WELCOME TO SOCI 1301: INTRODUCTION TO SOCIOLOGY! You are about to embark on a journey into the fascinating world of sociology. On this journey, you’ll learn how people from around the world are living their lives – many in different and extraordinary ways. Through this analysis of cultures and historical events you will develop insights about both the science of sociology and the complex social world that surrounds us. SOCI 1301 is included in the Texas State Core Curriculum and is transferable to any state University to meet requirements for 3 social science credit hours.

Regarding the Course Schedule: Given the abbreviated nature of this term, it is vital that you manage your time to keep up with this fast-paced course. There are no specific due dates for the unit exams or discussion threads other than the close of the course @ 7 PM on 1/4/18. In order to facilitate student interaction; however, it is important that the discussion forum threads be submitted by students every SIX DAYS or so over the 25 day term. Also, note: Any extra credit S&R papers, the three core essays and the SLO exam must be submitted 24 hours before the close of the course (i.e. 1/3/18 @ 7 P.M.).

COURSE 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.

Approval Number - 45.1101.51 25
Maximum SCH per student - 3
Maximum SCH per course - 3
Maximum contact hours per course - 48

INTELLECTUAL COMPETENCIES:
1. Reading – the ability to analyze and interpret a variety of printed material at the college level.
2. Writing – the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience – at a college level.
3. Critical Thinking – the ability to think and analyze at a critical level.
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.

These common student learning outcomes are used by all instructors of this course in each of the Dallas County Community Colleges. Individual instructors may add appropriate skills, course objectives and items to the topical outline. The order of topics, the teaching method used for each topic and objectives will be determined by the individual instructor.

PRIMARY TEXT
The Required Text book for Sociology 1301 is: “Introduction to Sociology” published by OpenStax College Publishing 2015. The text ISBN is 978-1-938168-41-3. This is the 2nd edition of the text. You may download the free PDF version or order the paper cover version from the publisher’s website: https://openstaxcollege.org/textbooks/introduction-to-sociology-2e/get. The Brookhaven College bookstore as well as numerous other on-line book vendors will also stock the text.

COMMUNICATION WITH YOUR INSTRUCTOR
* Always indicate your course & section number in the subject line of your email.
I check email daily. You can expect me to respond to your e-mails normally within 24 hours. I also try to grade most recently posted student work at least every two days.

Technical Requirements and Support
SOCl 1301 requires access to a computer, the Internet and e-mail.

The fastest way to get technical support with eCampus is to click the "Help" link at the very top of the eCampus screen and then "Submit a Ticket" or call 972-669-6402.

Everything you need to know about the Dallas Community Colleges and distance education can be found at our website: http://www.brookhavencollege.edu/dl/

WITHDRAWAL – DROP INFORMATION
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the registrar’s office by 12/22/17. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For procedures see the
Brookhaven College website and select A-Z for a listing. Students often drop courses when help is available that would enable them to succeed. Please consider a discussion with your instructors if you feel a need to withdraw. Even more importantly, let your instructor know if you are beginning to experience problems with any aspect of your course of study.

Financial Aid Certification of Attendance: You must attend and participate in your on-campus and online course(s) to receive federal financial aid. Your instructor is required by law to validate your attendance and participation. In an online course, you must participate in an academic related activity pertaining to the course for your attendance to be validated. Simply logging-in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and engaged in an academically related activity by the certification date of 12/13/17. The academic related activity used to validate online course participation is at the discretion of your instructor. This statement of certification of attendance applies to all students enrolled regardless of whether they are receiving financial aid or not. All students must be certified.

ADDENDUM TO THE SYLLABUS: This is basic information that accompanies all syllabi at Brookhaven College. Students have a responsibility to read and follow the information. Please click on the following link to be aware of institutional policies at Brookhaven that may impact you as a student.

https://www.Brookhavencollege.edu/syllabusaddendum

STUDENT LEARNING REQUIREMENTS
Distance education learners may need to adapt to different study approaches since learning at a distance presents new challenges. In a distance education setting, the process of learning is more complex for several reasons. As a distance student, this might be your first experience with instruction that lacks face-to-face meetings, direct contact with peers, or has fewer opportunities for group interaction. You might even confront technical or other difficulties. However, these differences are not insurmountable. In fact, you may find that distance learning is one of your best educational experiences.

