**SOC 204 - Introduction to Sociology (3 CR) - Online**

Winter 2022 Syllabus CRN = 30056

Instructor: Rob Molinar Email: molinar@linnbenton.edu

**In-Person Student Drop-in Hours**: = Tues. 12:30 - 2:15 p.m.; By Appt (in SSH 105)

**Virtual** **Drop-in Hours** = Fridays 2:00 - 3:15 p.m.; By Appointment

**LB Email**: Please check your Linn-Benton email accounts regularly, as these addresses will be how I communicate with you throughout the term.

**Covid-19 Statement**: Please try and come from a place of caring for yourselves and one another. Vaccines are encouraged, although this is both a political and public safety issue. When on campus, masks over your nose and mouth are required. Free paper masks will be available on campus in case you forget yours.

**Digital Divide and Digital Literacy**

This winter Zoom rooms are available on campus. And while not a guarantee, it’s possible to get help paying for internet: <https://www.fcc.gov/broadbandbenefit>

This document, summarizes how to purchase, rent, or borrow computers: <https://docs.google.com/document/d/1vHtaMqeT-KSM0lVnXei5d-k2ue4I9-JTNDr2jYPFnKc/edit?usp=sharing>

**Course Description**, from Course Catalog:

We focus on the development and application of sociological concepts and perspectives concerning human groups. This includes attention to concepts like socialization, culture, organization, stratification and societies. We will also consider theories and research methodology. It is strongly recommended that students possess college-level reading and writing skills when taking this course.

**Learning Objectives**, from Course Catalog. Students will:
1. Demonstrate a sociological understanding of historical and cultural contexts of social events.

2. Describe core sociological theories and processes

3. Find applications for sociological theories and concepts in your own lives.

4. Use the scientific method to examine our social world.

5. Demonstrate a critical perspective of social conditions.

**Our Textbook** ^-- Referred to in our **course calendar** below as F&S.

Ferris, Kerry, and Jill Stein. 2020. *The Real World: An Introduction to Sociology*

(7th Edition). New York: W.W. Norton Inc.

\*THIS BOOK IS AVAILABLE FOR 2-HR. CHECKOUT IN LBCC’S LIBRARY RESERVES

^ For students who might take SOC 205, Institutions and Social Change (offered in Winter only), we use the same book. In SOC 205, we cover chapters 10-16.

The eBook, as well as other publisher resources, must be accessed **through Moodle, NOT** through the publisher (Norton)**.** The process to begin using the eBook and InQuizitive should be straightforward, since this class has Direct Digital Access. To complete the first InQuizitive assignment and all others, right below the eBook link, just click “VIDEO: How to Access InQuizitive” and follow the prompts. In Moodle, one link below that video, you will find “InQuizitive: How to Use it”.

“InQuizitive” means the chapter quizzes you take every week, Click the InQuizitive link shown in Moodle under the week that it is due (e.g., Week 1, Week 2). Norton resources also include chapter outlines, key term quizzes, and review quizzes, which are not part of your grade but serve as study tools. **NOTE**: If a grade does not show up in your gradebook after you’ve taken an InQuizitive quiz, go to the Moodle course home page and click on the specific assignment you have completed. When in doubt, ask me about your grade.

**GRADING\*\***:

\*\***NOTE**: **There are 100 points total in this class**. Each point is worth 1 percent of your overall grade. Also, I plan to grade assignments within one week after the due date. I will let you know in cases when I cannot meet that deadline.

**Scale** (If you end with an 89.5%, I round up to an A. 79.5% becomes a B, etc.)

**A= 90-100 %**

**B= 80-89 %**

**C= 70-79 %**

**D= 60-69%**

**F= 59% or below**

WEIGHT OF GRADING:

* InQuizitive Quizzes (First one @ 2%; eight @ 1%).…………………………....…...10%
* Reflection or Application Assignments (First two @ 7%; Six @ 6% ea.).....50%
* Exams (Two @ 20% each)…………….………………………………………………………40%

**TOTAL** 100%

ASSIGNMENTS BREAKDOWN – **Also see Course Calendar on pp. 5-6.**

*InQuizitive Quizzes* **- Due Thursdays each week by 11:59 p.m., except the first quiz (Due Sun. 1/9).** Each interactive InQuizitive assignment covers one chapter of *The Real World*, and we cover chapters 1-9. For the first InQuizitive assignment (Ch. 1), you earn 2 points/percent toward your overall grade. For each subsequent quiz, you earn one point/%. Use the InQuizitive link under each week of Moodle. Answer **at least 20 questions** to get full credit for each chapter. InQuizitive will tell you that “you’ll receive a grade of 100% if you reach [1500 points]....” However, again, you just need that 20-question minimum for 100%. You won’t see your full point in Moodle until I change your score, unless you get that 1,500 points or more.

