Walla Walla Community College
Introduction to Sociology Syllabus
Winter Term 2015

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Module Time Frame: Monday thru Sunday except Module 10 M-F.

Course work begins on Jan 5. Finish Module 0 by or before Jan 11. Finish early? Work on Module 1.

Course Description

Sociology is the study of social groups, structures, processes, institutions, and events. This course will focus on understanding and applying the sociological perspective, which stresses the importance of the impact of social forces external to the individual in shaping people’s lives and experiences. This idea that we are all profoundly affected by the society in which we live is the guiding light of sociology. Sociologists also study the ways in which people, as they interact, shape their social systems. Topics studied will include socialization, social interaction, culture, groups, social structure, deviance, social inequality, social class, race, gender, institutions (political, economic, educational, family, and religious), collective behavior and social change. Students will be asked to learn the basic concepts, theories, and perspectives of sociology, to see how these operate in terms of social processes, structures, and events, and to apply this knowledge to better understand the social world.

Comment: Sociology involves thinking about familiar subjects in an unfamiliar way. To be successful, one must be willing to view people and the social world in a new light, and be comfortable with different and sometimes contrary thoughts and ideas. It is useful to attempt to relate to the material, but it could actually make the course more difficult if you try to fit all of the ideas into your own experiences and views. Some may fit, but some may actually challenge and contradict your current views and your personal experience.
Learning Outcomes

* Explain the basic concepts and theories of the field of sociology.
* Distinguish between the sociological perspective and the individualistic perspective.
* Discuss and explain the impact of a variety of social forces on your own life and the lives of others.
* Explore the ways in which people may influence social structures and processes.
* Question understandings of people and society based on personal experience, media portrayals, or “conventional wisdom.”
* Distinguish between scientifically valid and invalid information about people and society presented in the media and over the Internet.
* Find information to engage in critical analyses of controversies about our society and the world.
* Develop a sense of cultural relativism and an appreciation for those who are different from ourselves.
* Build a greater awareness of how we are affected by connections to global social systems.
* Develop an approach based on the sociological perspective to evaluate and constructively critique social institutions and policies.
* Balance an interest in your own personal goals with an interest in goals related to the social systems of community, nation, and world, and develops the ability to see the connection between our lives and these systems.

Required Books


Kotlowitz, Alex. 1991. There Are No Children Here aka TANCH.

Course Design

Module 1: Unit One: Introduction

In this unit, we will be introduced to the course and to how sociologists do their research and view their subject. Textbook Chapter 1. Start reading "There Are No Children Here." There will be a discussion board question Week 8 and Application 3 related to the work. Begin reading the book "There Are No Children Here."
Modules 2 and 3 Unit Two: Building Blocks

In this unit, we will learn about the concepts used by sociologists to understand the interrelationships between people and their culture and society. Textbook chapters for Weeks 2 and 3 include Chapters 2, 3 and 4.

Module 4: Unit Three: Social Groups and Deviance

In this unit, we will learn about the impact of groups, and begin to look at the topic of people violating the expectations of others. Textbook readings include Chapters 4, 5 and 6. Make note of deviance theories. Filter TANCH with a selected deviance theory collecting evidence that supports the theory.

Modules 5 and 6 Unit Four: Inequality

In this unit, we will explore the impact of inequalities of social class, race, and gender on individuals, our society, and the global system. Textbook readings for Weeks 5 and 6 include Chapters 7, 8, 9, and 10.

Module 7 Unit Five: Institutions

In this unit, we will study the structure, impact, and operation of, and problems with, some of our society’s major institutions. Textbook readings include Chapters 11 & 12.

Module 8 Unit Six: Social Change

In this unit, we will focus on the educational institution, change in terms of population and urbanization, and the reasons for, mechanisms of, and impacts of social change. Textbook readings include Chapters 13, 14, and 15.

Modules 9 and 10: Unit Seven: Putting it all Together

In this concluding unit, we will study the topic of deviance, and draw upon what we have learned in this course to help us to understand our society, our own lives, and the lives of others. Textbook readings include Chapters 6 and 15 and There Are No Children There. Application 3: Apply deviance theory to TANCH.

Assessment and Grading

Grades
Your grade in the course is based on the following point distribution*:
Discussion Board 200 points
Applications 60 points
Quizzes 160 points

Total 420 points

Extra-Credit Points Possible 10 pts (Autobiography and Syllabus quiz (unlimited attempts) taken during Module 0 time frame.

