

**Florida A&M University**  
**College of Social Sciences, Arts and Humanities**  
**Department of Sociology and Criminal Justice**  
**Intro. to Sociology: SOC 2000-8-1 (3 credits)**  
**Fall 2022: Perry Paige #410**  
**Tuesday & Thursday: 8:00 AM-10:45 AM**  
**NOTE: This is an 8-Week Class**

<b>Instructor</b>	<b>Instructor:</b> Dr. Phyllis Welch <b>Offices:</b> Perry Paige #403 <b>Office Hours:</b> Mon. 10:00 a.m.-11:00 a.m. <b>Office Phone:</b> 850-599-3316 <b>Email:</b> <a href="mailto:phyllis.welch@fam.u.edu">phyllis.welch@fam.u.edu</a>
<b>Required Texts</b>	<b>Author:</b> Henslin, James. 2019. <b>Title:</b> <i>Sociology: A Down-to-Earth Approach, 14<sup>th</sup> ed.</i> <b>Publisher:</b> Pearson <b>ISBN:</b> 978-0-1347-4004-1 <a href="http://www.mediafire.com/file/nu3d9g9d4kfcfk4/Sociology">http://www.mediafire.com/file/nu3d9g9d4kfcfk4/Sociology</a> <b>Author:</b> American Sociological Association, 6 <sup>th</sup> ed. <b>Title:</b> <i>American Sociological Association Style Guide</i> <b>Publisher:</b> American Sociological Association <b>ISBN:</b> 978-0-9127-6455-9
<b>Course Description</b>	<p>The purpose of this course is to introduce students to the sociological way of thinking through theoretical paradigms of the science of human society, including fundamental concepts, descriptions, and analyses of society, inequality, culture, socialization processes, social institutions, social change, and techniques of applying this understanding to everyday living.</p>

<p><b>Overarching Goal</b></p>	<p>For students to understand how social institutions influence and are influenced by human behavior.</p>
<p><b>Major Course Learning Outcomes and Objectives</b> Upon successful completion of this course students will be expected to:</p>	<p><b>Outcome 1: Identify the scientific method as applied to the study of social behavior and practice critical thinking using a scientific approach.</b></p> <ul style="list-style-type: none"> <li>A. Apply the scientific method to the study of social behavior.</li> <li>B. Correctly interpret simple statistical tables, correlations, and data.</li> <li>C. Differentiate sociology, including its historical development, from other disciplines such as psychology, anthropology, and philosophy.</li> <li>D. Distinguish among sociology's basic theoretical approaches (such as functional, conflict, and symbolic interaction) to the analysis of social behavior and list the main contributions of influential sociologists.</li> <li>E. Appreciate the applications of sociological knowledge to the understanding of social life including major social problems.</li> </ul> <p><b>Outcome 2: Employ basic sociological concepts in the analysis of social behavior and society.</b></p> <ul style="list-style-type: none"> <li>A. Define and apply the concept of culture to the analysis of human behavior including both its cognitive components (such as knowledge, skills, beliefs, myths, and language) and its normative components (such as values and norms, including folkways, mores, and taboos).</li> <li>B. Analyze basic social interaction and social structure using concepts such as status, role, institution, and society.</li> <li>C. Locate the principal types of societies and their cultures in the course of human social development.</li> <li>D. Identify the structure and dynamics of human groups, including primary and secondary, and the changes, which have taken place in human groups as societies have evolved over time.</li> </ul> <p><b>Outcome 3: Identify the basic social institutions and their functions.</b></p> <ul style="list-style-type: none"> <li>A. Distinguish the functions and processes of socialization and education in human social life.</li> </ul>