*Reflection or Application Writings / Activities* – (**Due Fridays by 11:59 p.m.).** There are eight of these—almost one for every chapter—each worth 6% or 7% of your overall grade. You will know the specifics of each assignment at least five days in advance. Usually, I will pose a set of questions and you answer them by writing **about one page**, **single**-spaced, although I may ask for more or less writing. Some reflection assignments also involve posting your answers in a discussion forum and responding to another post. One assignment is a group activity in Week 3, where each group will summarize one part of an outside reading, and record a presentation for the class, creating a collective understanding of that reading.

*Exams* – There are two exams. The first exam during **Week 5** will contain a combination of multiple-choice and short essay or description questions. The first exam covers Chapters 1-5, as well as the Collins reading from Week 3. Our second exam, which is not cumulative and serves as your final during **Finals Week**, will be the same format, covering Chapters 6-9. Study guides will be given one week ahead of time in order to focus your preparation.

**IDEAL for SUCCESS:** Having success in this class comes with setting aside approximately six hours for every week of class, which means regulating your time. I do not assume that comes easy for everyone, and having access to resources is real. My expectation, still, is that you will engage as much as possible in this course. Engagement not only means completing assignments and interacting with fellow classmates and me, but communicating where you are struggling as soon as possible or letting me know how the course is (or is not) going for you.

**Expectations of Students / Online Classroom Environment:**

(1) Plan to *finish all assigned reading and InQuizitive quizzes* for each week by or before Thursday nights.

(2) *Work toward understanding the material*, rather than trying to comprehend *“everything”*. Trust your unique insights and give the reading a chance for your own interpretation. Keep notes of your reactions and write down questions to ask as you read (ask me, post in Q&A Forum, etc.). In addition to pen and paper, you can highlight and create notes in your eBook. To help make sense of the material, consider lecture videos, classmate discussion posts, etc., as resources.

(3) *Your experiences and perspectives are inherently valuable*, and as resources for collective learning. With occasional discussion forums, share what you can. I realize that sharing personal experiences can be more intense for some people than others. Still, I hope this class reflects both individual participation and a shared experience of inquiry.

(4) *On Time or Late Assignments***:** I expect you to turn in assignments by due dates shown on this syllabus and in Moodle, which should match. If you miss the exam OR are ***over three days late*** on a graded assignment, you could earn a zero or very low grade. However, unforeseen or harsh circumstances will be considered.Communicate with me as early as possible if an assignment will be late.

***ACADEMIC INTEGRITY****:* Students at Linn-Benton Community College are responsible for pursuing their studies with honesty and fairness, and in a manner that respects the rights and dignity of others. All of us are expected to uphold the value of academic integrity, refraining from acts of dishonesty or cheating. Academic dishonesty includes, but is not limited to, forgery, changing or misuse of college documents and records of identification, cheating, plagiarism, aiding or abetting cheating or plagiarism, knowingly furnishing false information to the college, or copying college software. For a student who violates academic integrity, disciplinary action may first be taken by me, which includes a failing grade on an assignment/exam or the course. I will also report the matter to the Manager for Student Conduct and Retention, and the College may take further disciplinary action under the [Student Rights, Responsibilities, and Conduct Code](https://www.linnbenton.edu/about-lbcc/administration/policies/board-policies-and-administrative-rules/7000-series-student-services/ar-7030-01.php).[[1]](#footnote-0)

***ACCOMMODATIONS / ABILITIES***:You may need accommodations due to documented\* disabilities, have medical information that I should be aware of, or need special arrangements in an emergency. Please speak with me about these needs during the first week of class or as soon as possible, whether or not you are registered with the Center for Accessibility Resources (CFAR). Visit CFAR’s website at www.linnbenton.edu/cfar for steps on how to apply for services or call 541-917-4789*.*

\*Linn-Benton CC takes a “social model” approach to disability, which means that a disability is “documented” if you provide a detailed self-report of what barrier(s) you are feeling and how long this has gone on.

***OTHER HELPFUL STUDENT RESOURCES (All available remotely)***: Besides your instructor, some helpful resources offered to help students succeed are: Writing Support, Math Support, Academic Coaching, First Resort, the Student Help Desk, Advising Center and Counseling Services, Library Services, and the International Student Office. Please reach out if you are struggling in this or any of your classes.

***NO SHOW DROP***:I can drop students who do not attend or contact me by the start of the second-class session (for our purposes I consider this to be by 1:30 p.m. on Thurs. Jan. 6 or later). If you are dropped, you automatically receive an email with information about this change to your schedule. If a student is here on a visa or receiving veteran assistance or financial aid, those offices will be notified as well*.*

**COURSE CALENDAR**

***Minor changes*** to this syllabus, such as required reading, ***will be communicated through Moodle and/or your Linn-Benton email***.

