

Florida A & M University
College of Social Sciences, Arts and Humanities
Department of Sociology and Criminal Justice
SYG 2000:005: Introduction to Sociology
Fall 2022

Class Day & Time:	Tuesday & Thursday: 11:00 AM – 12:15 PM
Location	BLPC 100
Instructor:	TBA
E-Mail	Preferred method of contact
Phone:	N/A
Office:	N/A
Office Hours:	N/A

Required Text

Henslin. *Essentials of Sociology*: REVEL Access 14th Edition
ISBN: 9780134739892

Lectures

Lecture content is supplemental to the material contained in the required books for this course. If you are absent on a lecture day, you will need to make arrangements with a classmate to obtain a copy of their notes.

Course Description

A study of the nature of human society, cultural heritage, collective behavior, community and social organizations, the nature of social change, and methods and processes of social control. Students will become familiar with the main sociological perspectives and how they assess sociological topics. Students will increase their communication skills through class Projects and discussions. By learning the sociological perspectives, sociological terminology, and topic areas, they will increase their content knowledge. Practical applications of the aforementioned areas will increase critical thinking skills.

This course is a designated Writing Enhanced Course (WEC) in the Writing Across the Curriculum (WAC) program at FAMU. You will receive substantive instruction in the writing process (e.g., enhancing general academic writing mechanics, using writing to generate and think through ideas, writing and revising drafts, giving and receiving feedback on writing, editing, and using references). You will also have opportunities to practice writing as a means of acquiring the knowledge and skills specific to this course. Writing assignments will comprise 20-40% of the course grade. For additional information regarding this institutional initiative and supporting resources, visit www.famu.edu/QEP or contact wac@famu.edu.

Academic Learning Compacts:

Academic Learning Compacts (ALCs) - This course falls under the courses offered in the Sociology or Criminal Justice Program and is thus covered by the associated Academic Learning Compacts. ALCs answer three basic questions: What will students learn by the end of their academic programs? Have they learned what they have been taught by their professors? How do we measure these quantities? For details regarding the Sociology or Criminal Justice Program ALCs, go to www.famu.edu/assessment and click on Academic Learning Compacts.

The Overarching Goal of this course is for students to understand how social institutions influence and are influenced by human behavior.

Course Objectives / Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Identify some of the early theorists in sociology.
2. Explain the historical progression of the development of the theoretical perspectives.
3. Discriminate between the sociological perspectives and evaluate the appropriateness of each perspective to various real-life situations.
4. Identify significant societal events (e.g., The Industrial Revolution), dates, places and historical figures and appraise the societal changes that ensued.
5. Define and describe the parts of the scientific method – what makes it ‘science’?
6. Identify the difference between descriptive and inferential statistics.
7. Develop an understanding of the application of statistical methods to studies of the human population.
8. Discriminate between social institutions (structural components) that generate social forces (Durkheim’s social facts) and individual level factors.
9. Explain what is meant by the “Sociological Imagination”

In meeting these objectives students will:

1. Read the text and handouts provided.
2. Actively participate in class discussions and activities.
3. Interpret a sociological research article as provided in course materials.
4. Practice data collection, interpretation and the reporting thereof via a SERC InTeGrate Module Assignment
5. Write a sociological analysis of a film learning to ‘see’ sociological concepts in a real-world setting.
6. Compose an essay formatted response to an article about a research project.
7. Complete all assigned Revel quizzes.

Course Pre-Requisites: None

Required Technology: Access to a computer for Canvas, e-mail, and any online text and assignments

Other Requirements: There are no other required materials for this course.

Course Expectations

1. As we proceed with this course, please make sure that you do the following:
2. Read the syllabus.
3. Participate in the introduction Discussion Board and complete the Class Contract.
4. Please check the announcements and emails daily.
5. Please make sure that assignments are submitted by the deadline.
6. Prepare for all exams.
7. You should expect to spend approximately nine hours per week in this class. This does not include class attendance. This includes reading the assigned chapters and other course related materials, discussion board participation, completion of other required assignments and preparing for exams and quizzes.

