SOC 101—Internet  
COMPLETE ONLINE SYLLABUS

Course Title: Introduction to Sociology  
Semester: Fall 2016  

Dates: August 29-December 16  

Instructor Information: Amanda Delich  
Amanda.Delich@gogebic.edu  
906-932-4231, ext. 285  
A310  
See the INSTRUCTOR link for Office Hours  
If needed, students may email the instructor to set up a time for a telephone conference.

Technical Support: So you have the essential information available to you off-line, it is highly recommended that you print the following items for your reference:

- This Syllabus
- Staff Information page  
  (Click on the Staff Information button.)
- Barry Nelson contact information:  
  906-932-4231 ext. 255, barry@gogebic.edu  
  (technical support staff information)

Course Days:  
Throughout this course: Day 4 is Thursday  
Day 1 is Monday  
Day 2 is Tuesday  
Day 3 is Wednesday  
Day 5 is Friday  
Day 6 is Saturday  
Day 7 is Sunday
Course Description

Sociology 101 is an introduction to scientific study of human society and social interactions. Students in this course will learn about sociological perspectives, socialization, social inequalities, social institutions, social issues, and social change. Students will apply social perspectives to modern social issues through case study analyses.

Student Learning Outcomes

1. Understand the major sociological perspectives, as well as theorists who have contributed to the evolution of sociology as a discipline.
2. Develop a sociological imagination, recognizing how social structures and forces influence individual interactions, choices, chances, and the development of the self.
3. Analyze sociological research methods and interpret research designs and findings accurately—recognizing how sociological perspectives guide contemporary research.
4. Conceptualize the social constructions of race, ethnicity, gender, and social class.
5. Identify the function and conflict associated with social institutions, including education and marriage/family.
6. Broaden awareness of multiculturalism, issues of global concern, and variables involved with social change.
7. Tolerate ambiguity and realize that sociological explanations are often complex and tentative.
8. Express ideas in written and oral formats that reflect basic sociological concepts and principles.
9. Apply sociological principles to everyday life and use basic sociology terminology to explain social phenomena.

All students are required to:
Complete all assigned readings.
Submit either one weekly discussion board post or case study analysis weekly, as directed, of relevant sociological concepts.
Complete tests and quizzes.
Refrain from all acts of academic dishonesty, such as cheating and plagiarism.
Issue respect while interacting with fellow students and the instructor.

Course Prerequisites: English 101 or comparable assessment scores

Required Textbooks:
American Sociological Association Web site: http://www.asanet.org/

Contact GCC’s Bookstore for ordering information: 906-932-4231, ext. 225
http://bookstore.gogebic.edu/home.aspx
COURSE STRUCTURE

Weekly assignments shall be posted to the Discussion Forum.

1. A designated block (section) will become visible weekly that contains an introduction to the chapter, relevant visual aids, and the Discussion Forum requirements and due dates. Be sure to adhere to weekly due dates, as this course is not an independent study.

2. Discussion Forum posts must be comprehensive, effectively responding to the question. Posts should integrate concepts and research support from readings, as well as personal analyses. This is considered evidenced-based writing. Citations are necessary using the American Psychological Association (APA) manual style. If posts do not include citations where appropriate, plagiarism has occurred. See APA style tips under Course Resources. (I will walk you through the citation process during the first couple of weeks).

3. To submit a post to the Discussion Forum, click on the “Discussion Forum” link designated weekly. Next, click on my post. For example, if my post reads “Week 1, Post 1,” click on it and hit the “Reply” button. You may then either type in your work or, preferably, copy and paste your work from Microsoft Word to the text box. You may then hit the “submit” button to submit work to the Discussion Forum. Please use spell check before submitting. You should always save your work as a Microsoft Word document for your personal reference in the event that you lose your work during the submission process.

4. Feedback to and from other students is an integral part of learning. During designated weeks, students will respond to other students’ posts. Response posts should be substantive and should encourage critical thinking and analysis. Responses such as “Good job—I like your post” are not acceptable. I will provide more information when response posts are due.

