**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.

**Contact Information**

**Course**

: SOCI 1301 – Introduction to Sociology

**Campus**

: WBUonline

**Term/Session**

**:** Fall 2024

**Instructor**

**:** Jonathan Scanlon, D.Min., LMSW

**WBU Email Address**

**:** jonathan.scanlon@wayland.wbu.edu

**Office Hours, Building, and Location**

**:** by appointment and emailed requests

**Class Meeting Time and Location**

**:** online

**Course Information**

**Catalog Description**

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

**There is no prerequisite for this course.**

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:** Kendall, Diana. (2021). *Sociology in Our Times: The essentials*. (12th ed.) Boston, MA: Cengage Learning. [ISBN: 9780357368718]

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook 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 Automatic eBook 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 Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**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**

WBUonline

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 2 or more weeks of an 8-week session, 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 session 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.

**University Policies**

[Link to Statement on Academic Integrity , and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

1. Generative AI tools (such as like Chat GPT) will only be permitted in specific context and with proper citations. Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work. Ultimately, all submitted work must still reflect student’s own work, understanding, and analysis.

**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 Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Rick Hammer, [hammerr@wbu.edu](mailto:hammerr@wbu.edu) or call (806) 292-9150.

**Course Requirements and Grading Criteria**

The performance of students in this online introductory sociology course will be graded on assigned discussion board posts, exams, papers, and participation. During the fast-paced eight-week semester there will be weekly discussion posts for each chapter, a research paper submission, and two exams. Grading of the assignments will be weighted as follows:

**Midterm Exam:** 25 percentage points

**Research Paper**: 25 percentage points

**Final Exam:** 25 percentage points

**Class Participation / Bulletin Board Posts**: 25 percentage points

**Late assignments** Late assignments will be reduced by 2 percentage points per day, beginning with the first minute past their assigned due date and time. Assignments are due prior to midnight, by 11:59 pm, on their assigned date. Students are encouraged to submit assignments electronically through blackboard several minutes prior to the specified midnight deadline.

While the final exam is weighted as described above, a student’s grade may only drop no more than one full letter from its prior standing with poor performance, other than failure to complete the exam. The final exam is expected to improve a student’s overall grade in the course, rather than jeopardize it.

**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, within the last week of an 8-week session, 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 16-week term or 8-week session, 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 are 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**

1. **Due Sunday, August 18:** Read chapters 1 & 2 and submit your responses to the following questions.
2. Describe sociology and the sociological imagination.
3. How and why do we study society, using what forms of research?
4. List and describe the four major theoretical perspectives.
5. Describe culture and what do the difference lenses of our theoretical perspectives see about culture.
6. After reading “You Can Make a Difference” on page 61, respond answering the Reflect and Analyze question.
7. **Due Sunday, August 25:** Read chapters 3 & 4 and submit your responses to the following questions.
   1. What is socialization and what do the three major theories contribute to our understanding of socialization?
   2. Considering Cooley’s concept of the looking-glass self, how do you think others perceive you? Do you believe most people perceive you correctly? Do you think you perceive others correctly?
   3. Describe the difference between Gemeinschaft and Gesellschaft.
   4. After reading “Sociology & Social Policy” on pages 110 and 111, respond answering the Reflect and Analyze question.
8. **Due Sunday, September 1:** Read chapters 7 & 11 and submit your responses to the following questions.
   1. What do three of our major sociological theories say about social inequality? Write a couple of sentences to demonstrate your understanding of the concept for each of the theories.
   2. Should employment be based on meritocracy, need, or affirmative-action?
   3. Describe the four sociological perspectives of family.
   4. What does Arlie Hochschild mean by her term “Second Shift?”
9. **Due Friday, September 6: Mid-Term Exam**
10. **Due Friday, September 13:** Research Paper Topic and three academic sources
11. **Due Sunday, September 15:** Read chapters 9 & 12 and answer the questions:
    1. How do the three major sociological theories view race?
    2. The concept of Critical Race Theory (C.R.T.) has become politicized in the media over the past few years and accused of being partisan and biased. Do you believe Critical Race Theory to be partisan or biased? Please explain why. What needs to happen both individually and institutionally for a positive form of ethic pluralism to flourish in our communities?
    3. How do our four perspectives describe education?
    4. If Durkheim, Marx, and Weber were engaged in a discussion about education and religion, on what topics might they agree and disagree?
12. **Due Friday, September 20: Research Paper**
13. **Due Sunday, September 22:** Read chapter 14 and answer the following questions:
    1. How do our four perspectives view health and medicine?
    2. How might functionalists, conflict theorists, and symbolic interactionists suggest health care delivery might be improved?
14. **Due Friday, October 4: Final Exam**

**Eight Week Calendar**

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| --- | --- | --- | --- | --- |
| **#** | **Week** | **Topics** | **reading assignment for that week** |  |
| **1** | **August 12-18** | **Syllabus review and Why Sociology?** |  |  |
|  |  | **Sociological Perspective** | **Chapter 1 (4-35)** |  |
|  |  | **Culture** | **Chapter 2 (38-63)** |  |
| **2** | **August 19-25** | **Socialization** | **Chapter 3 (65-91)** |  |
|  |  | **Society & Social Structure** | **Chapter 4 (94-122)** |  |
| **3** | **Aug. 26 - Sept. 1** | **Social Stratification** | **Chapter 7 (188-217)** |  |
|  |  | **Sociology of Family** | **Chapter 11 (314-341)** |  |
| **4** | **September 6** | **Midterm Exam** |  |  |
| **5** | **September 13** | **Research Paper Topic and sources** |  |  |
| **6** | **September 20** | **Research Paper Due** |  |  |
| **6** | **September 16 - 22** | **Race & Ethnicity** | **Chapter 9 (244-277)** |  |
|  |  | **Sociology of Education & Religion** | **Chapter 12 (344-376)** |  |
| **7** | **September 23 - 29** | **Health and Health Care** | **Chapter 14 (416-451)** |  |
| **8** | **October 4** | **Final Exam** |  |  |

Soci 1301 - Introduction to Sociology Research Paper

* Your Research paper (**4-7 full pages**, not including the title and reference pages) is due by 11:59 pm on **Friday, September 20**.
* You are to write on any topic discussed in the text book.
* Your paper should begin with a title page that follows APA format. The title page should contain the title of the paper, the author's (your) name, and the institutional affiliation, course number and name. Your title should be interesting.
* No Abstract is needed for this assignment, although include one if you wish.
* <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html> is a resource for APA citation.

Your work should be typed and double-spaced on standard-sized paper (8.5" x 11"), with 1" margins on all sides. Include a page header (also known as the “running head”) at the top of every page. For a student paper, this only includes your last name and the page number. To create a page header/running head, insert page numbers flush right.

Please use a standard font that is accessible (i.e., legible) to all readers and remains consistent throughout the paper. While the APA Manual does not specify a single font or set of fonts for professional writing, it does recommend a few fonts that are widely available.

* You are to cite at least four academic sources in your paper. One of these sources must be the textbook. General in-text citations at the end of the sentence include (Author, Year of Publication). For our text book this would be (Kendall, 2021). Unless you are directly quoting the textbook, in which case it would be (Kendall, 2021, p.X).
* Your final paragraphs ought to include suggestions based on the readings of what could be done to improve people’s lives and what you would like to implement.
* For help with reference style, please visit: <https://apastyle.apa.org/style-grammar-guidelines/references/basic-principles>