A suggestion for this or any other class: pay attention to the point distribution. An assignment may not seem to be worth much and you might consider not doing it. However, all of the points add to the total and even little things matter. The more points you earn, the higher your final grade will be, it does not matter where the points come from. You want the grade; I want you to learn the material so you can use the material in life. I structure my classes so students learn something in them.

Grade Scale

Grades are based on a 355-point scale:

A = 319 - 355

B = 284 - 318

C = 248 - 283

D = 213 - 247

F < 213

ASSIGNMENTS AND EXAMS

Attendance Hold Release

You must

1. Within the first week of classes, be present in class and *legibly* sign the class roster.
2. Complete an Introductory Discussion Board.
 - a. The Discussion Board is for you to introduce yourself to the other students. Complete your posts during the first three days of the term (**on or before 8/27/22 11:59 PM EST**).

Once you do both of the above, your attendance hold will be removed. This is the proof required that you are attending and plan to complete the class.

Class Contract (5 points)

The syllabus and class contract are posted on our Canvas class Assignments tab. You are to download both and familiarize yourself with it the first week of class. A legibly signed hard copy of the signature page of the contract is due in class **on or before 8/29, 2022**.

Reading Response Essay Assignment (10 points)

You will write a response paper, in essay format, to the readings posted on our class Canvas under the Assignments tab. The response paper is *your personal thoughts, from a sociological perspective*, on the article, NOT a synopsis of what the article was about. For example, tell me what you learned from the article, what you thought about it, or what you think could have been done differently. For full credit, it must be typed in 12-point font, double-spaced, and the content area must contain at least 1000 words (about 3 full pages in length). Place your name, class section number, and word count in the document heading. **The due date is on the class calendar.**

Formatting ASA Bibliographic Citations Assignment (15 points)

You will learn and practice the use of American Sociological Association formatting style in the creation of a Bibliography. Full instructions are posted under the Assignments tab. **The due date is on the class calendar.**

What is Plagiarism? Assignment (10 points)

You will complete an exercise that will help you clarify the difference between a paraphrase and a citation. Full instructions are posted under the Assignments tab. **The due date is on the class calendar.**

SERC Integrate Module (30 points total)

Mapping the Environment with Sensory Perception

This module is an example of using Sensory data (specifically smells and sounds) to trace the movement of contaminants through the environmental system. While this may not seem sociological in nature, cultures sense smells differently (Luhmann. 2014) and collecting and mapping sensory impacts will help students develop an understanding of how various forms of data are collected and used by scientists of all genres. Students will also examine the ways in which information is conveyed to different audiences and will apply their understanding by developing maps that convey the data they have collected to a specific audience. This is a multi-step group project. A full explanation of this project is on our Canvas class under the Assignments tab. **The due date is on the class calendar.**

Reading and Understanding Research Articles (15 points)

It is important to learn the ways scientific studies are reported on in the peer reviewed journals. There is a standard pattern when reporting research just as there is a standard pattern followed in the research process. Under the Assignments tab is an instructions sheet "How to Read a Research Article" to read, two research

articles, one qualitative and one quantitative, and a set of questions to complete for each article. **The due date is on the class calendar.**

Movie Analysis Essay (20 points)

You are to use your sociological imagination to write a sociological analysis of the movie we will watch in class. The intent of this exercise is to encourage you to ‘see’ sociological concepts in action. As you watch the movie, note *five (5) sociological concepts* that you have studied in class.

When you write your analysis, you must first *define each concept sociologically* to be sure that you are using it correctly. Next, you will clearly *relate the concept to an event in the movie*. You are to be the sociologist analyzing the world around you. From a sociological perspective, what do you ‘see’ happening in the movie? Five concepts: five definitions + five applications of the concept to the movie in *essay format* = full points.

