

THREE RIVERS COMMUNITY COLLEGE

Sociology K101 Section DL

Fall 2012 (8/27 to 12/17)

Prof. Babar

Have a question for the Professor?

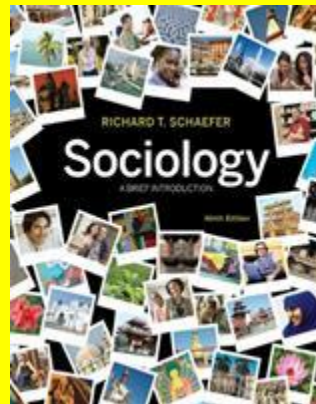
>>>>>[CLICK HERE](#)<<<<<

**NOTE:** Classes are held online. Lectures and discussion questions will be posted by Sunday of each week. You are required to read the lectures and post your responses at least twice a week (SIX POSTS in Total>>>>as outlined below.) Discussion Board is a very big part of this course, as engaging with other students is equally, if not more, important than the mere reading of the Text. You will note each Discussion Board is calculated weekly and factored in your OVERALL FINAL GRADE. See ***GUIDELINES to observe for Discussion Board*** below for details.

**TEXT:**

Hill Co.

This is an  
methods  
concepts,



Schaefer, Richard T. (2011). Sociology: A Brief Introduction. (9th Ed.). New York, NY: McGraw-

**DESCRIPTION:**

introductory course of the major principles and of sociology emphasizing methods, basic terminology, and perspectives used by sociologists in analysis of social relationships. Sociological analysis will focus on the concept of

culture; the individual as a social product; social groups, and basic social institutions such as the American government, family, education, religion, and the economy.

Introductory Sociology provides perspectives and information useful in understanding all societies. The major theories (functionalism, conflict, and symbolic interactionism) and concepts provide the foundation upon which the remaining material rests.

Learning how sociologists do research provides the tools for understanding the production of knowledge and for evaluating the validity of sociological assertions. Familiarity with systematic theorizing and conceptual development, along with some comprehension of the nature of the scientific method as it is applied in sociology, enhances critical reasoning. To promote a more complete understanding of human social life, both in its inherent constraints and in the opportunities it provides, the nature and reality of culture and social structure are explored. The study of socialization provides perspectives on how one becomes a member of society.

Exploring social interaction adds insight into the formation of the social self and the salience of group identities and norms. Ending this first section with a discussion of social control highlights the forces of stability and change in society. The course then progresses to considerations of social stratification and inequality. The nature of

privilege and oppression are discussed and considered in the specific contexts of race, ethnicity, gender, and age. The focus then shifts to social institutions. The essential work of society is accomplished via its major institutions: family, education, health care, economy and work, religion, and politics. Applying theoretical perspectives to the form and function of these institutions enhances an understanding of how different social structures provide varying constraints and opportunities to their inhabitants. Finally, considering large-scale forces for change provides a platform to comprehend where human societies have been, are now, and might be headed.

By the Term's End, this course will have provided students with multiple perspectives on issues related to human behavior and understand human behavior within the context of social and cultural factors. The students will be introduced to conceptual framework as a way to understand how these factors of human behavior work in a social environment.

### **ONLINE ORIENTATION:**

Welcome to the Course!

Read the Online Course Orientation Announcement below, then, read my comments below:

Please Keep in mind Three Rivers Community College Online classes are NOT self-study classes--there are live instructors teaching each class, weekly Assignments and classmates to learn from.

Take the time to familiarize yourself with the setup course and navigate the different resources. Be certain to read all lectures and take advantage of PowerPoint Presentations and Videos, as they are very relevant to the Week's Topic.

You should Begin in the following order:

1. Blackboard Learn Walkthrough
2. Syllabus
3. Lectures
4. Assignments
5. Resources
6. Post Your Introduction on the Discussion Board

**Comments:**

Some students who are new have asked: "How Should I Proceed?" The answer: the routine is relative. You have the various aspects of the course: Lecture, Media, PowerPoints, Interactive Activities and, of course, Discussion Board. This is where it all culminates. You will spend a majority of your time here where you will "interact" with the Professor and other students. As you will see, I am on the course everyday and do read the posts and respond. Beside your weekly Discussion Board Assignments, you will have a graded response papers, a Midterm Exam and Final Exam. They will be announced, as well.