	<ul style="list-style-type: none"> <li>B. Explain the functions and techniques of social control, including formal and informal, and analyze the causes and consequences of deviant behavior as well as society's attempts to cope with it.</li> <li>C. Categorize the basic family forms (such as polygamy, monogamy, extended, and nuclear) and analyze their functions in different societies both past and present.</li> <li>D. Compare the sociological approaches to inequalities of class, race, ethnicity, and gender and appreciate the functions of diversity in modern society.</li> <li>E. Assess the place of religion in society, using both functional and conflict approaches.</li> <li>F. Grasp the significance of major social trends leading to urbanization, modernization, secularization, collective behavior, and social movements.</li> </ul> <p><b>Outcome 4: Using writing tasks to promote learning.</b></p> <ul style="list-style-type: none"> <li>A. Practice critical writing skills in the subject</li> <li>B. Demonstrate knowledge of the subject matter.</li> </ul>
<b>Attendance &amp; Participation</b>	<p>Class attendance will be taken every morning at the beginning of class. Class attendance is mandatory. Except for emergency situations, students should email the professor prior to an expected absence.</p> <p>Students will be responsible for the material covered in class lectures, movies, and readings. Students will also be responsible for any announcements made in class, including changes in exam dates and reading assignments.</p>
<b>Tardiness/Leaving Early</b>	<p>Everyone must be in class on time. Each professor has the right to set time limits on lateness, which can range from 5 to 15 minutes. Lateness could result in not being admitted into the class. I understand, that occasionally, there are circumstances beyond your control that will cause you to be late. If you leave class immediately after attendance is taken or therefore shortly after, you will be counted as absent/unexcused. In the event that you come to class late or you must leave early, it is you're responsible to get all lecture notes from a classmate. You're considered late when you're not in class during the scheduled start time of 8:00 am.</p>

<p><b>Classroom Behavior</b></p>	<p>I request that you come to class on time every morning prepared to discuss the assigned readings. Your cell phone should be turned off and not used during class. Therefore, all electronic devices including earpieces (Note: iPods/Buds should be in their cases and NOT your ears)) and headsets should be removed before entering class.</p>
<p><b>Class Atmosphere</b></p>	<p>Human behavior is complex and often times misunderstood. That is partly why we are still studying human behavior today. However, complex or misunderstood, we must take into consideration the experiences, feelings, fears, and anxieties of all our students and the instructor in order that creates a safe learning environment for all. It is expected that we will have fun this semester, but there may be some discussions or topics you may individually or collectively feel are boring, sensitive, private, etc. In order to have a sensitive learning environment and one where we can all grow and learn, we must be willing to hear the views of others that may really be different from our own. We must learn to respect other people's views. I do not expect you to accept everything you hear, read or see, but to be critical thinkers and investigators on your own and for yourself.</p> <p>During open class discussions, only one person should be talking at one time; more than one person speaking at a time is disconcerting and disrespectful. "Side-bars" (individual comments or discussions, while someone else has the "floor") will not be tolerated. I understand there are times when you want to discuss the topic at hand with another class member; however, it is inappropriate behavior. Each student will be afforded the opportunity to present his/her comments or opinions. Therefore, please give the current speaker the same courtesies you desire when you speak. Please raise your hand, when you wish to speak. I will call students in the order in which I see hands. This course will challenge every essence of your being and your experiences up until this point. Please show every possible sign of respect for others, yourself, and your instructor.</p>
<p><b>Lectures</b></p>	<p>Chapter lectures will vary in how they are presented by the professor (ex: PowerPoints, certain passages from the chapter reading, group discussions, media/news interest, videos, articles, debates, class discussions, in-class writing assignments, presenters, and etc.). You the <b>student</b> are responsible for reading the chapter material thoroughly before attending class so that you can participate in the lecture. In addition, any weekly chapter lecture material that is not completed/covered in class by the</p>

