



WBU ONLINE
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES

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.

SOCI 3309, VC01

<h2>INDIVIDUAL AND SOCIETY</h2>

Term:	Summer 2020
Instructor:	Dr. Deidre Redmond
Office Phone Number:	806-291-1181
WBU Email Address:	deidre.redmond@wbu.edu
Office Hours:	The professor is available via email and phone 10:00am-5pm on weekdays. Email is the best way to contact me.
Class Meeting Time:	This class meets 100% online May 25 th to August 8 th
Catalog Description:	Individual development and the impact of the larger environment on the individual.
Prerequisite(s):	None. To be successful, online students must be competent users of Blackboard and able to navigate and search the Internet, use email, attach and upload documents, download and save files, and have access to Microsoft Word and reliable Internet access. If you are not a competent user of Blackboard, visit this website to be trained: Link to Blackboard Tutorial
Required Textbook(s):	Rohall, David E., Melissa A. Milkie and Jeffrey W. Lucas. 2014. <i>Social Psychology: Sociological Perspectives</i> , 3rd edition. Boston: Allyn & Bacon.

This course uses an Inclusive Access Automatic E-book text. You have been notified via email with access instructions and information on opting out. Please note that if you choose to acquire a print copy of the textbook on your own, you must opt out. If you do not wish to participate in Automatic Ebook, you have the first 12 days of class (until June 9) to opt-out of the program online (the opt-out procedure will be outlined in your emailed information).

Please see this website for Frequently Asked Questions:
[Inclusive Access FAQ](#).

Additional required readings are posted on Blackboard in the appropriate weekly folder.

Optional Materials:

None.

Course Outcome Competencies:

Upon completion of this course, each student will be able to:

- ❖ Explain how the self develops sociologically
- ❖ Demonstrate how societal and structural factors influence individual behavior
- ❖ Demonstrate how micro-level processes recreate society and social structure

University 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. 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. Please present documentation in the first two weeks of class.

Inclusive Access Textbook

The textbook for this course is part of the Wayland’s Inclusive Access program. You will have access to an e-book and interactive learning material on the first day of class through your Blackboard course site. The cost of this access will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Inclusive Access program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Inclusive Access program, visit the Wayland Bookstore [Inclusive Access FAQ](#) page.

COURSE REQUIREMENTS AND GRADING CRITERIA

Exams (2 @ 100 points each = 200 points):

Exams assess knowledge of the prior weeks’ readings, lectures, and discussions. Exams typically include multiple-choice, true-false, short answer, or essay questions. The second exam is administered during the last week of classes. It is in part cumulative because core concepts and theories are reevaluated. Review sheets help students focus their study and will be available on Blackboard five days prior to the exam.

Weekly Summaries of Articles (6 @ 10 points = 60 points):

Submit 6 (maximum one page; minimum ½ page) single-spaced reading summaries. Make sure to fully summarize by addressing the main point or argument of the reading. The major sections should include background (why the study was being conducted), theory (which theories are used by the authors; especially if they are duplicates of what you read in the chapter for that week), research methodology (what sociology method did the authors use; it is okay to make this section very brief), and findings/results (review the main findings of the study). End summaries with a discussion question for your classmates. You might find it difficult to fit all the information into one page at first, but as you practice this skill it will become easier. They will be graded for content and grammar/style and, most importantly, for understanding. You

may not submit bulleted lists (i.e., notes); you must write cohesive paragraphs. Points will be reduced if the summary does not demonstrate a student read and understood the article in its entirety, for lack of polish (grammar/style), and/or for missing a discussion question. Student discussion questions will become the basis of our Blackboard discussions.

Discussions (5 @ 8 points = 40 points)

Five bi-weekly discussions will be based on student discussion questions from summaries. Students must post twice during the discussions. One post is to be a response to one of the initial questions and another post is to engage peers during the two-week period. This is a discussion-based course. It is critical that students stay on top of the reading and participate regularly and meaningfully.

Papers (1 @ 100 points = 100 points)

An end of semester research paper allows students to research and report on an area in the course that piqued their interest.

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 Executive Vice President/Provost 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.

Missed assignments and late work

Late work will not be accepted, except under unusual and documented circumstances.

Questions or concerns:

Students are welcome to email me (deidre.redmond@wbu.edu) if they have questions or concerns. However, I created Blackboard discussion forums for questions that meet certain criteria. These discussions will be ongoing throughout the course: "questions about the syllabus," "questions about assignments," and "I cannot figure out how to." I will respond to questions with the best of my ability and your classmates may help. Instead of emailing me privately with these types of questions, post to the appropriate discussion forum so that your classmates can help or get help if they are also having trouble.