Noteworthy of mention, Discussion Board is 30% of your overall Course Grade. Continue on to read further for details.

### **Getting Started:**

1. Start by clicking the Syllabus icon on the left OR the icon on the homepage.
2. Then, click on each folder where you will find Course Material for Week 1. Each week you will go to the same Folders on the Homepage and see the new Week's Material posted. Next Week, for example, will be Week 2, where you will find all of the Week 2 Course Material in Folders in a Week 2 icon and so forth.
3. Be sure to ask questions if you're not sure!!
4. Post Your Introductions

See you at the Discussion Board Early and Often!

### **COURSE OBJECTIVE:**

- To introduce students to the sociological perspective which would enable them to develop an awareness of how social forces external to individuals can shape human behavior;
- To communicate a deeper, broader understanding of the social world and the place of individuals in it;
- To acquaint you with the basic concepts and terminologies used in sociology;
- To introduce you to important elements of sociological research and how sociologists arrive at conclusions;
- To offer you a more thorough and informed perceptives of the social world and to help you interpret local, national and global events in more comprehensive manners;
- To help you see, understand and appreciate your own personal lives and the lives of others in new, enriched and refreshing ways.

### **LEARNING/INSTRUCTIONAL OUTCOMES:**

After you successfully complete this course, you should be able to:

- Explain the main concerns and the significance of the field of sociology;
- Distinguish between sociology and other social sciences;
- Identify classical theorists and founders of sociology
- Identify major theoretical orientations within the field of sociology
- Identify at least three prominent contemporary sociologists
- Know and identify major steps in scientific social research and analysis
- Explain major concepts and terminology used in sociological analysis and research
- Explain at least some aspects of your own life sociologically.

GRADE	QUALITY POINT VALUE	APPROXIMATE NUMERICAL EQUIVALENT
A	4.0	95 - 100
A-	3.7	90 - 94
B+	3.3	87 - 89
B	3.0	83 - 86
B-	2.7	80 - 82
C+	2.3	77 - 79
C	2.0	73 - 76
C-	1.7	70 - 72
D+	1.3	67 - 69
D	1.0	63 - 66
D-	0.7	60 - 62
F	0.0	Below 60

#### ASSESSMENT:

Group discussions

Quizzes and tests

Written essays

Research paper(s) and/or research project(s)

COMMON STRATEGIES: Lots of reading, talking, and writing.

**RUBRIK FOR DISCUSSION BOARD GRADING:** In as far as your writing course is concerned, there is slight deduction as pertained to the response itself.

In other words, if the grammar errors interfere with the train of thought, there will be a deduction. I will not deduct if, say, you forget to put a period.

**Rubrik for Discussion Board:**

15-Contains all below elements. Engaged in discussion. Numerical Equivalent: 100

14-Includes substantive insight of topic, interweaves reference of lecture/Reading. Responds insightfully to other students' post. Numerical Equivalent: 94

13-Demonstrates application of material and can discuss innovative ideas. Minor deductions for organization of thought/ clarity of ideas. Numerical Equivalent: 87

12-Demonstrates application of material and has some difficulty discussing innovative ideas. Contains several grammatical errors. Numerical Equivalent: 80

11-Does NOT discuss Material as applied to question and students' OWN response to Reading. Contains rambling and structure of Post is outside a Sociological Frame. Grammatical Errors and Lacks Organization of Thought/ Clarity. Numerical Equivalent: 74

10-Incomplete Post; does NOT reference lectures and reading. Response to other students' post is incomplete. Numerical Equivalent: 67

9-Rote response, does not demonstrate application of concepts discussed. Posts are NOT on a timely basis. 6 Posts on Sunday Night are given credit as 1 Post. Grammar and Syntax Errors. Deductions are also made for not reading Discussion Board and other Students' Posts. Numerical Equivalent: 60

8-Does not respond to other students' Posts at all. Response to reading does not contribute to students' understanding of ideas. Deductions are also made for not reading Discussion Board and other Students' Posts. Numerical Equivalent: 54

**GUIDELINES to observe for Discussion Board:**

- Discussion Board is counted as Attendance for the Course and is 30% of the overall grade. Thus, posting twice a week—6 POSTS in Total (see details below)-- is necessary in order to receive full credit for the week.
- Take note: This is an ASYNCHRONOUS VIRTUAL CLASS.
- You must also comment on other students' Posts, which is also part of your Discussion. Posting: 'I agree,' does not qualify as a response. See *Codes of Conduct*.
- Your comments to other Posts are equally important in gauging your understanding of the material. And, as any educator would readily quip, there are no 'dumb questions.'
- Do not wait until the end of the semester to be more active in the course! Time flies!

