

University of North Texas at Dallas

Spring 2012

SYLLABUS

Course Abbreviation/Number/Title/Semester Hrs			
SOCI 1510: Introduction to Sociology 3Hrs			
Department of	Sociology	Division of	Arts & Sciences
Instructor Name:	Baranda Sawyers		
Office Location:	Dallas 2, 325		
Office Phone:	972-338-1379		
Email Address:	baranda.sawyers@unt.edu		
Office Hours:	Tuesdays & Thursdays: 1 PM – 2 PM Mondays & Wednesdays: 10 AM – 11 AM		
Classroom Location:	Dallas 1, 102		
Class Meeting Days & Times:	Monday & Wednesday 8:30 AM – 9:50 AM		
Course Catalog Description:	Introduction to Sociology. 3 hours. Social and cultural basis for human behavior; impact of societal groups and organizations on personal identity, feelings and actions; influence on the self in relation to the family, peer groups, social classes, religion and social institutions. Satisfies arts and sciences core social science requirements. Required of all sociology majors. Satisfies the Social and Behavioral Sciences requirement of the University Core Curriculum.		
Prerequisites:			
Co-requisites:			
Required Text:	Ballantine, Jeanne and Keith Roberts. 2012. Our Social World: Condensed Version – Second Edition.		
Recommended Text and References:			
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com		
Course Goals or Overview:	<p>The goal of this course is to provide you learning opportunities to engage sociology in a way that emphasizes its promise for meaningful social interaction and social change. The course will focus on the value of the sociological imagination in creating citizens that we all want as our neighbors, co-workers, and community leaders.</p> <p>In this course you will investigate the worth of your social experiences and knowledge, no matter how extensive or limited. You will use material from your own experiences to illustrate conceptual and theoretical precepts, while I help you to develop multiple skill sets. There are three primary goals in this course: 1) Introduce and enhance your ability to think critically from the sociological perspective; 2) Reduce the mystery and fear associated with writing and presenting/discussing sociological topics at the postsecondary level; 3) Help you clarify your educational and professional goals.</p>		

Learning Objectives/Outcomes: At the end of this course, the student will	
1	Describe the sociological perspective and the different theoretical strategies within the field of sociology and their implications for the understanding of various societies.
2	Identify the different research methods within the field of sociology and describe their applicability and relevancy within various social contexts.
3	Discuss the four major social revolutions and the resulting human socio-cultural development from hunting and gathering societies to post industrial societies.
4	Compare the social structure of the U.S. Society with that of other societies and understand those institutional arrangements from within their own context.
5	Analyze social conditions that influence one's life chances by recognizing factors both internal and external to the individual.
6	Explain how social organization structure behavior and relations among groups in the U.S. and in other societies.
7	Describe cultural variations in what we learn throughout socialization process and how socialization impacts our definition of ourselves and the society around us.
8	Identify patterns of global stratification and discuss theoretical explanations for these patterns.
9	Discuss the role of social institutions and the world system as it relates to problems of violence, poverty and disease.
10	Describe and analyze the factors that have sustained and shaped social inequalities within the U.S. and the global community.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

CLASS	TOPICS	DATE
1	Course Overview & Introductions	8/29
2	Course Assignments & College Resources	9/5
3	The Sociological Imagination	9/10
4	Sociological Research	9/12
EXAM 1- IN CLASS 9/12		
5	Understanding Social Institutions	9/17
6	Social Organization	9/19
7	Social Structure	9/24
8	Society & Culture	9/26
9	Socialization	10/1
10	Deviance & Social Control	10/3
EXAM 2 – DUE ONLINE BY 11:59 PM ON 10/8		
12	Stratification: Social Processes & Differentiation	10/8
13	Social Inequality	10/10
14	Race & Ethnic Group Stratification	10/15
15	Race & Ethnic Group Relations	10/17
16	Gender Stratification	10/22
17	Sexual Minorities	10/24
EXAM 3 – DUE ONLINE BY 11:59 PM ON 10/29		
18	Family: Defining Family	10/29
19	Family: Family Processes	10/31
20	Education: What it does	11/5
21	Education: How it does it	11/7
22	Religion	11/12
23	Politics & Government	11/14
24	The Economy	11/19
25	Population & Health	11/21
26	Social Change	11/22

