

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Virtual Campus**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title, Number, and Section:** SOCI 1301 VC01 - Introduction to Sociology

**Term:** Fall 2017

**Instructor:** David McClung

**Office Phone Number and WBU Email Address:** (806) 241-9598; David.mcclung@wayland.wbu.edu

**Office Hours, Building, and Location:** Virtual campus; Please contact the professor via phone or email.

The instructor of this course is available to meet with students on an as needed basis and in alignment with student availability. To arrange an appointment, please contact the professor by phone or email.

**Class Meeting Time and Location:** Virtual Campus

**Catalog Description:** Nature and scope of sociology, its terminology and concepts.

**There is no prerequisite for this course**

**Required Textbook(s) and/or Required Material(s):**

**Author(s):** Kendall, Diana (2017) *Sociology in Our Times: The Essentials*   
**ISBN:** 1-337-10965-7  
**ISBN-13:** 978-1-337-10965-9  
**Edition / Copyright:** 11th - Current Edition  
**Publisher:** Cengage Learning  
**Book Type:** Paperback

**Optional Materials:**

American Psychological Association. *Publication Manual of the American Psychological Association*.

6th ed. Washington, DC: American Psychological Association, 2009.

**Course Outcome Competencies:** Upon completion of this course, each student will be able to:

* Define, give examples, and demonstrate relevance of basic sociological concepts (e.g., culture, social structure, institutions, social stratification, race/ethnicity, gender, social class, etc.)
* Identify and describe major sociological perspectives
* Distinguish between micro-level and macro-level analysis of society

**Attendance Requirements:**

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements and Grading Criteria:**

**Discussion Board (25%)**: The discussion board serves to promote shared learning through dialogue with one another. Each week, you will be given and respond to a discussion prompt that aligns with the assigned readings. While your responses should cite the text and provide evidence that you have read the assigned material, responses are also expected to “go beyond the text” by actively analyzing, critiquing, and applying the readings. Discussion posts should be at least a few paragraphs in length. Full credit will not be given for discussion posts that only summarize the material. In addition to posting a response to the weekly discussion post, you should also provide responses at least two other students. Responses to your peers should go beyond simply stating whether you agree or disagree with their post. Please note, that you will not be able to see or respond to your peers until you have posted your initial response. All discussion posts and responses should be made by Saturday 11:59 p.m. CST.

**Quizzes (20%)**: Each week you will be given a short quiz to assess your understanding of the material. These questions may be multiple choice, sequential, fill in the blank, short answer. Each quiz is due by Saturday at 11:59 p.m. CST.

**Person in Environment Paper (10%)**:One of the key tasks of sociology is to assess how individual identity is shaped and influenced by our surroundings environment. For this assignment, you will develop a 3-5 page paper to describe and assess how your identity has been shaped by the society to which you belong. In particular, you may choose to focus your paper on your identity as it relates to your culture, race, ethnicity, sex, gender, education, political affiliation, family, friendships, religion, and/or spirituality. You may also choose to use this paper to talk about intersectionality. While this paper will center on your personal experience and perspective, your paper should also demonstrate that you can apply the material within the text, so you will want to provide some references to the textbook. You may also choose to pull in other sources to strengthen the quality of your paper.

Your paper should follow guidelines set forth in the 6th Edition of the APA Manual referenced in optional materials. These guidelines may also be found on Purdue’s Online Writing Lab. I recognize that you may not have written a paper in this style before. If you have any questions, please do not hesitate to contact me in advance. To promote mastery learning, I am also willing to review and provide feedback for papers that are submitted to me two weeks before the assigned due date. You will receive these papers with at least one week to make the suggested edits and revisions. Your paper is due by Saturday, September 30, at 11:59 p.m. CST.

**Sociology Research Paper (15%)** – This course covers a wide array of different topics and areas of study. For this assignment, you will develop a 5-7 page paper on a topic of your choosing and apply one of the four theoretical perspectives mentioned in the textbook (e.g. functionalist, conflict, symbolic interactionist, postmodernist) to your topic of study. While the textbook may guide your selection of a topic and application of a theoretical perspective, your paper should include at least four additional sources of quality, such as seminal texts and peer-reviewed articles on the subject. Paper topics should be submitted on Blackboard by the second week of class for instructor approval.

Your paper should follow guidelines set forth in the 6th Edition of the APA Manual referenced in optional materials. These guidelines may also be found on Purdue’s Online Writing Lab. I recognize that you may not have written a paper in this style before. If you have any questions, please do not hesitate to contact me in advance. To promote mastery learning, I am also willing to review and provide feedback for papers that are submitted to me two weeks before the assigned due date. You will receive these papers with at least one week to make the suggested edits and revisions. Your paper is due by Saturday, October 28, at 11:59 p.m. CST.

**Midterm (15%)**:A midterm exam will test your understanding of material covered in the first half of the course. These questions may be multiple choice, sequential, fill in the blank, short answer, or essay. The midterm must be turned in by Saturday, September 23, at 11:59 p.m. CST.

**Final (15%)**:A final exam will test your understanding of material covered throughout the duration of the course. While the final will tend to focus on questions from the second half of the class, there may also be questions from the first half of the course. These questions may be multiple choice, sequential, fill in the blank, short answer, or essay. The final must be turned in by Saturday, November 4, at 11:59 p.m. CST.

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

Student Grade Appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule:**

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| **Date** | **Topics/Assignments** |
| Week 1  August 21-27 | **Topics: The Sociological Perspective and Research Process; Culture**  Reading Assignment: Chapters 1 and 2  Introduction Post on Discussion Board  Discussion Board Post #1  Quiz #1 |
| Week 2  August 28 - September 3 | **Topics: Socialization; Social Structure and Interaction in Everyday Life**  Reading Assignment: Chapters 3 and 4  Submit a sociology research paper topic for approval.  Discussion Board Post #2  Quiz #2 |
| Week 3  September  4-10 | **Topic: Groups and Organizations; Deviance and Crime**  Reading Assignment: Chapter 5 and 6  Discussion Board Post #3  Quiz #3 |
| Week 4  September 11-17 | **Topics: Class and Stratification in the United States; Global Stratification**  Reading Assignment: Chapters 7 and 8  Discussion Board Post #4  Quiz #4 |
| Week 5  September 18-24 | **Topics: Race and Ethnicity**  Reading Assignment: Chapter 9  Introduction Post on Discussion Board  Discussion Board Post #5  Quiz #5  Midterm |
| Week 6  September 25 - October 1 | **Topics: Sex, Gender, and Sexuality**  Reading Assignment: Chapter 10  Discussion Board Post #6  Quiz #6  Person in Environment Paper Due |
| Week 7  October 2–8 | **Topics: Families and Intimate Relationships**  Reading: Chapter 11  Discussion Board Post #7  Quiz #7 |
| Week 8  October 9-15 | **Topics: Education and Religion**  Reading Assignment: Chapter 12  Discussion Board Post # 8  Quiz #8 |
| Week 9  October 16-22 | **Topics: Politics and the Economy in Global Perspective**  Reading Assignment: Chapters 13  Discussion Board Post #9  Quiz #9 |
| Week 10  October 23-29 | **Topics: Health, Health Care, and Disability**  Reading Assignment: Chapter 14  Discussion Board Post #10  Quiz #10  Sociology Research Paper Due |
| Week 11  October 30 – November 4 | **Topics: Population and Urbanization; Collective Behavior, Social Movements, and Social Change**  Reading Assignment: Chapters 15 and 16  Final Exam |