- Visiting the Discussion Board on Sunday Night to post thrice will be counted as one post and to receive full credit the student will have to visit on a separate day.
- I do track my students and notice if they are not reading other posts, which is an integral part of the course as well; hence the *Discussion* part of Discussion Board. I will CHECK to see how many posts each student has read! And, if a particular student is spending minimal time Navigating the course, he/she will NOT receive full credit. Keep abreast and read the posts on a frequent and consistent basis.
- Commenting on other students' responses is also part of Discussion and the more active you are the more I learn your voice, as I am on the Discussion Board every week as well and post comments.
- The Discussion Board should be used strictly to discuss the weekly topic posted by the professor. Student posts pertaining to issues outside the topic will be deleted!
- You will "see" my presence there "Early and Often"--as I ask of the students, as well. I've nearly responded to 12-13 students' posts alone this week. If yours was not any one of them, it is because I haven't seen your presence. Students making an effort will certainly yield an equitable result.
- CAPS may very well signify a loud voice given online environments; however, in the context of this course, they will be utilized as emphasis through the duration the term, as you all have, thus far, readily noted. Do not assume the Professor is upset or annoyed.
- That stated, the course has, in place, SEVERAL (<<<see? EMPHASIS) communication mediums implemented that students who avail themselves will benefit from. Hence, they allow MORE communication.
- To the Class: Direct questions to me and the class can concentrate on learning. In other words, helping one another, although otherwise positive, can deflect from the discussions.
- Question: "*How LONG should the Posts be?*" I will answer: A very good question. The student's application of the material covered in his/her Discussion Board Post should exemplify the understanding it. In other words, Posts should be sufficient in length enough for me to gauge the student's understanding. I am not looking for regurgitated responses. Else, it is necessary to post on at least 3 (total of 6 with comment to other students) out of the sometimes 4 questions, so you will have a choice.
- Here's a common question asked regarding DB: Do I have to respond to all the questions or just to one and comment on someone else's post? or do I

have to write something and comment on a post for each question?

Answer: Answer ANY 2 QUESTIONS and 4 COMMENTS, so a total of 6 POSTS ALTOGETHER>>>

ANSWER 1st QUESTION, and 2 comments  
+ ANSWER 2nd QUESTION, and 2 comments  
TOTAL= 6 POSTS

Again, A post AND a 2 comments PLUS your own Discussion Board Assignment Post TIMES 2--for any two questions (for Full Credit you must post to a question and respond to 2 OTHER posts made by students). However, the more presence on the Discussion Board, the more I learn your voice, which is to your benefit.

- For WEEK 1 ONLY, I allow those who only posted once to a question **add** to their post with a reply to a student's post for grading consideration. Otherwise, if posts are Incomplete, the grade will reflect likewise---a low grade for a question.
- The Professor takes utmost care in getting the students' names correct and the same courtesy should be extended in return. So, learn my name, please get it right.
- With regard to my thoughts on airing natural frustrations regarding any new environment, be it virtual or real, everything takes some getting used to, which isn't any different for the course navigation.
- To the Class: I will be posting Illustrating Instructions for those novices having trouble navigating the course. There are no questions too minute to ask, and, if there are specific questions, you are welcome to email me.
- General Frustrations aired on the Discussion Board often serve but one purpose: to needlessly create an air of uncertainty in our virtual classroom environment.
- If there are frustrations, the **FIRST QUESTION** to ask **BEFORE EMAILING** is:

*—Have I been to the Training for Blackboard Learn offered in the Library?*

- It is of utmost importance that the class understands there is **NO NEED** to panic. I will facilitate issues to bring them to a quick resolve. So, worry not! You're in good hands.

