

Introduction to Sociology (SOC 137)
3 Semester Hours
Department of Social and Cultural Analysis

Semester:	Instructor:
Section:	Office:
Time:	Phone:
Room:	Fax:
	E-mail:
	Office Hours:

Catalog Course Description

137. Introduction to Sociology (SOC 1301) - General examination of culture, socialization, roles, values, social inequalities, population, social institutions and social change.

Program Learning Outcomes

SOC 137 is a required course in the Sociology Program for majors and minors. It supports the following program learning outcomes:

1. The student will be able to identify, compare, and contrast sociological classical and contemporary theories.
2. The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.
3. The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.
4. The student will be able to apply sociological knowledge and skills to a variety of settings.
5. The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.

Core Curriculum Objectives

SOC 137 satisfies the university core curriculum requirement for three semester hours in the social and behavioral sciences. It supports four core curriculum learning objectives:

- A. **Critical Thinking Skills** including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- B. **Communication Skills** including effective development, interpretation and expression of ideas through written, oral and visual communication
- C. **Empirical and Quantitative Skills** including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- D. **Social Responsibility** including intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcomes

Upon completion of this course, students should be able to do the following things at a basic level:

- Identify, compare, and contrast sociological classical and contemporary theories.
- Identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.
- Identify the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.
- Apply sociological knowledge and skills to a variety of settings.
- Recognize the implicit assumptions behind claims of knowledge about the social world, evaluate and distinguish between strong and weak arguments, and draw conclusions from a set of premises.
- Demonstrate critical thinking skills including inquiry, and analysis, evaluation and synthesis of information.
- Demonstrate communication skills including effective development, interpretation and expression of ideas through written communication and effective interpretation of oral and visual communication.
- Demonstrate empirical and quantitative skills including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Demonstrate social responsibility through awareness of cultural similarities and differences, understanding of civic responsibility, and knowledge of social issues necessary to effectively participate in regional, national, and global communities.

Text and Materials (variations permitted with approval of department chair)

The following text is required for the:

- Sociology (14th edition) by John Macionis

Course Requirements: “Social Policy” Paper

There will be a paper of approximately 1,500 words due during the second half of the semester. It will directly assess each student’s level of mastery of the core elements: critical thinking, written communication, quantitative reasoning, and social responsibility.

For this paper, the instructor will describe an issue generally seen as a social problem (e.g., providing adequate health care for low-income individuals). Statistical evidence in the form of a data matrix as well as tables and/or graphs will be provided along with links to a small number of online reference materials. Two differing solutions to the problem will also be briefly sketched.

Student papers are to be organized into three sections: exposition of the problem, a comparison of the alternative solutions, and the development of the student’s own position regarding a solution of the problem.

Mastery of critical thinking is demonstrated by things such as clear statement of the problem, critical review of evidence, and development of a personal position that draws on evidence and recognizes the complexity of the issue. Mastery of written communication is demonstrated by things such as understanding of audience and purpose, attention to organization and format, and correct use of syntax and grammar. Quantitative reasoning is demonstrated by things such as correct calculation of statistics from the provided data matrix, accurate explanation of information provided in the form of tables or graphs and the ability to make judgments and draw appropriate conclusions based on the analysis of quantitative data. Social responsibility is demonstrated by things such as insight into how one’s own culture makes certain norms, values, and behaviors seem natural and right and how other cultures support and reinforce different norms, values, and behaviors. (based on rubrics developed by the Association of American Colleges and Universities)

Instruction on critical thinking, written communication, quantitative reasoning, and social responsibility will be provided in class with additional resources available through AARC. An example of a well-done paper addressing a different social problem will be accessible for viewing through D2L.

Course Requirements: Exams (variations permitted with approval of department chair)

There will be three exams for the course. The exams are not cumulative. Each exam will only cover the classroom material and readings since the previous exam. Exams will be a combination of multiple-choice and short-answer questions.

Course Calendar (variations permitted with approval of department chair)

Topics	% of Course Time
<p>Explicit instruction in critical thinking, communication skills, empirical and quantitative skills, and social responsibility</p> <ul style="list-style-type: none"> • This is in addition to instruction on these topics as it naturally occurs in discussion of the foundations of sociology, social inequality, and social institutions. • This includes explanation of expectations for the written assignment. 	5%
<p>Foundations of Sociology</p> <ul style="list-style-type: none"> • The Sociological Perspective • Research Techniques (to include research design, sampling, survey methods, observational methods, hypothesis testing, basic statistics) • Demography • Culture • Social Structure • Socialization 	30%
<p>Social Inequality</p> <ul style="list-style-type: none"> • Social Class in the United States • Global Stratification • Gender Stratification • Race and Ethnicity • Aging and the Elderly 	30%
<p>Social Institutions</p> <ul style="list-style-type: none"> • The Economy and Work • Family • Religion • Education • Health and Medicine 	30%
Class Exams	5%

Grading Policy (variations permitted with approval of department chair)

The final grade for the course is based on the three exam grades and one paper grade. Each exam will determine 25% of the final grade. The paper will determine the remaining 25%. The final letter grade will be assigned as follows:

<u>Final Average</u>	<u>Grade</u>
In the 90s or 100	A
In the 80s	B
In the 70s	C
In the 60s	D
Less than 60	F

Attendance Policy (variations permitted with approval of department chair)

Attendance is not directly factored into the course grade. However, missing class may result in missing questions on exams which, of course, does directly factor into the course grade. Missing class may also mean failure to receive all relevant information for the completion of the written assignment.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades

Ordinarily, at the discretion of the instructor and with the approval of the department chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD), as early as possible in a semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.