	<p>professor is the sole responsibility of the student. The chapter material will still appear on the exam.</p>
<b>Emails</b>	<p>When sending me emails, please practice professionalism in your email communication. When sending an email, include a subject in the “subject” line, a greeting, an indication of the class you are in, and your name at the end of the message. Use appropriate grammar (avoiding “text speak”) and spell-check your messages. The ability to communicate effectively through writing is a skill that will serve you well in any profession. The only acceptable email for this course will be your FAMU email. I generally respond to emails within 24 hours.</p>
<b>Exams &amp; Quizzes</b>	<p>Exams: There will be two (2) exams given in the course. The exams will consist of 25 true/false, multiple choices, and short essay questions (combined) worth 50 points each. Short essay questions will be graded subjectively.</p> <p>Quizzes: There will be 5 quizzes given throughout the semester in the classroom. The quizzes will help you prepare for the following lecture each week. There will be 10 questions on each quiz worth 10 points each. You will be allowed 10 minutes for each quiz. If you’re late for class and a quiz is in progress you <b>WILL NOT</b> be allowed to take the quiz. A grade of zero will be assigned.</p>
<b>Five (5): In-Class Writing Summaries</b>	<p>There will be five (5) in-class summaries that will be written in class on a topic provided by the professor related to the chapter readings. Each summary is worth 30 points. Students will be given (15) minutes to complete the written summary which is required to be 500 words or more.</p> <p>To receive the maximum points for each written summary, make sure your summaries have met the requirements and guidelines which should include in-depth thought-provoking responses with sociological concepts and a circle highlighted theory. I <b>DO NOT</b> give partial credit for summaries. In other words, if you fail to complete the summary in its entirety by not completing <b>ALL</b> the requirements the summary will be assigned a zero. Any summary that does not have the required components is considered incomplete, except for the summaries otherwise stated by the professor in the instructions. Summaries will be graded</p>

	subjectively.
<p><b>Group Presentations/Individually</b></p>	<p>Students will be divided up into groups to discuss and elaborate on different material within the chapters. Group discussion is worth 25 points. Each group will be assigned a chapter from the textbook to discuss. Each group will select a team leader who will submit the group’s questions to me via email prior to their scheduled date to present which will be posted on Canvas. Team leaders receive an additional five (5) points.</p> <p>Each member is required to submit two (2) discussion questions to their team leader who will submit them to me for my approval. The team leader will submit the questions to me in a Microsoft word document with ALL GROUP members’ names “Cc” included in the email.</p> <p>Team leaders are always required to include group members in ALL correspondences to me regarding their group’s questions. Late submission from group members to their team leaders will result in two (2) points being deducted, and four (4) points deducted for the team leader if he or she is at fault for the late submission. Team leaders are required to provide the names of group members who failed to submit their questions on time. This also must be done within the group email so that I will know as well as the team members.</p> <p>Team leaders are required to provide a hard copy of the group’s questions on the first day of presenting (members’ first &amp; last names should be associated with their questions).</p> <p>If applicable, I will submit comments and suggestions only once to those students whose questions are worded badly, need revising, or need to be eliminated and replaced with another question.</p> <p>In the event, that you’re absent on any given that when your group presents, I will deduct five (5) points for each day you miss without any official excuse. If your group has started the discussion and you’re late attending, I will deduct two (2) points</p>

	<p>for each time you're late. Please check Canvas for your chapter, submission date, and presentation date.</p>
	<p>In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the semester and it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. Do NOT push me on this.</p> <ul style="list-style-type: none"> <li>○ <b>Murphy's Law</b> – “if anything can go wrong, it will.” Be sure to make backup copies of your work as you are working on it. Technological glitches (computer crashes, disc errors) happen. However, technological problems will not change the policy on late assignments. One way to try to safeguard your assignments as you are working on them is to periodically email a copy of the document to your email address. If your computer crashes or you lose your flash drive you can log into your email and retrieve the latest copy you sent yourself. That is a much less stressful task than having to start over. Complete and submit your finished assignments at least 24 hours before their due date (if applicable for this class). Doing so will alert you to potential problems (e.g. WiFi is not working, password not working, Blackboard glitches, etc.) and allow you an opportunity to remedy the problem.</li> </ul>
<p><b>Sociological Autobiography Paper</b></p>	<p>Each student is required to submit a 5-full-page autobiography paper. The paper should be in-depth with one newspaper/magazine article, three (3) peer-reviewed/refereed journal articles cited and referenced no later than 2016 and up, and you're also required to use your textbook as an additional source making it a total of five (5) sources which are required to be cited and referenced. The paper should be a total of seven (7) pages which includes your title &amp; reference pages.</p> <p>The paper should be carried out using ASA formatting throughout, Times New Roman, 12-font, 1" margins on all sides, and double space-no exceptions. Please eliminate the extra space between your paragraphs it's required. The paper is due on Thursday, September 22nd at 8:00 am through the submission of Turnitin in</p>