The assignment must be typed in 12-point font, double-spaced, and the content area must contain *at least 1000 words (about 3 full pages in length)*. If it is not typed and formatted as requested using proper English, clearly written, and in essay format you will lose points. *Place your name, class section number, and word count in the document heading*. A full explanation of this project is on our Canvas class under the Assignments tab. **The due date is on the class calendar.**

REVEL Quizzes (100 points)

The online text is structured with a series of small quizzes embedded throughout the text readings. The concept is designed to encourage the learning of the material based on current research on Generation Z learning styles. The total points earned in Revel will be factored equal to 100 points in the class grade policy.

Exams (2 @ 50 points each)

A mid-term and a final exam will be held. The mid-term will include material covered up to it. The final will cover material covered after the mid-term.

Class Engagement (50 points total)

Regular class attendance and class participation are necessary to successfully learn any topic and both contribute to higher final course grades. To encourage regular class attendance and active class participation assorted in-class methods will be employed throughout the semester. There may be an informal writing assignments or an in-class cooperative exercise to reinforce learning. You must be present in class at the point in time that the event occurs to get credit for it. Make-up work, of any kind, will only be allowed if you receive the excused absence paperwork from the Dean’s office. Please see the campus attendance rules in the next section.

PART II: CAMPUS, COLLEGE, AND DEPARTMENTAL RULES AND REGULATIONS

CAMPUS REGULATIONS

Attendance: FAMU’s 2016-2018 General Catalog:

Class Attendance Regulations

Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. The university reserves the right to address individual cases of non-attendance. Students are responsible for all assignments, quizzes, and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes.

Absence from class for cause: (a) participation in recognized university activities, (b) personal illness properly certified, or (c) emergencies caused by circumstances over which the student has no immediate control may be excused by the dean or director of the unit in which the student is enrolled.

Specifically, the class attendance regulations will apply to all students as follows:

A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be assigned the grade of "F."

ADA Compliance:

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise an instructor of accommodations required to ensure participation in this course. This should be done early in the semester (within the first two weeks of class). Documentation of disability is required and should be submitted to the [Center for Disability Access and Resources \(CeDAR\)](#). For additional information please contact the CeDAR at (850) 599-3180. CEDAR is located at 667 Ardelia Court, Tallahassee, FL 32307.

FAMU's Nondiscrimination Policy:

It is the policy of Florida A&M University that each member of the University community is permitted to work or attend class in an environment free from any form of discrimination including race, religion, color, age, disability, sex, sexual harassment, sexual orientation, gender identity, gender expression, marital status, national origin, and veteran status as prohibited by State and Federal Statutes. This commitment applies to all areas affecting students, employees, applicants for admission and applicants for employment. It is also relevant to the University's selection of contractors, suppliers of goods and services and any employment conditions and practices. Questions concerning this policy and procedures for filing complaints under the policy should be directed to Mrs. Carrie M. Gavin (EOP Director/University Title IX Coordinator), located in the Office of Equal Opportunity Programs. [Center for Disability Access and Resources](#)

Academic Honor Policy Statement:

Academic Honesty Violations

1. An academic honesty violation shall include a student who gives or takes information or material and wrongfully uses it to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered.
2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment.
3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance.
4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college.
5. The penalties for academic honesty violations shall include: reprimand, reduction of grade; denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic

credit for work done by a student and may invalidate or revoke the degree based upon such application, residence affidavit, or accompanying documents or statements in connection with, or supplemental to, the application for admission to or graduation from the University.

Read more about FAMU's [Academic Honesty Policy & Procedures](#) here.

Withdrawal Date or How to Drop This Course

It is the student's responsibility to understand when they need to consider dropping a course. Refer to the FAMU Course Schedule for dates and deadlines for registration.

The last date to withdraw for this semester and receive a W is **November 4, 2022**. Students wishing to withdraw must notify the Registrar's Office by completing the online Petition for Course Drop.

After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student is passing the course at the point in time that the request is made. All incomplete course assignments must be completed before the end of the semester directly after the incomplete is given.

DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE **STANDARDIZED CLASS POLICIES**

All of the above plus:

Make-Up / Missed Work Policy

Missed assignments and make-up work must be completed and submitted within three days of the original due date. An original copy of the Dean's letter excusing the absence is to be submitted with the work. If the student has to wait on the Dean's excuse, the assignment must still be submitted within the three-day time frame with a note attached that the Dean's letter will follow. Submit the Dean's letter as soon as you receive it.

DR. BRETHAUER'S POLICIES

All of the above plus:

Civility Statement

A successful learning experience requires discussion and sharing. This requires an atmosphere of professionalism, mutual respect and acceptance. All opinions are valid and welcome. One does not have to agree with another's opinion nor should they try to change it. Fellow students, or the instructor, are not to be subjected to any behavior that is disruptive, rude or challenging. It is my responsibility as the instructor, to ensure a safe and respectful learning environment. I take my responsibilities seriously.

Grades in Canvas

Points you receive for graded activities will be posted to the FAMU Canvas Grade Book. Click on the *My Grades* link on the left navigation panel to view your points. Your instructor will update the online grades each time a grading session has been completed, typically within 5 days following the completion of an activity. You are to check your grades, to notify the instructor within *7 days of grade entry* if anything is amiss. Please use this information to stay aware of your progress in class.

PART III: ONLINE TECHNICAL INSTRUCTION RULES, ETIQUETTE & HELP INFORMATION

FAMU Canvas Access

- This course is a F-2-F class but will be delivered partially online through a course management system named Canvas.
- To access this course on FAMU Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari, and Google Chrome). To ensure that you are using a supported browser and have required plug-ins please run the Check Browser from your Canvas course.

Respondus Browser

- May be used for some exams. It is available on the FAMU website at:
 - <http://www.famu.edu/index.cfm?online&Respondus>
- Download and run it a week or so BEFORE an exam is planned. If you have any problems using it on your system, check with tech support. If issues still exist, notify me three (3) days BEFORE the exam is scheduled.

Technical Assistance

- If you need technical assistance at any time during the course or to report a problem with Canvas you can:
- Visit the Office of Instructional Technology page at <http://www.famu.edu/index.cfm?a=it/>
- Contact the Office of Instructional Technology at 850-599-3460 or oit@famu.edu
- View tutorials to learn more about using Canvas on their website.

Writing Resource Center

- <http://www.famu.edu/index.cfm?a=wrc>

Undergraduate Student Success Center

- <http://www.famu.edu/index.cfm?retention&TutorialCenters>

Office of Counseling Services

- <http://www.famu.edu/index.cfm?Counseling>

Career Center

- <http://www.famu.edu/index.cfm?careercenter>
- <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>
- <https://www.bls.gov>

Etiquette

1. Respect others and their opinions. In online learning, students from very different backgrounds come together to learn. It is important to respect their feelings and opinions even when they are quite different from your own.
2. Watch your language and tone carefully. When you are communicating online, you have to rely solely on words to get your point across. The other person cannot see your facial expression or hear your tone of voice, so things like sarcasm and humor often don't come across very well. That's why it's important to take your time, choose your words carefully, and be as straightforward as you can.
3. Consider people's privacy. Always ask for permission before you forward someone's email messages to somebody else, and if you do reuse somebody else's words (with their permission), make sure to acknowledge them appropriately. Keep in mind that all private email mail is considered copyrighted by the original author.

4. Avoid inappropriate material. It's tempting to forward messages you find clever or links to websites you find entertaining to classmates. If they are not directly relevant to the course, please don't do this, especially if the material is sexually suggestive, politically sensitive, or otherwise "edgy." The same goes for frivolous "joke" emails and chain messages. This is not the place for it.
5. Be forgiving. If someone writes something that you find offensive, mention it directly to the instructor. He or she is best equipped to address the situation. Remember that the person contributing to the discussion might be new to this form of communication. What you find offensive may have been unintended.
6. Be concise. When you are contributing to a discussion, be as brief as you can to get your point across. Adding a lot of unnecessary words just makes your message less clear. Try to stick to the point and not go off on irrelevant tangents.
7. Read first; write later. Don't add your comments to a discussion before reading the comments that are already there. And if you are responding to a previous comment, always make clear which comment you are responding to.
8. DON'T TYPE IN ALL CAPS OR USE EXCESSIVE PUNCTUATION!!!!!! Most people find this annoying and you may not be communicating your thoughts effectively.