A key to your success as distance learner is a strong motivation to learn. You will also need to be self-disciplined and able to work both independently and as a group member. Study skills particularly important for distance learners (Ekins, 1988) include:
- organizing study time
- maintaining self-discipline
- acquiring necessary working skills
- studying efficiently by reading effectively and taking notes
- completing assignments on schedule
- gaining test-taking skills
If you are motivated, prepared for class, willing to ask questions, familiar with the delivery systems in use, and encouraged and supported by teachers and fellow students, you will be a successful distance learner. Also, support from others, ranging from the instructor to the institution, is essential.

*The instructor reserves the right to modify any course requirements and calendar due dates as necessary to effectively manage and conduct this course. Students are responsible for contacting the instructor and seeking clarification of any requirement that is not understood.*

**COURSE REQUIREMENTS:**

**Reading of all assigned materials**—You are expected to read assigned materials prior to the due date listed on the course calendar. All information stands a reasonable chance of appearing on the exams. In planning the required clock time needed to complete this class remember that if you were attending a regular, 16-week, campus-based college course includes 48 hours, in-class time, per semester. Considering the average formula of two hours outside class for each one in-class, you would be in class for three and studying six hours outside class per week for a total of 9 hours per week or 144 total hours for a three-credit hour class. If you're like most students, you will find that you will do best to set aside some amount of time each day to work on your class. You will be expected to spend nine or more hours per week reading writing and studying for this one course over a 16-week term. Multiply that number by four for a summer, winter, or May term. Good time management and self-discipline are skills that pay off in a distance learning class. Remember, you can get behind very easily in an online course.

**(1) TREE DISCUSSION FORUM THREADS**

Students must participate in three online discussion forums over the term. These three discussion “treads” are to be created & submitted on the discussion board/forum, which can be accessed from our course dashboard. The discussion forums are also linked through tabs within each unit folder. There is *also a personal introduction thread worth 10 points of extra credit* if completed by the certification date of noon 12/13/17.

The discussion forums carry a maximum value of 40 points each. The course unit exams & unit discussion threads are to be addressed in order and completed by the due dates published in the course schedule.

**How to Structure Your Discussion Threads:** There is a discussion prompt to which students will respond by posting their own thread, thereby adding their voice to the discussion. Remember, these discussions require you to log-in, read all other students threads, post your thread on the forum and then reply to those threads of other students which most interest you (at least one fellow student per discussion).
When responding to what was posted by your fellow students it is expected you will be respectful. Please keep in mind that the discussions are scholastic forums for the analysis of sociological concepts rather than “social network sites” or a blog for the expression of one’s opinions and presuppositions. Your positions should be instructed by sociological theory or specific findings cited from the primary text. The point is that we are engaged here in a higher-educational learning experience and while we recognize and respect that each of us come from differing backgrounds and have varying values and life experiences, our primary focus is always on thinking sociologically and utilizing our sociological imaginations as we learn and share what we are learning from the perspectives of this new discipline.

Most students do best to write their thread as a word document and "copy and paste" it into the discussion thread's text field, rather than trying to write the thread while online, in eCampus. Always read your fellow students’ threads before you write your own. You can edit or remove any thread you post on the discussion board prior to the time others have replied to your post.

**Always read any reply to a thread that I have authored**, given I’m typically writing to clarify the assignment and help those yet to post their threads.

**Go to the discussion board to complete your "Introduction to the Class" thread as a first assignment.** Everyone in the class can see that a new thread has been posted and can respond to your intro.

Optional discussions: students may use the "Study Hall" board for answering questions and/or to address questions on concepts and topics covered in the course. The instructor and/or students may aid anyone posting a question on the study hall/bulletin board. The Study Hall / bulletin board is also available for less academic chat among students.

**3 - Discussion Threads X 40 = 120 pts. Max.**

**(2) FOUR UNIT EXAMINATIONS:**

Students take four unit examinations online through the term. These exams are 60 minute; timed exams composed of 50 multiple choice items worth two points each. **You have the option of two attempts at each of the four unit exams.** The eCampus system will record only the higher of the two attempts as your final grade.

The idea behind offering two attempts is for you to review the first attempt identifying the terms & concepts you missed and then with the benefit of this review, **retest to improve your score.** If you simply take two attempts back-to-back you will find there is very high internal validity within the exam item pools (i.e. you will most likely not do better on your second attempt).