	<p>Canvas <b>AND</b> a hardcopy submitted in class upon entrance. You will be allowed a five (5) percent plagiarism index. You must submit your paper as a Microsoft Word document only. Do not submit a paper that you have submitted at another institution <b>OR</b> in another professor’s class (either high school or college---see Appendix A). Please see the additional documents in Canvas related to the autobiography paper. Note: Grades for the paper will be uploaded and posted during final exam week.</p>
<p><b>American Sociological Association (ASA Formatting)</b></p>	<p>The Department of Sociology and Criminal Justice uses the American Sociological Association (ASA) formatting for ALL sociology classes. Please use the ASA formatting in your in-class summaries, discussion boards (if applicable), and your paper. I would suggest and highly recommend that you purchase the American Sociological Association Style Guide Manual for the course, which is required and stated on the first page. It cost about \$10.00 online, it’s such a small price to pay to help with your assignments and paper. If you use other sources to help you with your ASA formatting and they are not cited correctly, you will lose points. Nevertheless, I have provided the correct ASA citation which should be used for your textbook during in-class summaries, and your paper.</p> <p><b>In-Text Citation:</b></p> <p>(Ex: this is how it should look in your assignments) ---(Henslin 2019:120)</p> <p><b>Reference:</b></p> <p>(Ex: this is how it should look in your assignments) ---Henslin, James. 2019. <i>Sociology: A Down-to-Earth Approach</i>. 14<sup>th</sup> ed. New York, NY: Pearson</p>
<p><b>FAMU’s Nondiscrimination Policy:</b></p>	<p>Florida A&amp;M University and its Board of Trustees (University) encourage the application and enrollment of all qualified students and are committed to the following non-discrimination policy: “It is the policy of Florida A&amp;M University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.”</p>

<p><b>ADA Compliance</b></p>	<p>To comply with the provisions of the Americans with Disabilities Act (ADA), please advise me of the accommodations required to ensure participation in this course. This should be done early in the semester (within the first week 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.</p>
<p><b>Canvas</b></p>	<p>All students are required to access Canvas for this course. The Canvas web page facilitates communication between and among us. In addition, course materials (i.e. syllabus, assignments), grades, announcements, and class cancellations can be posted on the site. You should log into the Canvas site regularly (daily) to check for updates, announcements, new assignments, and other pertinent information.</p>
<p><b>Methods of Evaluation</b></p>	<p>Grading of students will be conducted in a fair and impartial manner. The best way to achieve your desired grade on this course is to attend class and participate in class discussions. Ultimately, you are in control of the grade you receive in this course! If you are struggling in this course, I encourage you to make an appointment with me. I am always available after class during office hours to discuss any issues or concerns that you may have, my door is always open. The best way to contact me after office hours is via email at phyllis.welch@famu.edu. Please do not wait until the night before an exam or at the end of the semester to tell me you are having difficulties! The night before an exam or the end of the semester does not allow you or me adequate time to meet. I am here to help you succeed and that is my number one priority.</p>
<p><b><u>Course Components</u></b> The course grades will be based on a series of quizzes, exams, in-class written assignments, group discussions, and a sociological paper. The components of the course include:</p>	<p><b><u>Course Components:</u></b> The course grades are based off of a series of in-class writes, quizzes, exams, and a paper. The components of the course include:</p> <p>5—Quizzes @ 10 points-----50 points</p> <p>6—In-Class Writes @ 25 points-----150 points</p> <p>2—Exams @ 50 points-----100 points</p>