- Students are graded on the Discussion Board as noted in the Syllabus. The posts should be in response to the Week's Material and Supplemental Study Tools Provided (Media, PowerPoint, Interactive Activities) and should take care to keep grammar and syntax in mind. There is a plethora of Supplemental Course Materials anyone who is not availing themselves is shortchanging himself/herself of.
- Let your thoughts flow, and reread your posts to make sure others will get the point you are trying to get across.
- While, I do not want the focus of this course to be about "grades" for students, I can certainly appreciate the need for professor-lead feedback, which I hope you all have availed yourselves to. I spend a great deal of time on the course to make it "fun" and my effort here is to relate Sociology to the "real world."
- Last, Tests will be explained in proximity of when they are given. For now, familiarize yourself with the Course Layout.
- So, See you at the DB Early and Often!

**EVALUATION: NOTE: GIVEN THE PROGRESS OF THE COURSE, THIS MAY CHANGE.**

Essay 1: 15%

Test 1: 15%

Midterm Exam 20%

Final Exam: 20%

Discussion Board: 30%

**Total: 100%**

**PLAGIARISM:** Plagiarism is the intentional copying of another's words and/or ideas without giving appropriate credit to the original source. Plagiarism is absolutely unacceptable. Any student caught turning in a plagiarized paper will receive an F for the course. I am absolutely serious about this; I will not tolerate plagiarism.

**SPECIAL NEEDS:** Students with physical disabilities who may require accommodations are encouraged to contact the College Health Office. Students with learning disabilities are encouraged to contact the Office for Students with Learning Disabilities. After disclosing, students are urged to discuss the needs with individual instructors. This should be done at the beginning of each semester. Instructors, in



conjunction with the appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.

**ATTENDANCE:** It is crucial that you attend class. Much of what we will be doing in this class simply cannot be made up. You must be here (online). College policy allows any instructor to issue, for academic reasons, an N grade (no credit) if a student had more absences per semester than the number of time the class meets per week. I reserve the right to issue an N to students who miss more than four classes. I will do this for students who stop attending at the beginning of the semester, from whom I have seen no work (i.e., papers and/or exams), but do not officially withdraw. Students who cease to attend class, but do not formally withdraw, will get an F, this includes not posting to the Discussion Board for online courses. For absences due to extenuating circumstances, it is your responsibility to contact me. Car troubles, colds and such, and work schedules are not extenuating circumstances.

**MAKE-UP POLICY:** I will mark late papers down one letter grade for each class period late (i.e. weekly—an A becomes a B, and so on) unless you and I come to a different agreement prior to the due date (i.e., extension). Response papers (Weekly Assignments) may not be made up.

**INCOMPLETE:** I will grant an incomplete only when a student has already completed the majority of the class work and is unable to finish the course during the regular semester because of some unusual and extraordinary event or other personal circumstance. I will also grant an incomplete if a student misses the final exam, but is passing the course otherwise.

### **Codes of Conduct**

These are the required codes of conduct in this course; they should be observed in your communication with your professor and your classmates:

1- Do not address the professor or other students disrespectfully.

- The Professor takes utmost care in getting the students' names correct and the same courtesy should be extended in return. So, learn my name, please get it right.

- You will address me as Prof. Babar; If you prefer to be addressed as Mr. or Mrs., then, do sign your name as such. Otherwise, I address students on a first name basis.

2- Always address the professor about any concerns about the course via the course email, call (See Office Hours in Announcements) OR Text Message during times Outside telephonic office hours. The professor is ready to answer your questions.

3- The discussion board should be used strictly to discuss the weekly topic posted by the professor. Posts pertaining to issues outside the topic will be deleted!

4- Do not use the course e-mail to mass e-mail other students! The instructor is the moderator of the course!

5-When you respond to your classmates' contributions, focus on the positive aspects of the contribution and do not use terms such as "ridiculous," "nonsensical," or any other inappropriate terms.

6- Your responses to your classmates' contributions should not be limited to "I agree with you" or you're right." Always support your answers.

7- Participate in discussions weekly and post at least twice a week. Participation in discussions would indicate that you are attending the class.

8- Plagiarism is not allowed. Read the policy on the course syllabus.

9- You will have to complete the course work--participate in weekly discussions and submit all of your essays on the time set by the professor.

10- To pass the course, you will have to complete the course work successfully.

- Do Check EMAIL and Announcements regularly. It is NOT satisfactory to come back with an excuse that "*you didn't know*" because if you are checking Announcements than you WILL know.

- Check Your Email Address on File to ensure it is a valid one, you should update it. Announcements are Emailed as well as posted on the Course.