Participation and success

In traditional courses, there is a built-in structure in the form of a two or three day a week meeting schedule. It is convenient for students who live off campus, work full-time and/or have families to take online courses because there are no regular class meetings. This is at the core of why online courses are preferred by some students. However, without a built-in structure some students find it difficult to manage online courses. I would argue that while there are important differences between online and traditional courses, **what brings about success in online courses is not different from what brings about success in traditional courses: it takes discipline to complete the coursework on time and do well.** (I have taught online courses where students were allotted *one year* to complete assignments. Some students failed the course because *even in one year's time* they did not have the discipline to complete assignments.) To avoid this problem, I have a recommendation: create your own structure; **reserve a few hours two or three days a week to keep up**

with the coursework. During these designated times read, complete assignments, and study for exams. I encourage you to read this information: [Is online learning for you?](#)

Due dates

Since I am assuming that most students have family and/or work responsibilities outside of school, all assignments are due by 7:00pm and **late assignments will only be accepted by 9:00pm on the due date.** Late assignments will receive an automatic 10% deduction (points vary by assignment). I would like to give you as much time as possible to complete assignments. This does not mean I am forcing you to work on the weekends, let alone Sundays; rather, you can and should get your work done during the week. I want those who need the extra time to have it, but do not misinterpret this allowance. If you encounter a difficulty on a Saturday or Sunday, a response will most likely not arrive until Monday. You will have to be patient and wait for me to provide a solution.

When will items post?

In the spirit of keeping the course as synchronous as possible, postings will follow this schedule:

- Lecture notes post at the start of the week for which the reading is assigned
- Exams open 5 days prior to the due date
- Exam review sheets post five days before the exam opens
- Paper directions post at least two weeks before the paper is due
- Discussion board topics post Mondays at the start of the two-week cycle

TENTATIVE SCHEDULE*

Key: Discussion: Summaries: Exams: Papers

*Your professor retains the right to revise this schedule

This is a calendar of our weekly schedule. Assignments are due by 7:00pm Central Time on Sundays. Before completing assignments or posting to discussion, you must read the textbook chapter and the associated notes. What you produce must be based on readings and lecture notes, as well as additional research. Do not wait until the last minute to complete course assignments; instead, develop a schedule that works for you and that considers your other obligations.

Date/Topic	Reading(s)/Summaries/Papers/Exams	Discussions
Week 1: May 25 – May 31 Theories/Perspectives	Read Rohall Chapters 1,2 Read Lecture Notes C 1,2 Watch APA Video and take quiz by May 31 st at 7pm	Discussion 1 Opens May 25
Week 2: June 1 – June 7 Methodology in Social Psychology	Read Rohall Chapter 3 Read Lecture Notes C 3 Summary 1 about Adler_Cliques due June 7 by 7pm	Due June 7 by 7pm
Week 3: June 8 – June 14 Doing Difference	Read Rohall Chapter 4 Read Lecture Notes C 4 Summary 2 about Fink_Sexism in Sport due June 14 by 7pm	Discussion 2 Opens June 8
Week 4: June 15 – June 21 The Self	Read Rohall Chapters 5 Read Lecture Notes C 5 Summary 3 about Adler_Glorified due June 21 by 7pm	Due June 21 by 7pm
Week 5: June 22 – June 28 Midterm	Complete Exam 1 by June 28 th at 7pm	Exam 1 Opens June 22 Due June 28 th by 7pm
Week 6: June 29 – July 5 Socialization	Read Rohall Chapter 6 Read Lecture Notes C 6 Summary 4 about Vogel_Social due July 5 by 7pm Discussion 2 due July 5 by 7pm	Discussion 3 Opens June 29
Week 7: July 6 - July 12 Social Attitudes	Read Rohall Chapter 9 Read Lecture Notes C 9 Summary 5 about Tetreault_Minorities due July 12 by 7pm	Due July 12 by 7pm
Week 8: July 13 – July 19 Emotion Management	Read Rohall Chapter 10 Read Lecture Notes C 10 Summary 6 about Powell_VictimAdvoc due July 19 by 7pm	Discussion 4 Opens July 13
Week 9: July 20 – July 26 Stigma/Labeling	Read Rohall Chapter 7 Read Lecture Notes C 7 Read Marvasti_Stigma Management Start work on Paper	Due July 26 by 7pm
Week 10: July 27 – August 2 Mental Health/Stress	Read Rohall Chapter 8 Read Lecture Notes C 8 Paper due August 2 by 7pm	
Week 11: August 3 – 7	Complete Exam 2 by 7pm on August 7	Exam 2 Opens August 3 Due August 7 by 7pm