondary Posts - Activity 2.2: Conduct a Study
- (Due Sunday) Activity 2.3: Topic Selection and Outline

Week 3 - Key Values and the Internet

- (Due Wednesday) Forum Initial Post - Activity 3.1: Key Values
- (Due Wednesday) Forum Initial Post - Activity 3.2: Impact of Internet
- (Due Saturday) Forum Secondary Posts - Activity 3.1: Key Values
- (Due Saturday) Forum Secondary Posts - Activity 3.2: Impact of Internet
- (Due Sunday) Activity 3.3: Annotated Bibliography

Week 4 - Race, Prejudice, Ethnicity, Gender and Stereotyping

- (Due Wednesday) Forum Initial Post - Activity 4.1: A Class Divided
- (Due Wednesday) Forum Initial Post - Activity 4.2: Gender Socializations
- (Due Saturday) Forum Secondary Posts - Activity 4.1: A Class Divided
- (Due Saturday) Forum Secondary Posts - Activity 4.2: Gender Socializations
- (Due Sunday) Activity 4.3: Critical Review Paper

Week 5 - Family and Religion

- (Due Wednesday) Forum Initial Post - Activity 5.1: Family Structure
- (Due Wednesday) Forum Initial Post - Activity 5.2: Religion as a Social Organization
- (Due Saturday) Forum Secondary Posts - Activity 5.1: Family Structure
- (Due Saturday) Forum Secondary Posts - Activity 5.2: Religion as a Social Organization
- (Due Sunday) Activity 5.3: Timeline

Week 6 - Deviance and Education

- (Due Wednesday) Forum Initial Post - Activity 6.1: Role of Education
- (Due Wednesday) Forum Initial Post - Activity 6.2: Deviance in American Society

- (Due Saturday) Forum Secondary Posts - Activity 6.1: Role of Education
- (Due Saturday) Forum Secondary Posts - Activity 6.2: Deviance in American Society
- (Due Sunday) Activity 6.3: Reflection Paper

Week 7 - Capitalism and Socialism

- (Due Wednesday) Forum Initial Post - Activity 7.1: Greed
- (Due Wednesday) Forum Initial Post - Activity 7.2: Socialism vs Capitalism
- (Due Saturday) Forum Secondary Posts - Activity 7.1: Greed
- (Due Saturday) Forum Secondary Posts - Activity 7.2: Socialism vs Capitalism
- (Due Sunday) Activity 7.3: Presentation

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.

- Ask questions so you can better understand course material or assignments.
- Use the highest standards of intellectual honesty and integrity. For details, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback on the strengths and weaknesses of your work with suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

Additional Support

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.