5. Weekly posts may be worth 5-10 points. The following evaluation rubric applies to weekly posts:
   1) Responds to the discussion question (all aspects) and issues a quality response post when required (4 pts when worth 10; 2 pts when worth 5);
   2) Reflects the reading assignment(s) using critical analysis, necessary research support from readings, and personal elaboration (4 pts; 2 pts);
   3) Develops a clear post with satisfactory structure, grammar, and idea transitions; cites and references sources appropriately (2pts; 1 pt).

6. All points will be awarded and updated in online GRADEBOOKS within five days of the due date unless otherwise noted.

GRADING FEEDBACK

General Policy: I will be present in the online class regularly to evaluate and respond to class discussions. Unless there is a specific question, I might not respond to every posting because there may be redundancy. I will, however, read every posting and expects all students to read all postings. I may choose to respond to a particular posting because it covers important issues—or where all students may learn from the feedback.

Learning Through Feedback
You are provided with a rubric in terms of what I look for in your weekly postings, and I assign you a weekly point value based on how well you address the points in the rubric. If you do not receive the points you desire, it is likely that you were not thorough enough with your post (insufficient research and personal analyses); you failed to use citations; and/or you did not respond to a classmate’s post. I will post generalized feedback regularly, and I
update private gradebooks (“My Grades”) with actual grades and personalized feedback, which you will need to process to grow in the course.

The purpose of weekly posts is to integrate and apply the information that you are learning, as well as to become confident in your own ability to develop ideas and express them. You will learn to better conceptualize and present information through this process. Consider this the communication element of the online course.

This is a writing-intensive course, also requiring independent reading and less reliance on lecture. Thus, you have to decide whether an online course best meets your individual learning needs.

**COURSE TESTS**
Assessments will be issued approximately every two weeks and are generally formatted with multiple choice and essay questions. Some assessments will be strictly multiple choice or essay. You may not collaborate with fellow students, as I am assessing your individual learning. Questions are conceptual in nature, which means that you must understand deeper concepts to demonstrate competency. Test dates and instructions will be announced and explained at least one week prior to their administration.

**Formal Case Study Analysis:**
A case study analysis will be assigned toward the end of the semester, and will be due as a part of the Final Exam in the course.

<table>
<thead>
<tr>
<th>Course schedule note: A timeline of expected readings, assignments, and test dates will be detailed and announced weekly. Chapters will be covered in the following order:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEST ONE: Chapters 1-2 in Henslin; readings in Hachen</td>
</tr>
<tr>
<td>Quiz One: Chapters 3-5 in Henslin; readings in Hachen</td>
</tr>
<tr>
<td>TEST TWO: Chapters 8-10 in Henslin; readings in Hachen</td>
</tr>
<tr>
<td>Quiz Two: Chapters 12, 13, 15 in Henslin; readings in Hachen</td>
</tr>
<tr>
<td>Final Exam: Case Study Analysis (to be assigned at a later date)</td>
</tr>
</tbody>
</table>

**EVALUATION**
365 Total Points (approximate and subject to change)

<table>
<thead>
<tr>
<th>Exams &amp; Quizzes</th>
<th>200 points</th>
<th>43%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Case Study Analysis</td>
<td>50 points</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Discussion Forum Posts, Case Analyses, or Journal Article Reviews</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Efficiency points: all assignments posted on time</td>
<td>15 points</td>
<td>4%</td>
</tr>
</tbody>
</table>

*Efficiency points are not extra! They are embedded in your overall point total.*

| One late submission (you have one freebie!) | 15/15 |
| Two late submissions (one beyond the freebie) | 10/15 |
| Three or more late submissions | 0/15 |

This course is not an independent study. Failure to submit timely posts will lower your course grade. Please read about the late post policy toward the end of this document. (A failure to submit a weekly post is considered a late
submission as noted above.) Please remember that the issuance of grades is not personal; I will use your achieved points to determine your grades. I do not issue extra credit on a need-to-have basis, as this is an unfair practice, so please attempt to maximize points throughout the course.

Your accumulated points divided by the possible points equals your percentage and letter grade in the course.

