This course syllabus is intended as a set of guidelines for SOCI 1301. Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor Information:

Tom Fox
TFox@dcccd.edu
Tel: 972-273-3368
Office: H305
Office Hours: by phone

Course Information

Course title: Introduction to Sociology
Course number: SOCI 1301
Section number: 73427
Credit hours: 3
Class meeting time: online

Course description: This course is a sociological study of social behavior and social structures, emphasizing the importance of a knowledge and appreciation of the multicultural and multiethnic dimensions of society. Topics include cultural elements such as values, norms, beliefs, language, and roles, as well as group processes, social conflict and social change.

Coordinating Board Academic Approval Number 4511015125

Course prerequisites: Developmental Reading (DREA) 0093 or English as a Second Language (ESOL) 0044 and Developmental Writing (DWRI) 0093 OR English as a Second Language (ESOL) 0054 or have met the Texas Success Initiative (TSI) standard in Reading and Writing.

Required Textbook

Revel (Access Card) for Society Edition: 14th
Author: Macionis
ISBN: 9780134220123
Copyright Year: 2017
Publisher: Pearson
The Texas Higher Education Coordinating Board (THECB) requires that Sociology 1301 develop the following objectives:

- Communication Skills
  - Written: Process and produce effective written communication adapted to audience, purpose, and time constraints.
  - Visual: Effectively interpret visual images or produce effective visual images.
- Critical Thinking Skills
  - Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Empirical and Quantitative Skills
  - The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Social Responsibility
  - Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Performance on these outcomes will be measured by a student-written essay on an article provided, requiring students to cover all aspects of the new outcomes.

**Course-Level Student Learning Outcomes (SLOs)**

- Contrast the basic theoretical perspectives of sociology.
- Identify the various methodological approaches to the collection and analysis of data in sociology.
- Describe key concepts in sociology.
- Describe the empirical findings of various subfields of sociology.
- Explain the complex links between individual experiences and broader institutional forces.

Performance on these outcomes will be measured by a brief end-of-semester multiple-choice Post-Test assessment.

**Course Outline**

**Beginning of Course**

**Assignments**

- Opening Discussion on Society and Ourselves
- Syllabus Quiz

**First Half, chapters 1 – 8**

- Ch. 1, Sociology: Perspective, Theory, and Method
- Ch. 2, Culture
- Ch. 3, Socialization; From Infancy to Old Age
- Ch. 4, Social Interaction in Everyday Life
- Ch. 5, Groups and Organizations
- Ch. 6, Sexuality and Society
- Ch. 7, Deviance
Ch. 8, Social Stratification

**Assignments**
- Pearson Revel Quizzes
- 1<sup>st</sup> exam
- 1 Supplemental Material Lesson Quiz
- 1<sup>st</sup> Discussion

Second Half, chapters 9 – 16
Ch. 9, Global Stratification  
Ch. 10, Gender Stratification  
Ch. 11, Race and Ethnicity  
Ch. 12, Economics and Politics  
Ch. 13, Family and Religion  
Ch. 14, Education and Medicine  
Ch. 15, Population, Urbanization and Environment  
Ch. 16, Social Change: Modern and Postmodern Societies

**Assignments**
- Pearson Revel Quizzes
- 2<sup>nd</sup> exam
- 1 Supplemental Material Lesson Quiz
- 2<sup>nd</sup> Discussion

End of Course
**Assignments**
- Program-Level Objective Project

**Grading**

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<tr>
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<th>Percentage</th>
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<tr>
<td>Opening Discussion</td>
<td>2%</td>
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<tr>
<td>Syllabus Quiz</td>
<td>2%</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Exam, Chapters 1 to 8</td>
<td>25%</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Exam, Chapters 8 to 15</td>
<td>25%</td>
</tr>
<tr>
<td>Pearson Revel Quizzes (1623 points total)</td>
<td>16%</td>
</tr>
<tr>
<td>2 Supplemental Material Lesson Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>2 Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>PLO (Program-Level Objectives) Project</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grading Scale**

- 90 – 100%  = A  
- 80 – 89%  = B  
- 70 – 79%  = C  
- 60 – 69%  = D  
- 59% or below  = F

Drop the class by **Saturday, March 25**: no transcripted record of the class (partial refund)  
Drop the class by **Saturday, April 29**: W (no refund)
### Assignments

- **The Syllabus Quiz** involves completing an exercise to help you understand the design and expectations of the course and taking a quiz afterwards. **Completing this quiz is a requirement for me to certify you as having attended the class.**

- There are **Pearson Revel Quizzes** for all of the 16 chapters of the online text. For all quizzes, you will get two opportunities to choose the correct answer.
  - For the numerous short, 5 question quizzes, you will not be penalized for getting the answer correct on your second attempt; you will earn 1 point whether you answer correctly on the first or second attempt. These quizzes are intended to help you test your understanding of each section of the chapter and to prepare for the chapter quiz.
  - For the longer, chapter quizzes, on the other hand, you will be penalized 1 point if you get the correct answer on your second attempt. In other words, if you answer correctly the first attempt, you get 5 points, but if you answer correctly on the second attempt, you get 4 points.