**TO SEE AN EXAM AFTER SUBMITTING IT:** go to “My grades” and double click the actual grade in the exam column, when this hyperlink opens to the next page select
“see attempt”. You will now be able to see your entire exam, what answers you selected and whether your answers were correct or not.
To see the chapters covered by each unit and the due dates for each - go to the "Course Schedule" tab to your left.

NOTE: DO NOT OPEN ANY EXAM UNTIL YOU ARE READY TO COMPLETE & SUBMIT IT.

UNLOCKING EXAMS: Make sure you have functional equipment and a dependable Internet connection before opening an exam. If in doubt, go to a public library or the Brookhaven College’s- “J” bldg.-computer lab.
If you try to back-page or hit the wrong key while testing, you may become locked out of an exam. I therefore suggest you use only the mouse when testing to avert any mis-strokes on the keyboard that might cause you to be locked out. You must contact your instructor immediately if a lock-out occurs. *** Remember to cite your course and section # in the subject line of the email.
Since regular occurrences of this problem could indicate student dishonesty by gaining unfair access to test items, I will open only two locked exams for a student during the semester before a (10 point per exam) penalty will accrued. To avoid these issues, have a secure internet connection and use only the mouse once the exam is open.
AN IMPORTANT NOTE: select only the “save and submit tab” when you have completed the exam.
Attempting to save each exam item as you go will cause the exam to lock, which typically results in a loss of your data.

A Special Note on Timed Exams: Exams are typically set to automatically close and submit the testing attempt when the allotted time has expired, however system errors have occurred when the timer did not auto submit. For this reason, it is the student’s responsibility to set a timer during exams to prevent running over the allotted time. There will be a five point per minute deduction for any exam that exceeds the testing time limit, for any reason.

4 - Exams X 100 = 400 pts. max.

(3) END OF TERM – SLO exam & Core Essay Assessments
The Unit 4 writing assignment is an end-of-term assessment in the form of three structured, academic essays and an objective test of student learning outcomes.
Sociology Core Assessment
Each student enrolled in this course will complete the required State-mandated core curriculum assessment. The assessment for this course is composed of four (4) separate components.

These 4 Course Assessments carry a cumulative 250 points maximum value. Each component must be completed to receive course credit & grade for the class.

- Issue Analysis (Full Essay- 100 points max.)
- Visual Communication Analysis (Mini-Essay-50 points max.)
- Quantitative Literacy Analysis (Mini-Essay- 50 points max.)
- Student Learning Outcome (SLO) Exam (Comprehensive Multiple Choice Test- 50 points max.)

The three core essays are written in response to a preselected reading, and two images, all with specific prompts to guide your writing. These assignments have separate tabs on the course dashboard with posted availability and due dates.

3.1. Issue Analysis (100 Points)

Core Objective: Critical Thinking Skills; Written Communication Skills; Social Responsibility
Overview: The purpose of an issue analysis is to allow students to demonstrate their sociological knowledge and expertise in examining a debate surrounding a contested issue. This assignment requires students to critically analyze a selected issue and (a) come to some conclusion as to what will or should happen in the future with this issue by (b) investigating its origins and current trajectory from a theoretical perspective. *Students should feel free to write more than the minimum word-count to ensure a well-rounded response. Well-written essays are typically between 800-1,000 words.

Instructions: Employing an academic writing style (formalized/standard English, spelling, punctuation and grammar) each student will compose an essay (250-word minimum) based on a reading selected by the instructor. Students will be evaluated on their paper’s organization, clarity of thought and sociological analysis.

3.2 Visual Communication Analysis (50 Points)

Core Objective: Critical Thinking Skills; Written and Visual Communication Skills
Overview: The aim of this mini-essay assignment is to assist students in honing their analytical writing skills. This assignment will allow students to write clearly, concisely, and in a focused manner on an assigned topic. Students are (a) expected to purposefully incorporate key terms and concepts they are learning in the course, and (b) will be evaluated on the quality of the analysis and how clearly the information is presented in a sociological manner. *Students should feel free to write more than the minimum word-count to ensure a well-rounded response. Well-written essays are typically between 300-500 words.

Instructions: Employing an academic writing style (formalized/standard English, spelling, punctuation and grammar) each student will analyze a selected image and develop a
brief (150-word minimum) essay containing a thorough and thoughtful description and discussion of the social problem(s) the image conveys. Each essay will be scored based on evidence of the following criteria: the student writing demonstrates a thorough analysis of the image, its elements, its techniques, and its message.