**NOTE:** *F&S* refers to readings in our textbook. Any outside reading in this calendar is shown with the author’s name and topic. Outside readings will be available in your Moodle Shell during the week in which they appear in this calendar.

Thur. Jan. 6 at 1:30 p.m. or later = I can drop students for “No Show”

WEEK 1: Jan. 3 - 9:

**Read**: F&S Chapter 1, “Sociology and the Real World”

**Due** Fri. Jan. 7 by 11:59 p.m. **Reflection Assignment #1**. “Sociological Imagination”

**Due:** Sun. Jan. 9 by 11:59 p.m.: InQuizitive Ch. 1 Quiz (answer at least 20 questions for full credit) - Due by Thursday nights hereafter.

Monday Jan. 10 at 12:00 p.m.= Last day to add/drop this course, charge to Fin. Aid.

WEEK 2: Jan. 10 - 16:

**Read**: F&S Chapter 2, “Studying Social Life: Sociological Research Methods”

**Read Also**: Devah Pager “Mark of A Criminal Record”

**Due** Thur. Jan. 13 by 11:59 p.m.: InQuizitive Ch. 2.

**Due** Fri. Jan. 14 by 11:59 p.m.: **Reflection Assignment #2**. Understanding Methods and Gaining Literacy with a Scholarly Journal Article (from D. Pager reading).

Monday Jan. 17 MLK Jr. Holiday - NO SCHOOL

WEEK 3: Jan. 17 - 23:

**Read**: F&S Chapter 3, “Culture”

**Read also**: P.H. Collins piece on Race/Class/Gender, and Intersectionality

**Due** Thur. Jan. 20 by 11:59 p.m.: InQuizitive Ch. 3 Quiz.

**Due** Fri. Jan. 21 by 11:59 p.m.:**“Reflection” #3: Group Narratives on Intersecting Identities Activity** – Based upon Collins reading, post online.

Wed. Jan. 26 = First Exam Study Guide given

WEEK 4: Jan. 24 - 30:

**Read**: F&S Chapter 4, “Socialization, Interaction and the Self”

**Due** Thur. Jan. 27 by 11:59 p.m.: InQuizitive Ch. 4 Quiz.

**Due** Fri. Jan. 28 by 11:59 p.m. **Reflection Assignment #4:** Group language, culture, and socialization

WEEK 5: Jan. 31 - Feb. 6:

**Read** – F&S Chapter 5, “Separate and Together: Life in Groups”

**Due** Thur. Feb. 3 by 11:59 p.m.: InQuizitive Ch. 5 Quiz.

**EXAM #1** to be takenbetween Wed.. Feb. 2 - Fri. Feb. 4.

WEEK 6: Feb. 7 - 13:

**Read**: F&S Ch. 6, “Deviance”

**Due** Thurs. Feb. 10 by 11:59 p.m.: InQuizitive Ch. 6 Quiz.

**Due** Fri. Feb. 11 by 11:59 p.m.: **Reflection Assignment #5**: Strain Theory and Normalization

Sun. Feb. 20 = Last day to withdraw with “W”

WEEK 7: Feb. 14 - 20:

**Read**: F&S Chapter 7, “Social Class: The Structure of Inequality”

**Due** Thur. Feb. 17 by 11:59 p.m.: InQuizitive Ch. 7 Quiz.

**Due** Fri. Feb. 18 by 11:59 p.m.: **Reflection Assignment #6**: Class and the American Dream (reflecting upon media)

Mon. Feb. 21 = Presidents Day: NO SCHOOL

WEEK 8: Feb. 21 - 27:

**Read**: F&S Chapter 8, “Race and Ethnicity as Lived Experience”

**Due** Thur. Feb. 24 by 11:59 p.m.: InQuizitive Ch. 8 Quiz.

**Due** Fri. Feb. 25 by 11:59 p.m.: **Reflection Assignment #7**: Race, Ethnicity, and Racism

WEEK 9: Feb. 28 - Mar. 6:

**Read**: F&S Chapter 9, “Constructing Gender and Sexuality”

**Due** Fri. Mar. 4by 11:59 p.m.: **Reflection Assignment #8 [Last One]**: Analyzing theories of gender.

Mon. Mar. 7 = Second/Final Exam Study Guide given

WEEK 10: Mar. 7 - 13:

**Read**: F&S Chapter 9, “Constructing Gender and Sexuality”

**Due** Thur. Mar. 10 by 11:59 p.m.: InQuizitive Ch. 9 Quiz.

FINALS WEEK: Mar. 14 - 18 (Last day of classes)

**EXAM #2** to be taken between Mon. Mar. 14 and Wed. Mar. 16

1. Component 6. [↑](#footnote-ref-0)