THANKSGIVING BREAK: NOVEMBER 22-25		
EXAM 4 – DUE ONLINE BY 11:59 PM ON 11/26		
27	The Sociological Perspective	11/26
28	Sociological Theory	11/28
29	Student Presentations	12/3
30	Student Presentations	12/5
31	Student Presentations	12/10
32	*** FINAL EXAM *** (please see schedule available online)	12/12

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Rubrics will be given for all course instruments except **class participation and quizzes.**

Exams – written assessments designed to measure knowledge of presented course material

Activities – written assignments designed to supplement and reinforce course material

Presentation – oral assignment designed to measure ability to apply and explain course material

Class Participation – daily attendance and engagement in class discussions

Assignments – written and oral activities designed to create critical engagement with course material

Quizzes – written assessments given without notice to measure student preparedness for exams

Papers – written assessments designed to evaluate comprehension and mastery of course material

Grading Matrix:

Instrument	Value (points or percentages)	Total
In-Class Learning Activities	7 activities at 10 points each	70
Response Papers	2 papers at 20 points each	40
Reading Leader Assignments	4 assignments at 15 points each	60
Quizzes	2 quizzes at 20 points each	40
Presentation	1 presentation at 35 points each	35
Unit Exams	4 exams at 20 points each	80
Class Participation/ Engagement	25 points total	25
Final Exam	50 points total	50
Total:		400

Grade Determination:

A = 400 – 360 pts; i.e. 90% or better

B = 320 – 359 pts; i.e. 80 – 89 %

C = 280 – 319 pts; i.e. 70 – 79 %

D = 240 – 279 pts; i.e. 60 – 69 %

F = 239 pts or below; i.e. less than 60%

Instructor Policies and Procedures

Email:

In **ALL** emails please put the course number and section number as the **subject heading (SOCI 1510D.090)** or else your message may not be read. **I expect you to write your emails properly.** In other words, please address me properly, use complete sentences, proper spelling and grammar, and make sure your name is at the end of the email or I will NOT respond. Please use your name and my name in all emails. For example, I will not respond to emails that address me as “Hey,” or “Yo,” and/or that are signed off without a name or as “Peace,” or “get back.” If you email me and have not heard a response within a 36 hour time frame, I would suggest you re-read your message to see if you are missing any of these requirements.

If I have not responded to your specific email message within 36 hours, before you send me multiple messages please first check the Blackboard Learn site for an announcement or email message addressed to the entire class. Sometimes several students had similar concerns and it was more effective to send everyone a note to ensure clarity for ALL. Remember that you are not my only student and your class is not the only one I teach so it may take me an entire day before I can get to your email. Leaving numerous messages will not speed up the process. Messages sent via email can often “sound” very differently than they would if you were talking to someone in person. **Therefore, it is important to write emails properly and in a professional manner to avoid confusing, frustrating or inappropriate situations.**

Using email accounts outside of Blackboard Learn or your UNT account increases risks that you may not receive all communications as a result of spam blockers and policy regulations. **I also cannot communicate information about your grades and other information covered under FERPA policies outside of your Blackboard Learn account.**

Assignment Policy:

As a consequence of the format for of each class session and the exams for this course section, there are no make-up exams or assignments. **YOU** are responsible for all announcements made in class, all information relayed during lecture, all discussions in class, all notes, and all videos viewed in class. **I DO NOT** provide notes for students; it is in your best interest to share notes or ask other students to help you if you are absent.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

**On my honor, I have not given, nor received,
nor witnessed any unauthorized assistance that
violates the UNTD Academic Integrity Policy.**

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible for coordinating arrangements with a class colleague to obtain a copy of the class session information, including notes & activities, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.