11- Submitting all the essays at one time at the end of the semester is unacceptable and would lead to failure.

12- Read the assigned material to be able to answer study questions on the discussion board.

13- Respond to the professor's alerts about the progress you are required to make to

improve your performance.

14- The professor reserves the right to add relevant changes such as announcements, web links, and relevant dates.

15- You will be notified via the course e-mail about weekly new postings.

16- Read the objectives of the course and make sure you communicate with the professor respectfully about any aspect of your learning in this course. Do not wait until the end of the semester to be more active in the course! Time flies!

17- Observe and apply good mechanics of writing when you e-mail the professor, post your answers on the discussion board, and write your essays.

### **Course Outline:**

What follows is a schedule for the term. I have included dates of when I expect Assignments will be due. **\*\*See Assignment Addendum Below\*\***

### **Tentative Course Outline:**

What follows is a tentative schedule for the semester. I have included dates of when I expect papers will be due. This may change, given our progress in class.

I have included dates of when I expect papers will be due. **\*\*See Assignment Addendum Below\*\***

### **Part I.**

Introductions>>>Week 1

WEEK 1>>>Monday, Aug. 27>>>> Chapter 1 *Understanding Sociology* + Chapter 2 *Sociological Research*

WEEK 2>>>Monday, Sept. 3>>>> Chapter 3 *Culture*

WEEK 3>>>Monday, Sept. 10>>> Chapter 4 *Socialization and the Life Course*

WEEK 4>>>Monday, Sept. 17>>>> Chapter 6 *The Mass Media* (Test 1 DUE Sunday, Sept. 23<sup>rd</sup>)

WEEK 5>>>Monday, Sept. 24>>>>Chapter 5 *Social Interaction, Groups and Social Structure*

**Part II.**

WEEK 6>>>Monday, Oct. 1>>>Chapter 7 *Deviance and Social Control*

WEEK 7>>>Monday, Oct. 8>>>Chapter 8 *Stratification and Social Mobility in the United States*

**MIDTERM**

WEEK 8 >>> Monday, Oct. 15>>> Chapter 9 *Global Inequality* (Midterm Exam DUE Sunday, Oct. 21<sup>st</sup>)

WEEK 9 >>> Monday, Oct. 22>>>Chapter 10 *Racial and Ethnic Inequality*

WEEK 10>>>Monday, Oct. 29>>>Chapter 11 *Stratification by Gender*

**Part III.**

WEEK 11 >>>Monday, Nov. 5>>>Chapter 12 *The Family and Intimate Relationships*

WEEK 12 >>>Monday, Nov. 12>>>>Chapter 13 *Education and Religion* (Essay 1 DUE Sunday, Nov. 18<sup>th</sup>)

WEEK 13 >>>Monday, Nov. 19-21st>>>Chapter 14 *Government and the Economy*

**Thanksgiving Recess>>>>Nov. 22<sup>nd</sup> -25<sup>th</sup>**

**<<<<<<<<<<<**

WEEK 14>>>Monday, Nov. 26>>>Chapter 15 *Health, Medicine and the Environment* + Chapter 16 *Social Change in the Global Community*

WEEK 15 >>>>>>>>>> FINALS WEEK >>>>>> FINAL EXAM

DUE >>>>>>> Dec. 9th <<<<<<

Sociology K101  
Fall 2012 (8/27 to 12/17)

**Assignment Addendum**

**Assignments and Deadlines**

Assignments will be posted on Saturdays when NEW Lectures are Posted and due by the following Sunday evening by 11:59 pm EST.

Assignments are traditionally returned after one week with the first assignment taking up to two weeks, as all submissions are checked for plagiarism.

Handouts of each assignment will be posted in Assignment Folder. Check Assignment Folder for details.

**Outline of Assignments**

Test 1: 15%

Midterm Exam 20%

Essay 1: 15%

Final Exam: 20%

Discussion Board: 30%

**Total: 100%**

Test 1 DUE Sunday, Sept. 23<sup>rd</sup>

MIDTERM EXAM: DUE Sunday, Oct. 21<sup>st</sup>: MIDTERM EXAM DUE

Due Date: Essay 1 DUE Sunday, Nov. 18<sup>th</sup>: Essay 1 (900-950 words)

FINAL EXAM: >>>>>Due Date: Sunday, Dec. 9th >>>FINAL  
DUE<<<<<<<<