<p><b>Grading Scale</b></p> <p>The grading scale is listed</p>	<p>1—Paper @ 100-----100 points</p> <hr/> <p>400 points</p> <p>A = 100% to 90%-----400—375 points</p> <p>B = 89% to 80%-----374—349 points</p> <p>C = 79% to 70%-----348—323 points</p> <p>D = 69% to 60%-----322—297 points</p> <p>F = 59% and below-----296 points or less</p>
	<p><b><i><u>YOUR GRADES WILL BE POSTED IN CANVAS GRADE BOOK. YOU HAVE 3 DAYS FROM THE TIME A GRADE IS POSTED TO DISPUTE IT. PLEASE MONITOR YOUR GRADES FREQUENTLY AND CAREFULLY.</u></i></b></p> <p>Please remember that grades represent the sum total of your performance during the semester in a specific class, not your potential as a person or a student. <u>Grades are not negotiable.</u> Requests for a grade change because you will lose your scholarship, disappoint your family, etc. will not be answered. If you believe a computational error has been made in your final grade, please submit a written description of the error. Grades are earned on the basis of performance in this course, not given on the basis of need or effort.</p> <p>Please do <b>**NOT**</b> ask me to give you a higher grade than you earned because you are on academic probation or you need it to maintain a scholarship or you have any other special circumstance. Please do <b>**NOT**</b> ask for a “B” because you need to get into business school. I do not give grades; rather, you earn the grade you receive.</p> <p>One last note on grades: ‘C’ is “Average.” A grade of a ‘C’ indicates that a student has completed the assignment in an ordinary manner. In all likelihood, the assignment probably does not meet all requirements but is not so deficient as to warrant a ‘D’ which is, of course, below average. In contrast, a ‘B’ signifies that the assignment being graded was merely sufficient in its completion. All requirements were fulfilled. (Yes, even though</p>

	<p>“all requirements were fulfilled,” this does not automatically lead to an A). A grade of an ‘A’ on any assignment means that the student went beyond the requirements to present an interesting sociological insight, or a high level of synthesis of course material, which reflects sophisticated analysis.</p>
<p><b>Academic Dishonesty Statement</b></p>	<p>According to the FAMU Student Handbook, The FANG, “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.</p> <p>In the instance of papers written outside of class, academic honesty violations shall include plagiarism. 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.”</p> <p>For the purposes of this course academic honesty violations shall include:</p> <ul style="list-style-type: none"> <li>• Reproduction in any shape, form, or fashion of Canvas quizzes and/or in-class exams.</li> <li>• Submission of an assignment that is not the author’s own work.</li> <li>• Use of any reference without appropriate attribution.</li> </ul> <p>I have a ZERO TOLERANCE policy for academic dishonesty. This includes turning in work that is not your own and anything that any reasonable person would recognize as cheating (this includes in-class summaries). In addition, it includes cheating on quizzes and/or exams AND submitting discussion boards (if applicable) that you have copied from another student or any other source. I will seek the maximum penalty allowable for academic honesty violations. Those penalties may include receiving an F for the assignment, receiving an F for the course, suspension, and/or expulsion from the University. If you have questions about academic honesty please see me, your advisor, or consult the student handbook.</p> <p>ALL ACADEMIC HONESTY VIOLATIONS WILL RESULT IN A GRADE OF</p>