- There are two **Exams**, one which covers chapters 1 to 8, and the other which covers chapters 9 to 16. The exams are comprised primarily of multiple choice questions and a few short answer essay questions. Each question on the essay tests will be graded on a scale from 0 to 2 pts. Answers that address the major components of the correct answer will receive 2 pts.; answers “on the right track,” addressing some but not all major components, will receive 1; answers that are just “off the mark” will receive 0. You will get only one opportunity to take the exams, however, there is no time limit, and you can start the quiz, save it and return to it later before finally submitting.

- There are two **Supplemental Material Lessons**, covering topics such as Socialization, Gender Identity, Social Class in America, Race in America and Population Policies. You will be expected to view videos included, read related material and/or visit related web
sites and then take the SML quiz. You will get only one opportunity to take the quiz, however, there is no time limit, and you can start the quiz, save it and return to it later before finally submitting. Each subsequent module discussion will be based, in large part, on the material addressed in the Supplemental Material Lessons.

- The **PLO (Program-Level Objectives) Project** involves reading an article provided and writing an essay which
  - draws three main conclusions from the article,
  - explores how the social phenomena discussed in the article may or may not contribute to human suffering and or social disorganization,
  - identifies which social perspective best fits this article (Structural Functional, Conflict or Symbolic Interaction),
  - describes the ways in which this can be defined as a personal trouble or social issue,
  - describes two important elements of data presented in the charts in the article and briefly interpret each data element,
  - and makes three recommendations including, but not limited to a need for future research on this social phenomenon, (b) the development of new laws or public policies to address this issue or (c) relevant programs to assist individuals and groups regarding the issue.

**Discussions**

- The **Opening Discussion** is based on the *Society and Ourselves* chart included as an attachment in the course. The discussion involves making a post about two of the areas your chart and two responses to classmates about theirs. Your original post is worth 4 pts., and each response is worth 3 pts. for a total of 10 pts. This is pretty much a 3% giveaway!
- There are two required **Course Discussions**, which cover concepts presented in the text and the Supplemental Material Lessons. Once the discussion opens, you will have the opportunity to share your thoughts with your classmates, and respond to their comments.

  In order to receive full-credit (i.e., 16 pts.)
  - you will be expected to post one original comment and respond to at least 3 (4 pts. each),
  - and eligible postings cannot be short statements of agreement or disagreement; they should be at least 3 sentences in length. Try to be original in your comments in order to further the discussion.

At all times you will be expected to adhere to appropriate online etiquette (see Netiquette Rules under the course information button).

**Due dates, as outlined in the syllabus and calendar, will be strictly enforced.**

Assignments, Quizzes and Discussions open (i.e., access is made available) at the beginning of the day (12:01 a.m.) of the date listed and close (i.e., access is rescinded) at the end of the night (11:59 p.m.) of the date listed.

Do not postpone; technical problems at the last minute do not constitute a valid excuse for failing to meet a due date. **If an emergency circumstance arises that will hinder your ability to meet a due date/deadline, you must contact me before the due date/deadline to discuss options.** I always want to be consistent and fair in my application of policies.

**INSTITUTIONAL POLICIES**

**ACADEMIC DISHONESTY**
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion”.

Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

**NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)**
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

**DROP POLICY**
If you are unable to complete this course, you must officially withdraw by Saturday, April 29. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

**STOP BEFORE YOU DROP**
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: [https://www1.dcccd.edu/coursedrops](https://www1.dcccd.edu/coursedrops)

**FINANCIAL AID STATEMENT**
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

**THE ACADEMIC SUCCESS CENTER (ASC, Room A332)**
The ASC provides a variety of services designed to help students develop and improve their writing and language skills:

I. The Writing Center provides tutoring for any writing assignment for any class as well as personal writing projects, including college application essays, resumes, and letters. The tutors can help students clarify writing tasks, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.
II. The iRead Lab offers individual and small group tutoring, as well as workshops, to help current students improve their skills for reading, studying, and test taking.

III. The ESOL Lab, with 20 computer workstations, is for ESOL students to work on assignments, homework, lab activities, and any other related tasks. An experienced lab attendant is on duty during business hours to assist students. The lab also offers ESOL tutoring and a weekly conversation group to help students improve English listening and speaking skills.