The distribution of points for the quarter should be close to that listed above, but may be changed at the instructor’s discretion if time constraints and course goals warrant.
Comment: To determine your current or final grade, add up your points (extra credit + credit), divide by the number of points possible (credit points), and arrive at a percentage. Check your status in the online gradebook. The scale below will be used to determine your final grade. Points in the online gradebook cannot exceed what is on this syllabus.

Grading Scale

Percent Decimal Letter
95-100+ 4.0 A
90-94 3.7 A-
85-89 3.3 B+
80-84 3.0 B
76-79 2.7 B-
73-75 2.3 C+
70-72 2.0 C
66-69 1.7 C-
63-65 1.3 D+
57-62 1.0 D Below
57 0.0 F

Disability Services

If a student has a disability, please contact the disability coordinator at (509) 527-4543.
Syllabus Additions and Deletions

The instructor reserves the right to add, delete or correct parts of this online syllabus in order to clarify information or facilitate instruction and student learning in the course. Subsequent editions of the syllabus bind students.

COURSE INFORMATION, STRUCTURE AND RULES

1. The course goes from Monday to Sunday. Online learning requires self-discipline, organization, and effort. Print off the syllabus and PowerPoint Lecture on Support and Defense. Organize in a notebook for handy reference. Plan ahead to turn work on time. It is ok to work ahead if you know you have to be gone or are busy a particular week but do work in chronological order. Do not get behind. This is not a self-paced course. It is expected that if students travel during the course, as this is online, work is still completed on time. Students who do not complete the first three weeks of the course are dropped for failure to attend/participate/perform.

2. Do not access a quiz unless you are ready to take it. The default technology is the college computer lab. I will only reset a quiz if a lab assistant confirms to me by email that there is an outage or technology failure. If a student has quality computer and internet service provider, taking a quiz at home should be low risk. Never take a quiz on a remote computer or device. If it loses a connection, it is at the student’s risk. Only take a quiz on a quality desktop directly connected to the internet and with a reliable internet vendor. Let me reiterate, the college computer lab is the default technology for issues on quiz resets. The weekly quiz should be taken no later than Sunday, the end of each workweek.

3. Two topical posts and two peer posts are posted to the discussion board. Topical posts are submitted by Wednesday. Complete peer posts by Sunday. This constitutes an on time discussion board. Find the topics under each Module. There are ten discussion boards with 20 or more questions. The student will not be able to see other student postings until the topical posts are submitted to the discussion board. I grade weekly so if you finish early move on to the next week. Remember, late and/or subsequent discussion board postings after the due date are not counted for credit. Access deactivates on Sunday, at 11:59 pm. In sum, students are graded on an on time discussion board consisting of two topical posts and two peer posts with support and defense (see PowerPoint Lecture on support and defense under Module 0). Any postings after the due date are not considered for credit.

4. Discussion board and applications will have support and defense for maximum consideration of credit. Please review the PowerPoint Support and Defense lecture found in
Module 0 folder. Students lose many points on discussion board for failure to support and defend, not meeting deadlines, and not understanding that discussion board is a time-sensitive written "discussion" of the material with peers. The grading criterion is the same for topical posts and peer responses. In other words, both have support and defense and meet the minimum word count threshold, 250 words. Copying other student’s posts does not count as support and defense and will earn a student a zero. Discussion Board posting is student original work based on textbook readings, student observations of social life, critique of textbook material and/or a value-added response to a peer’s topical response. PLEASE DO NOT ATTACH DOCUMENTS TO THE DISCUSSION BOARD. This takes up and wastes student and instructor time having to open them. Post directly into the window thread.

Be courteous on discussion board. You do not have to agree with anyone or the textbook. It is acceptable to have different points of view. Otherwise, discussion board is a snoozer. All I want is for students to apply the material from the text, critique it, argue with it, etc. relative to the topical questions. For example, if you disagree with the textbook, answer the topical question first, then critique it, tell us what the limitations are etc. This is perfectly acceptable to do. Of course, it is understood all must practice emotional hardiness on discussion board. Emotional hardiness is the ability to engage views that do not align with personal cultural beliefs, values, and behaviors without withering or taking offense.