	<p style="text-align: center;"><b>“F” FOR THE COURSE.</b></p> <p style="text-align: center;">Let Me Be Clear:</p> <p>If I find that you have downloaded any part of your discussion boards (if applicable) and/or autobiography paper, you will fail the course. It is an insult to me, to FAMU, and to whoever is paying for your college education that you would attempt to simply coast by in college. Let me be even clearer --- even ‘acknowledging’ where a source comes from, and then continuing to plagiarize the content will guarantee you a failing grade. If you are unclear on what constitutes plagiarism, I encourage you to go to the library or come see me. We are all happy to help you. However, I will fail any student who is found plagiarizing in my class. <u>Tears and excuses after the fact will not save you.</u></p>
<p><b>Incompletes</b></p>	<p>Incompletes are reserved for extraordinary circumstances such as the death of an immediate family member or a doctor-documented extended illness. An incomplete WILL NOT be assigned unless you contact the instructor two weeks before the end of the term and request an incomplete giving her satisfactory reasons for your not being able to complete the course work on time. College regulations state that an incomplete “must not be assigned to a student doing failing course work.” In addition, a substantial portion of the course work must have been completed. In this course, that is defined as having completed at least one of the two exams and 85% of all other coursework. Students who do not meet these criteria are not eligible for an incomplete in this course. If an incomplete is granted, you will be told what you must do to remove the incomplete. It is YOUR responsibility to contact the instructor and meet the deadlines. Incompletes are NOT assigned automatically.</p>
<p><b>Student Withdrawal</b></p>	<p>Each student is responsible for withdrawing within the guidelines set forth in the FAMU Handbook. If you do not withdraw officially, it can result in a letter grade in this course. Check the FAMU class schedule to obtain student-initiated withdrawal dates (check with the Admissions office if you need clarification of dates). Students are also responsible for any consequences of withdrawal related to financial aid. My advice is for each student to check with his or her advisor before withdrawing from a class.</p>

<b>Tentative Schedule</b>	The course schedule is tentative and may change slightly. Although I will do my best to keep us on schedule, it is possible that some adjustments will be made as we progress through the semester. I will give as much notice in class and on the course website when changes are necessary.
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Week	Chapter	Reading/Activities
<b>Week #1</b>	<b>Course Introduction</b>  <b>Chapters 1: The Sociological Perspective</b>  <b>Chapter 2: Culture</b>	<b>Introductions</b> <b>Course Review</b> <b>Group Sign-Up</b> <b>Review Canvas for Instructions</b> Assignment Due-Thursday, August 25 <sup>th</sup> –In-Class Write #A: Printed Contract, Syllabus, & Responses (responses WILL NOT be accepted if they are handwritten). <ul style="list-style-type: none"> <li>• Read Chapters 1 &amp; 2</li> <li>• Review Chapters 1 &amp; 2 PowerPoints</li> <li>• Quiz #1: Chapters 1 &amp; 2</li> <li>• In-Class Write #A Due</li> <li>• Work on your Sociological Autobiography Paper</li> </ul>
<b>Week #2</b>	<b>Chapter 3: Socialization</b>  <b>Chapter 4: Social Structure and Social Interaction</b>	<ul style="list-style-type: none"> <li>• Read Chapters 3 &amp; 4</li> <li>• Review Chapters 3 &amp; 4 PowerPoints</li> </ul> <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>• Quiz #2: Chapters 3 &amp; 4</li> <li>• Complete In-Class Write #1: Chapters 3 &amp; 4</li> <li>• Both are due Thursday</li> <li>• Group #1-Presents</li> <li>• Work on your Sociological Autobiography Paper</li> </ul>
<b>Week #3</b>	<b>Chapter #5: How Sociologists Do Research</b>  <b>Chapter #6: Societies to Social Networks</b>	<ul style="list-style-type: none"> <li>• Read Chapters 5 &amp; 6</li> <li>• Review Chapters 5 &amp; 6 PowerPoints</li> </ul> <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>• Quiz #3: Chapters 5 &amp; 6</li> <li>• Complete In-Class Write #2: Chapters 5 &amp; 6</li> <li>• Group #2-Presents</li> <li>• Work on your Sociological Autobiography Paper</li> </ul>

