

Administrative Master Syllabus

Course Information

Course Title	Introduction to Sociology
Course Prefix, Num. and Title	SOCI 1301: Introduction to Sociology
Division	Social and Behavioral Sciences
Department	Psychology, Sociology, and Anthropology
Course Type	Academic WCJC Core Course
Course Catalog Description	The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.
Pre-Requisites	TSI ELAR (Reading and Writing) requirements met.
Co-Requisites	None.

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Department Head:		
Division Chair:		
VPI:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

Any introductory sociology course should include at least the following topics/material:

- the description and definition of sociology and how sociology evolved as a science and as an academic discipline
- the role of history and religion in the evolution of sociology as a science
- an overview of the major figures in the development of sociology and sociological theory
- the definition and understanding of perspectives and paradigms within the major theoretical frameworks of sociology
- the relationship of sociology to other academic disciplines and sciences
- instruction in basic research methodology and its associated terminology
- an overview of society and culture, including the characteristics and components of each, as well as geographic and historic comparisons of the types of each found throughout human existence
- coverage of Durkheim's study of suicide, Merton's strain theory, Weber's analysis of bureaucracy, and Marx's contributions to social thought
- a detailed description of the basic social institutions
- an overview of the various forms of groups and organizations, including relationships involving our economy and political institutions
- the study of deviant behavior, normative structures, the concept of anomie, and major theories of deviance
- the study of the basic hierarchies of social stratification: class, race and ethnicity, gender, and age, including both the historical and current issues which emerged from these social divisions including the concepts of discrimination and prejudice as well as ethnocentrism and cultural relativism
- general demographic principles and statistics surrounding the topic of population and urbanization including the topics of Gemeinschaft and Gesellschaft
- discussions of current sociological issues, events, and news from around the world as well as some speculative sociology concerning the future of the world in which we live

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Compare and contrast the basic theoretical perspectives of sociology.
2. Identify the various methodological approaches to the collection and analysis of data in sociology.
3. Describe key concepts in sociology.
4. Describe the empirical findings of various subfields of sociology.
5. Explain the complex links between individual experiences and broader institutional forces.

Methods of Assessment:

1. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.
2. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.
3. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.
4. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.
5. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.

Required text(s), optional text(s) and/or materials to be supplied by the student:

Ferris, K. & Stein, J. *The Real World: An Introduction to Sociology*. . New York: Norton, - most current edition.

Suggested Course Maximum:

35

List any specific or physical requirements beyond a typical classroom required to teach the course.

None.

Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

For research papers, semester projects, essay exam questions, or other written learning components required by individual instructors as part of the course requirements, the following grading rubric will apply to assess learning and for grading of the assigned project:

I. The assignment will have been based on a relevant topic or exercise related to the course goals included in this syllabus and in general (to incorporate the use of critical thinking/reasoning), to the subject matter of the course and such assignment will have been of sufficient length (and research/writing effort) to merit the status of a major graded assignment and thereby, students will be expected to fulfill the spirit of the assignment in a professional and conscientious manner, and will be scored by the instructor taking the following grading criteria into account in determining the final grade of the assignment:

- a) Fulfillment of the goals, requirements, and/or other criteria required by the assignment
- b) Correctness in following all instructions established by the assignment, including the format, documentation form, required length, numbers of sources, and so forth previously established by the instructor in making the assignment
- c) Correctness in spelling, grammar, paragraph structures, abbreviated forms, etc. with thesis statement and supporting paragraphs/sections appropriate to the assignment.
- d) Writing style commensurate to first or second year college students e) adherence to other assignment particulars and details as stated at the time of the assignment

II. Any deadlines, due dates, or late work policies established for the assignment by the instructor will be used without exception in the final grading of the assignment.

III. Some form of the written component examples included in this section (Section I above) are required by each instructor to fulfill the learning goals and objectives of this course and the grade from the written exercise(s) will be included as a major grade for each student enrolled without exception. The grade on the written component described herein may not be excluded in the calculation of the student's final grade for the course. Written components of this course should normally account for at least 20% of the student's final grade.

IV. Reading assignments, both of the required textbook and/or outside readings are required of students and information from such readings will be included to a significant degree on the learning assessment methods used in the course.

V. Class attendance, papers/projects, exams, discussions, presentations, and other learning assessments may all be used in determining the final grade for the course in proportions determined by the individual instructor with suggestions/requirements in mind from previous subsections of this section.

A typical grading composition for this course might look like this:

3-5 exams—50% of final grade

1 term paper or another substantial critical written assignment—25%

1 comprehensive end-of-course exam—25%

Grading system for individual instructors may vary slightly, but all instructors will meet established general reading and writing requirements (and related learning assessments thereof) during the course.

The general grading rubric for tests, papers, and projects will approximate as follows: 90% - 100%=A 80% - 89% =B 70% - 79% =C 60% - 69% =D Below 60%= F

Curriculum Checklist:

- Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.
- Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms
 - Critical Thinking
 - Communication
 - Empirical & Quantitative Skills
 - Teamwork
 - Social Responsibility
 - Personal Responsibility
- WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: SOCI 1301

Core Objective:

Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Identify the various methodological approaches to the collection and analysis of data in sociology.	-lecture, review of classical sociological studies, designing a study --term paper/project	-section quiz/unit exams -written paper/project -section/departmental exam
State Mandated	Explain the complex links between individual experiences and broader institutional forces.	-lecture, discussion of “The Sociological Imagination” -review of organizational/ social/cultural influences on individuals and groups	-section quiz/unit exams -written paper/project -section/departmental exam
State Mandated	Compare and contrast the basic theoretical perspectives of sociology.	-lecture, comparative discussion of perspectives -discussion of social issues (eg. deviance, stratification) from varying theoretical perspectives	-section quiz/unit exams -written paper/project -section/departmental exam

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: SOCI 1301

Core Objective:

Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Compare and contrast the basic theoretical perspectives of sociology.	-lecture, discussion/question and answer classroom round table -term paper/project demonstrating accurate presentation of perspectives	-section quiz/unit exams -written paper/project -section/departmental exam
State Mandated	Describe key concepts in sociology.	-lecture, class discussions -term paper/project utilizing proper use of key concepts	-section quiz/unit exams -written paper/project -section/departmental exam
State Mandated	Describe the empirical findings of various subfields of sociology.	-written and/or oral presentation of classical/contemporary findings/studies -discussion of social trends and evidence from related fields	-section quiz/unit exams -written paper/project -section/departmental exam

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: SOCI 1301

Core Objective:

Empirical and Quantitative Skills—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Identify the various methodological approaches to the collection and analysis of data in sociology.	lecture, review of classical sociological studies, designing a study -term paper/project	-section quiz/unit exams -written paper/project/study design proposal -section/departmental exam
State Mandated	Describe the empirical findings of various subfields of sociology.	-written and/or oral presentation of classical/contemporary findings/studies -discussion of social trends and evidence from related fields	-section quiz/unit exams -written paper/project/study design proposal -section/departmental exam

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: SOCI 1301

Core Objective:

Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Explain the complex links between individual experiences and broader institutional forces.	-lecture, discussion of “The Sociological Imagination” -review of organizational/ social/cultural influences on individuals and groups	-section quiz/unit exams -written paper/project/study design proposal -section/departmental exam
State Mandated	Describe key concepts in sociology.	-lecture, class discussions related to intercultural relationships -term paper/project/presentations utilizing key concepts related to cultural awareness/appreciation	-section quiz/unit exams -written paper/project/study design proposal -section/departmental exam