3.3 Quantitative Literacy Analysis (50 Points)

Core Objective: Critical Thinking Skills; Written Communication Skills; Empirical/Quantitative Skills

Overview: The aim of this mini-essay assignment is to assist students in honing their analytical writing skills. This assignment will allow students to write clearly, concisely, and in a focused manner on an assigned topic. Students are (a) expected to purposefully incorporate key terms and concepts they are learning in the course, and (b) will be evaluated on the quality of the analysis and how clearly the information is presented in a sociological manner. *Students should feel free to write more than the minimum word-count to ensure a well-rounded response. Well-written essays are typically between 300-500 words.

Instructions: Employing an academic writing style (formalized/standard English, spelling, punctuation and grammar) each student will develop a brief essay (150-word minimum) containing a thorough and thoughtful analysis of a selected statistical chart, table or graph related to a topic discussed during the semester. Each essay will be scored based on evidence of the following criteria: the student writing demonstrates a thorough analysis of the statistical chart, table or graph; and student calculations and/or statistical assumptions (where applicable) are accurate.

3.4 SLO Exam (Student Learning Outcomes Exam) (50 Points)

This exam is also found as a separate tab on the course dashboard. This comprehensive assessment covers material from all units of study. The exam is made-up of 25 multiple choice questions worth 2 point each.

Before taking any quiz/exam on eCampus:

Test your browser by going to the eCampus home page and select the “test my browser” link. Some browsers are not supported by eCampus. Make sure before you open an exam. Fire Fox seems to be the preferred browser for eCampus.

• Do not open an exam until you are ready to complete and submit it for a grade.
• Close all other programs running on the computer. Having multiple programs open may cause problems that result in loss of quiz data.
• Do not resize or refresh the screen after loading the quiz; make sure it is the size you want before going into the quiz. Most browsers refresh the page when you resize the screen. This means it will try to reload the quiz and may prohibit you from taking the test (it will lock you out of the test).
• Do not wait until the last minute to take the exam. If something goes wrong there won’t be enough time to resolve the issue.
• eCampus has a 3-hour login limit. If you have been logged in for a while, you might log out and log back in before taking a quiz, to ensure that you will not get kicked out due to being logged in for more than 3 hours. (Again, this may not seem logical but we didn’t write the software.)

During the quiz/exam:

• When entering the exam, click the link only once. Sometimes it takes a while to load the exam. If you click twice, you will get a message saying you have already taken the exam and you will be prohibited from completing it.
• Do not use the back and forward buttons while taking a quiz. Instead, use the arrow keys to navigate.
• Do not click on the Submit button until you are either done or have run out of time.
• Click Submit only once; it may take a few moments to receive confirmation of successful submission. Even if it takes longer than you expect, don’t click again. It will be much faster with a single click.
• If you are working at home on a dial-up connection, make sure your ISP time-out settings are set to the maximum allowed time.

ANOTHER GRADING SYMBOL: A symbol of a circle may appear in your grade book when the exam or discussion needs grading by your instructor. No need to write me on this one. I typically keep up with these symbols and will grade the item as soon as I am able.

REVIEWING THE COURSE MATERIALS ON-LINE WITHIN ECAMPUS:
Browse through the website and become familiar with navigating within the course shell.

GRADING CRITERIA: grades are assigned based on the following point system and participation in all required class activities.
3 Discussion Threads @ 40 each = 120 points max.
4 Unit Exams@ 100 each = 400 points max.
3 Core Essays @ 100, 50 & 50 = 200 points max.
1 SLO Exam@ 50 = 50 points max.
770 points max.

GRADE DISTRIBUTION:
For a grade of "A" 770 - 693 points (What you need for a final grade of “A”) 
For a grade of "B" 692 - 616 points
For a grade of "C" 615 - 539 points
For a grade of "D" 538 - 462 points
For a grade of "F" 461 points & below

EXTRA CREDIT S&R PAPERS: 20 points of extra credit may be earned by completing two (10-point max.) S&R (summary & response) papers developed from the reading of any of the two of the articles available under the S&R readings tab on the eCampus dashboard. These papers must be developed precisely according to the format
requirements in the example paper as described in the first document, at the top of the S&R readings list. These papers should be developed as Word or HTML documents and saved on some memory devise- as a back-up. The S&R papers should reflect what you've learned from the S&R reading as well as from our text book. Making specific references to the ideas from our primary text in the response section will earn higher scores. Always show that you know what the text has to offer regarding any particular idea or concept brought up in the S&R readings. Make sure you read the articles carefully and that your paper looks as close to the example supplied as possible.