<b>Week #4</b>	<b>Chapter 7: Bureaucracy and Formal Organizations</b>  <b>Chapter 8: Deviance and Social Control</b>  <b>Exam #1: Chapters 1-6</b>	<ul style="list-style-type: none"> <li>• Read Chapters 7 &amp; 8</li> <li>• Review Chapters 7 &amp; 8 PowerPoints</li> </ul> <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>• Complete In-Class Write 3: Chapters 7 &amp; 8</li> <li>• Work on your Sociological Autobiography Paper</li> <li>• Start preparing for Exam #1 for this week. Prepare for Exam #1 (Chapters 1-6)) with a combination of 25 questions consisting of possible multiple-choice/false, and/or essay questions (possibly). Work on your Theory paper (no excuses will be allowed)</li> </ul>
<b>Week #5</b>	<b>Chapter 9: Global Stratification</b>  <b>Chapter 10: Social Class in the United States</b>  <b>Sociological Autobiography Paper Due</b>	<ul style="list-style-type: none"> <li>• Read Chapters 9 &amp; 10</li> <li>• Review Chapters 9 &amp; 10 PowerPoints</li> </ul> <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>• Quiz #4: Chapters 9 &amp; 10</li> <li>• Complete In-Class #4: Chapters 9 &amp; 10</li> <li>• Group #3-Presents</li> <li>• Sociological Autobiography Paper Due in Canvas at 8:00 am.</li> </ul>
<b>Week #6</b>	<b>Chapter 11: Sex and Gender</b>  <b>Chapter 12: Race and Ethnicity</b>	<ul style="list-style-type: none"> <li>• Read Chapters 11 &amp; 12</li> <li>• Complete In-Class #5: Chapters 11 &amp; 12</li> </ul> <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>• Quiz #5: Chapters 11 &amp; 12</li> <li>• Complete In-Class #5: Chapters 11 &amp; 12</li> <li>• Group #4-Presents</li> </ul>
<b>Week #7</b>	<b>Group Presentations</b>	<ul style="list-style-type: none"> <li>• Complete Group Presentations</li> </ul>
<b>Week #8</b>	<b>Exam #2: Chapters 7-12</b>	<ul style="list-style-type: none"> <li>• Start preparing for Exam #2 for this week. Exam #2 (Chapters 7-12) with a combination of 25 questions consisting of possible true/false, and/or essay questions (possibly).</li> <li>• Final exam grades will be uploaded and posted in Canvas the following week.</li> </ul>


*Note and Disclaimer: This syllabus may be revised, in terms of course content, policies, grading, and other pertinent areas as I deem necessary. Any changes will be announced in advance and posted on the course Canvas page. The syllabus does not cover all eventualities. I am the final arbiter regarding the policies stated in the syllabus.*

**Grading Rubric: In-Class Summaries:**

1. Five (5) points will be deducted if you do not have a circled highlighted theory.
2. Five (5) points will be deducted if you do not have an (ASA) in-text citation from the textbook.
3. Five (5) points will be deducted for excessive grammatical errors including: misspelled words, capitalization, and punctuation. Excessive means 3 or more errors.
4. Ten (10) points will be deducted if your responses are weak and not substantive.
5. Zero (0) points will be given for any summary that has not answered each question as listed in the instructions. I do not grade partial work nor do I give credit for partial work.
6. Zero (0) points will be given if your penmanship is unreadable. Take your time, I will not grade sloppy work or give partial credit for sloppy work.
7. Zero (0) points will be given if the summary does not contain 500 words or more, which does not include the reference (where applicable). I do not grade partial work nor do I give credit for partial work.

### Sociological Autobiography Rubric

The rubric below should provide direction for your sociological autobiography. This rubric will be used to grade your paper. Note, in order to get an A on this paper, you will need to receive almost all Excellent ratings. I encourage you to consider this rubric as you write and edit your paper.

Criteria	Poor	Fair	Good	Excellent
Specifically explains how life experiences are shaped by social forces giving clear, specific, and relevant examples. <i>Item(s): 3 &amp; 5 (Maximum 20 points)</i>				
Demonstrates deep understanding of at least 3 specific theories and concepts (e.g., functionalism, conflict theory, symbolic interaction, norms, values, stigma, looking glass self, status, power, conformity, social control, etc.). <i>Item(s): 1 &amp; 4 (Maximum 20 points)</i>				
Makes explicit connections between private experiences and social issues. <i>Item(s): 6 &amp; 2 (Maximum 20 points)</i>				
Explains why it is important that our individual lives are shaped by social forces. Why does this matter? What are the implications? <i>Item(s): 1 &amp; 7 (Maximum 20 points)</i>				
Displays excellent professional writing style, grammar, and organization. (Maximum 10 points)				
Work is correctly attributed, cited, and referenced. (Maximum 10 points)				

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.