IV. Foreign Language tutoring is available to students enrolled in foreign languages courses (i.e. Spanish and French). Students can receive assistance with homework, labs, and other foreign language related assignments. Spanish and French tutoring is also offered in an online synchronous format. Stop by the Academic Success Center (A332) for more information.

V. The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-48 hours. The OWL can be accessed

   b. Locating “The Online Writing Lab” heading, clicking “SUBMIT PAPER HERE!”

VI. The Blazer Internet Lounge, with 12 computers, additional open seating, and WiFi Internet access, is available to students who are working on academic or personal projects individually or in groups. The Lounge also has books and DVDs available for student use.

VII. To schedule a tutoring appointment visit [www.dcccdtutoring.frontdeskhq.com](http://www.dcccdtutoring.frontdeskhq.com).

The ASC Hours are:
Monday-Thursday 8am-8pm;
Friday 8am-3pm;
Saturday 9am-1pm.

Feel free to stop by the ASC in A332 or call us at 972-273-3089 with questions.

COUNSELING SERVICES
Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by or supervised by licensed professionals who are bound by confidentiality (within ethical parameters). With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972-273-3333 or go to A 311.

CAREER SERVICES – ROOM H220
North Lake’s Career Services Center provides FREE career planning and job search services to current students, students in the process of enrolling, alumni, and members of the community. Some of the many ways Career Services help students and graduates prepare for a lifetime of
professional work are career guidance and counseling, resume preparation, interview techniques, and help finding a job.

Hours:
- Mon.-Thurs. 8:30 a.m. – 5:00 p.m.
- Fri. 8:30 a.m. – 4:30 p.m.
- Sat, & Sun. closed

Phone: 972-273-3140

**OIE (Office of Institutional Equity)**

OIE, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

**Students with Disabilities**

If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

**College Disability Services Offices**

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Brookhaven</td>
<td>972-860-4673</td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>972-860-8119</td>
</tr>
<tr>
<td>Eastfield</td>
<td>972-860-8348</td>
</tr>
<tr>
<td>El Centro</td>
<td>214-860-2411</td>
</tr>
<tr>
<td>Mountain View</td>
<td>214-860-8677</td>
</tr>
<tr>
<td>North Lake</td>
<td>972-273-3165</td>
</tr>
<tr>
<td>Richland</td>
<td>972-238-6180</td>
</tr>
</tbody>
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**A Note on Harassment, Discrimination and Sexual Misconduct**

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.
We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinators

<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookhaven</td>
<td>Terri Edrich</td>
<td><a href="mailto:TitleIX-BHC@dcccd.edu">TitleIX-BHC@dcccd.edu</a></td>
<td>972-860-4825</td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>Grenna Rollings</td>
<td><a href="mailto:TitleIX-CVC@dcccd.edu">TitleIX-CVC@dcccd.edu</a></td>
<td>972-860-8181</td>
</tr>
<tr>
<td>Eastfield</td>
<td>Rachel Wolf</td>
<td><a href="mailto:TitleIX-EFC@dcccd.edu">TitleIX-EFC@dcccd.edu</a></td>
<td>972-860-7358</td>
</tr>
<tr>
<td>El Centro</td>
<td>Shanee’ Moore</td>
<td><a href="mailto:TitleIX-ECC@dcccd.edu">TitleIX-ECC@dcccd.edu</a></td>
<td>214-860-2138</td>
</tr>
<tr>
<td>Mountain View</td>
<td>Regina Garner</td>
<td><a href="mailto:TitleIX-MVC@dcccd.edu">TitleIX-MVC@dcccd.edu</a></td>
<td>214-860-8561</td>
</tr>
<tr>
<td>North Lake</td>
<td>Rosemary Meredith (acting)</td>
<td><a href="mailto:TitleIX-NLC@dcccd.edu">TitleIX-NLC@dcccd.edu</a></td>
<td>972-860-3992</td>
</tr>
<tr>
<td>Richland</td>
<td>Bill Dial</td>
<td><a href="mailto:TitleIX-RLC@dcccd.edu">TitleIX-RLC@dcccd.edu</a></td>
<td>972-238-6386</td>
</tr>
<tr>
<td>Dallas Colleges Online</td>
<td>Le’Kendra Higgs</td>
<td><a href="mailto:TitleIX-LEC@dcccd.edu">TitleIX-LEC@dcccd.edu</a></td>
<td>972-669-6672</td>
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District Title IX Coordinator

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<thead>
<tr>
<th>Office of Institutional Equity</th>
<th>LaShawn Grant</th>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:TitleIX-District@dcccd.edu">TitleIX-District@dcccd.edu</a></td>
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