IMPORTANT: After developing your S&R paper as a “Microsoft Word” or “HTML” document and saving it on your computer, you will then open the document, select all, “copy” and then “paste” the paper into the text field that is visible when you open one of the two S&R essays in the S&R Submission tab. Once your paper is in the text field select the “submit” tab.

Extra credit S&R essays, The SLO exam & the 3 Core Essays are due 24 hours before the close of the course (i.e., @ 7PM – 1/3/18).

ONLINE TEACHING & LEARNING CENTER can be accessed at the link - http://dallastelecollege.dcccd.edu. Select - Current Students, Academic Services, Resources. This Center is jam packed with resources to support your success in this course. Visit it often!

DISTANCE LEARNING DEGREE PLANNING AND ARTICULATION INFORMATION
You can earn a complete Associate of Arts or Associate of Sciences degree through distance learning by taking college credit courses via television or “on-line” by computer over the Internet. Some courses may require on-campus orientation and testing, while others will allow you to complete all the work from your home or office. While the content, credit and transferability for these courses are the same as for similar courses taken on campus, the learning activities will vary depending on the type of delivery you choose. In addition, there are several four-year colleges now offering the complete Bachelor’s degree by distance. We currently have articulation agreements with some of these colleges. Visit our web site at http://dallastelecollege.dcccd.edu click on Current Students, Transferring Students.

DISTANCE LEARNING SERVICES
If you need general information, please call the Distance Learning and College Services number at 972-669-6401, Mon-Thurs 9:00 a.m.-5:30 p.m. & Fri 8:30 a.m.–5:00 p.m. or leave a voice message for assistance. For information on the web please visit online at http://www.dallastelecollege.dcccd.edu.

Remember to check class announcements on a regular basis.
After you have completed the review of the class web-site and read the syllabus thoroughly please complete the Sociology 1301 Orientation Quiz located within this "Start Here" Tab. It will be available on the first official class day, through the certification date (noted on page three of this document), after which time it will no
longer be available. This orientation quiz is worth up to 10 extra credit points toward your final grade. The Introduction discussion forum thread is also due by the certification date at which point the extra credit points attached to this assignment will no longer be available.

I hope you have a great semester and enjoy what you learn from your study of this introduction to the powerful discipline of Sociology.
Regards, Greg Jacobs
COURSE SCHEDULE

UNIT 1
1. Read chapter content and review objectives, overview, key terms and power point presentations for each chapter.
2. Study the review materials at the end of each chapter in your text.
3. Participate in the discussion forum for unit 1
4. Take unit one exam: covering chapters 1, 2, 3, 4 & 5
Unit 1 Due Date - all assignments due 12/7/17 @ 7:00 P.M.

UNIT 2
1. Read chapter content and review objectives, overview, key terms and power point presentations for each chapter.
2. Study the review materials at the end of each chapter in your text.
3. Participate in the discussion forum for unit 2
4. Take unit 2 exam: covering chapters 6, 7, 8, 9 & 10
Unit 2 Due Date - all assignments due 12/7/17 @ 7:00 P.M.

UNIT 3
1. Read chapter content and review objectives, overview, key terms and power point presentations for each chapter.
2. Study the review materials at the end of each chapter in your text.
3. Participate in the discussion forum for unit 3.
4. Take unit 3 exam: covering chapters 11, 12, 13, 14 & 15
Unit 3 Due Date - all assignments due 12/7/17 @ 7:00 P.M.

UNIT 4
1. Read chapter content and review objectives, overview, key terms and power point presentations for each chapter.
2. Study the review materials at the end of each chapter in your text.
3. Complete the SLO exam & the three Core Essays by 12/6/17 @ 7 P.M.
4. Take unit 4 exam: covering chapters 16, 17, 18, 19, 20 & 21
Unit 4 Due Date – Unit 4 exam and discussion thread due 12/7/17 @ 7:00 P.M.

You may begin developing the Three Core Essays from the first day of class and edit and update them throughout the semester, adding new insights, terms and concepts you are acquiring through your study of sociology. You may submit these essays: however, only between the dates of 11/22 & 12/6/17 @ 7 P.M.