Think before you hit the send button. Learning to be your own editor is a difficult and important skill. Think carefully about the content of your message before you send or post it. Once you push the button, there is no taking it back. Grammar and spelling errors reflect badly on you, and misspelled words or poorly constructed sentences can make it hard to decipher your meaning accurately.

GENERAL STUDENT EXPECTATIONS

Course Expectations

1. As we proceed with this course, please make sure that you do the following:
2. Read the syllabus.
3. Participate in the introduction Discussion Board and complete all assignments.
4. Please check the announcements and emails daily.
5. Please make sure that assignments are submitted by the deadline.
6. Prepare for all quizzes/exams.
7. You should expect to spend approximately nine hours per week in this class. This does not include time spent in-class This includes reading the assigned chapters and other course related materials, discussion board participation, completion of other required assignments and preparing for exams and quizzes.
8. A successful learning experience requires discussion and sharing. This requires an atmosphere of professionalism, mutual respect and acceptance. All opinions are valid and welcome. One does not have to agree with another's opinion nor should they try to change it. Fellow students, or the instructor, are not to be subjected to any behavior that is disruptive, rude or challenging. It is my responsibility as the instructor, to ensure a safe and respectful learning environment. I take my responsibilities seriously.

SCHEDULE OF READINGS AND ASSIGNMENTS
SYG 2000.003 Introduction to Sociology MWF 10:10 – 11:00 AM **BLPC 205**
Revision Rights Reserved

	<u>Read chapters prior to class</u>	Assignments Due
Week 1	8/22	
	8/24	Introduction
Week 2	8/26	Chapter 1: The Sociological Perspective
	8/29	Introductory Post
	8/31	Class Contract
	9/2	TBD WEC Training – Introductions/Thesis/Conclusions
Week 3	9/5	Labor Day No Class
	9/7	Chapter 5: How Sociologists do Research
	9/9	SERC InTeGrate Begins
Week 4	9/12	
	9/14	TBD Library Training – Library Annex 410
	9/16	Chapter 2: Culture
Week 5	9/19	Plagiarism Assignment
	9/21	Chapter 3: Socialization
	9/23	
Week 6	9/26	Chapter 4: Social Structure & Social Interaction
	9/28	
	9/30	Chapter 6: Societies to Social Networks
Week 7	10/3	
	10/5	Chapter 7: Bureaucracy & Formal Organizations
	10/7	
Week 8	10/10	Chapter 8: Deviance & Social Control
	10/12	
	10/14	Exam Review
Week 9	10/17	Midterm Exam
	10/19	Chapter 9: Global Stratification
	10/21	
Week 10	10/24	Chapter 10: Social Class in the United States
	10/26	
	10/28	Chapter 11: Sex & Gender
Week 11	10/31	
	11/2	Chapter 12: Race & Ethnicity
	11/4	
Week 12	11/7	Chapter 14: The Economy
	11/9	Article Report
	11/11	Veteran's Day No Class
Week 13	11/14	
	11/16	Movie Week
	11/18	
Week 14	11/21	Chapter 15: Politics
		Movie Analysis

	11/23 – 11/25	Thanksgiving Break	
Week 15	11/28	Chapter 15: Politics Continued	
	11/30	Discuss Movie Analysis & Wrap Up	
	12/2	Exam Review	
Finals Week	12/5 – 12/9	As per Final Exam Schedule posted on Registrar's page	Final Exam

Disclaimer: This syllabus is intended to provide student guidance on the type of content and activities that will be covered in this course throughout the semester. It will be followed to the extent possible. However, modifications may be made to supplement and/or enhance student learning.

DO NOT COPY