5. I suggest the following study method for this course:

a) Read the chapters for the week highlighting key concepts with a marker, especially those terms, concepts, or statistics that have personal meaning to you. Write in the margins what you think as you read. In other words, don’t just read mind-numbing words. Be an active reader and think about how the social world influences your life.

b) Then print off and read the online lectures with your textbook open to the chapters for the week. The lectures relate to the textual material in a specific way. As you read the lectures make notes in its margins including page numbers from the textbook where you think the lecture connects. Make a brief note on how it connects.

c) Now that you have studied the material, begin constructing your discussion board topical responses. Since I did not write the lectures, do not cite me. To receive full credit students will have support and defense from the textbook, not lectures. You can use lecture material (cite Education Lecture etc.) but not in lieu of the textbook (Henslin, xx). Do not cite the research Henslin cites. Why? Because you do not know what that research really says, only what Henslin says it says. Therefore, cite him (Henslin, xx). For lectures, cite for example, (Module 1 Lecture).
d) After you have posted topical responses, you are moving closer to taking the quiz at your convenience but within the Module time limit, which is by or on Sunday. It is an open book test so have lecture notes and your book turned to the correct chapters. The quizzes are timed at 40 minutes, 10-20 questions comprised of various types, such as multiple choice, true/false, matching etc. Quizzes have a due date and expiration date. The expiration date is the last day of the course. This is built in flexibility as sometimes each of us encounters a hectic week, which obstructs timely completion of quizzes. However, this flexibility is not to be abused. Students who are more than one quiz behind will be blocked from taking the missed quizzes. Keep up on the work.

e) Repeat the process for subsequent modules.

6) There are three Applications. Each is due by Sunday of the week. Find the directions to each Application in the submission folder. Begin reading the book “There Are No Children Here” (TANCH). Have it completed by Module 8. When you get to the part of the course on deviance, make note of the theories. You will select one deviance theory to apply to TANCH for Module 9, Application 3.

7) The best way to contact me is through the course the CANVAS email system inbox, not my WWCC college email address. Use the CANVAS in-box. This way I have a record of your correspondence and can work quickly to resolve issues. The majority of issues can be resolved through e-mail. I am online most every day. I respond to student email within 48 hours. Email, however, is not the only means of contact.

If there is an issue you want to discuss by all means do contact me by telephone. I may be reached between 9 am-5 pm, Monday thru Friday by phone (509-552-9828). If I do not answer, leave a detailed message. I will make one attempt to return the call. If I do not reach the student, I will respond by CANVAS email. Please do not send an email requesting me to call you. If one can write an email with that request, then one can explain in detail what the problem or issue is in the same email. I only call a student in response to a telephone call initiated by them. I do not "text" (e.g., “Machete don’t text!” a little joke, Danny Trejo movie). Alternatively, you may also contact me on Skype – christopher.winter7. You will need a microphone and headset. Once again, this is not to discourage students from calling me. If you need to talk to me, call me. I am here for you! I am accessible to students.

8) Please do not ask parents, spouses, or some other third party to contact me on your behalf, especially requesting information. I only deal directly with students registered in the course. There is privacy issues involved.
9) I am open to all student questions or requests. However, my being open does not mean a student will receive the answer desired. I do, however, carefully and thoughtfully consider student questions or requests.

*Remember: it is important to use the discussion board to study. This includes reading peer postings. In addition, reading the PowerPoint lecture on Support and Defense is critical toward a quality discussion. We want to support and defend our work with the textbook including the page number. This also gives students a page number to reference textual material.*

Alrighty then, I believe this covers the important stuff. I look forward to working with each of you. Let’s kick back and enjoy some sociology! **Now, post your autobiography, review the PowerPoint lecture on Support and Defense, and complete the extra credit syllabus quiz before beginning Module 1 work. Welcome to sociology!**
Course Standard Operating Procedure Summary – Online Sociology

1) Review objectives. Read and study chapters and lectures over the weekend thru Tuesday.
2) Construct and post in separate threads two topical responses by Wednesday with support and defense from Henslin (Remember, DB cannot be made up).
3) Finish discussion with two quality peer posts with support and defense from Henslin by Friday. Do all written work first before taking a quiz. Use discussion board and applications to study material from the texts.
4) Activate and complete the quiz anytime during the week, preferably after all written work is completed, but no later than Sunday.
5) Read and study the chapters and lecture over the weekend for the next week. Plan ahead to work ahead, if time constraints or life issues prohibit the timely completion of work.
6) If an Application is due, complete and post by Sunday through the submission link provided in RTF, DOC or DOCX file extensions.
7) Application 3 is the application of deviance theory to TANCH. Make sure you learn the deviance theories to filter your reading of the book, noting where and how a particular theory applies. Begin reading TANCH from day 1.
Do ALL written work for a Module first before taking a quiz.

Cut the Course SOP to prompt organization. Tape to your Desktop.