<table>
<thead>
<tr>
<th>Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
</tr>
<tr>
<td>D</td>
</tr>
</tbody>
</table>

Grade Distributions
See GCC's Handbook for information pertaining to grades. Generally, accumulated point totals reflect the following level of work:
A grade of "A" (superior): reserved for work that is superior when compared to other students. All weekly posts contained critical analysis and citations, all online assignments were completed on time, and tests of superior quality were submitted.
A grade of "B" (very good): assigned to those students who met all weekly post requirements in a manner that reflected quality thinking. Some expansion of ideas or improvement of technical requirements was likely necessary. All tests were successfully completed.
A grade of "C" (satisfactory): assigned to students who met the majority of participation requirements. However, the overall quality of the work submitted was below the average of that usually expected. All tests were successfully completed.
A grade of “D” (unsatisfactory) assigned to those students who did meet the criteria specified for a "C" grade.
A grade of "I" (Incomplete): Incompletes are only issued upon review of documentation that warrants the status. At least 75 percent of the work must be complete to apply for an Incomplete.
A grade of "W" may be awarded by the Dean of Students to students who notify the office that they wish to withdraw from the course. Please check the academic calendar for the last day to receive a “W.” The instructor does not process withdrawals.

**LATE SUBMISSION POLICY**

**LATE POSTS**
You have one unpenalized late submission that may be submitted prior to Final Exam week. Beyond this, you may submit one other post up to two days after the original due date, but it will be worth half the value (i.e., 10 points (per post) possible when the post is on time; 5 points when it is late but still of comparable quality). If you exhaust these options, you will no longer receive credit for late work. Moreover, I will not assign numerical grades to late submissions until the very last week of the academic semester, so please do not ask me to assess your late work during the semester. This course is not an independent study, so please adhere to course deadlines. If you expect course feedback, you need to post on time. Once I have moved on to the next week, I simply do not have time to go back to assess late work, so please respect this. Written feedback will not be provided on late submissions.
REPOSTING
If you are asked to repost for using the author's phrasing or inadequate citations, the resubmission will not be graded until the end of the semester. Once I have moved on to the next week, I do not have time to assess late work.

MISSED ASSESSMENTS
In the event that you miss one (and only one) test or quiz, you may take an alternative version at the end of the semester; however, you will receive a ten-point deduction of points. Since tests are typically available for a period of three full days, it is unusual for students to miss tests. If there are extenuating circumstances for late submissions that you may foresee, contact me by e-mail to discuss the issue in advance to avoid this penalty.

Instructor Responsibilities, Academic Standards, & Support
I take my instructional position seriously, and I am happy to share my knowledge and experiences with you to aid your understanding of this academic discipline. I look forward to learning from you just as you will learn from me. My foremost intention is to create a positive learning environment for you. I will challenge you to develop your thinking, to generate evidenced-based writing, and to consider new perspectives. Beyond teaching you course concepts, I will show you how to be metacognitive, so that you know how to take control of your learning. I will treat you fairly while upholding the standards you need to develop professionally. I look forward to sharing this period of time with you.

ACADEMIC INTEGRITY
Dishonesty of any kind, including plagiarism and cheating on examinations and/or any assigned work, will result in the student meeting with the Dean of Students. The Dean will aid in the determination of whether to allow the student to continue in the course. Students will not receive credit for any assignment or assessment where cheating has been verified. (Please know that instructors have tools to assess cheating in online courses; you must complete independent posts and tests in this course.)

DISABILITY ACCOMMODATIONS
If you believe that you need academic accommodations for a disability that qualifies under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, please contact the Office of Disability Services, located in office T105C of the ACES Center, call (906) 932.4231 x 237, or e-mail jessicaln@gogebic.edu to discuss your needs and the process for requesting accommodations. This office is responsible for coordinating disability-related academic accommodations and will issue students with verification letters as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact the office as soon as possible.

ACADEMIC SUPPORT
Tutoring in most subjects is free through the college’s ACES Center: Center for Academic Choices, Enrichment, and Success. Tutorial times are posted at the beginning of each semester.