Introduction to Sociology
SYG 1000
CRN 30520 (Summer 2012)
Florida Keys Community College

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I. Course Information
Course Prefix/Number/Course: SYG 1000/ CRN 30520
Credit Hours/Contact Hours: 3
Prerequisites for the course: None
Dates: June 19- August 1, 2012
Days of the week: Monday, Tues, Weds, Thurs: Time Scheduled: 1:00 PM– 2:45 PM Room C-116

II. Course Method
The course consists of lecture, class discussion, reading the textbook and use of audio-visual aids including films. Student success in attaining course objectives will be measured by completion of 3 essays, case studies, class participation, attendance, and conferences with the instructor when needed. The course is scheduled to meet on M,T,W, R from 1:00 PM to 2:45 PM starting June 19,2012 and ending August 1, 2012. TEXT BOOK Required: Essentials of Sociology, A Down to Earth Approach 9th edition by James M. Henslin.

III. Instructor Information
Instructor: Peter Griffiths, MA, MSW
Email: peter.griffiths@fkcc.edu
Office Hours: Thursday: 3:00 – 4:30 PM or as needed.
Phone: (305) 809-3290

IV. Description: Sociology examines how and why people form social groups and organizations as well as the individual's relationship to these social groups. Students will gain an understanding of the discipline of sociology and its impact upon individuals, groups and societies throughout the world. Topics of sociological interests are: Sociological perspectives; Social Interaction; Social Culture; Social Deviancy and Control; Social Class; Social Change and Social Institutions.

V. College-level Competencies
Florida Keys Community College graduates who complete the core curriculum possess the knowledge, skills and values associated with college-educated individuals. Our graduates demonstrate mastery of competencies integrated within the academic disciplines, such as the ability to effectively communicate, seek creative solutions to problems, exhibit cultural awareness, and command basic technological skills.

1. Communication: Comprehend and articulate effectively – written and oral communication
2. **Critical thinking**: Demonstrate mastery of problem-solving skills in the discipline

3. **Diversity**: Interpret and evaluate societal and ethical issues, problems and values

4. **Technology**: Utilize technology effectively

**VI. Course Calendar**

1. The Course Calendar lists the learning activities and assessment measures that comprise this course on a weekly basis. These activities and assessments are directly related to learning outcomes that support the overall course objectives. There are a total of 1700 points that can be achieved during this 7-week course, with each week offering a total of 100 possible points. Students are able to gauge their performance according to this grading scale throughout the duration of the course. The “Student Assessment” column lists all of the assignments required by this course and their due dates. I strongly recommend you print this out and refer to it often. Please note there is a total of 3 essays due to successfully complete this course.

2. **Students are responsible for following the course calendar**. Consult your calendar before you start a new chapter or section.

3. **The course schedule may change to meet the needs of the course and the students**.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Module/Week</th>
<th>Learning Outcomes</th>
<th>Learning Activities</th>
<th>Student Assessments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Communication</td>
<td><em>Module/Week 1</em> June 1-Jun 21, 2012</td>
<td><strong>Understanding of:</strong> 1.Different theoretical perspectives 2. Sexism in early sociology 3. Doing sociological research 4. Methodology, ethics and values in research</td>
<td>1. Read chapter 1 and be able to answer questions on pp 33. 2. Be prepared to discuss all “Thinking critically” exercises in the text. <strong>Due Date:</strong> Jun 21, 2012</td>
<td>1: Class discussion of questions on pp 33.</td>
<td>100</td>
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<td>Critical Thinking</td>
<td><strong>Objective:</strong> To understand and discuss: The sociological perspective; Origins of the discipline of sociology; Philosophy of sociological theories.</td>
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<td>Diversity</td>
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<tr>
<td>Communication</td>
<td><em>Module/Week 2</em> Jun 25-Jun 28, 2012</td>
<td><strong>Understanding of:</strong> 1. Meanings of culture, cultural relativism 2. Norms, sanctions, folkways and Mores 3. “Ideal” vs. “Real” culture 4. Language; the Saphir –Whorf theory. (how events are written or spoken of, impact consciousness)</td>
<td>1. Read Chapters 2 and 3. Be able to discuss the topics in the chapters on p. 56-57 and 82-83. 2. Be prepared to discuss all “Thinking”</td>
<td>1: Class discussion of questions on pp.57-58; 82-83. <strong>Due Date:</strong> 6/28/12</td>
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<td>Critical Thinking</td>
<td><strong>Objective:</strong> To understand and discuss: Culture, values, norms, sanctions, folkways, and Mores. Technology in the Global village.</td>
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<td>Diversity</td>
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**Objective:** To understand and discuss:
Socialization; social structure and socialization.
Theorists; Cooley; Mead, Piaget; Freud.

| 5. sub cultures and counter cultures |
| 6. US values |
| 7. Value contradiction |
| 8. How values can be blinders |
| 9. The importance of technology and the global village; |
| 10. Various stages of socialization; self, mind and emotions |
| 14. Resocialization; total institutions |

`critically` exercises in the text

**Due Date:**
**Jun 28, 2012**
| Communication | Module/Week 3  
| July 2-5, 2012  
| **Objective:** To understand and discuss: Social structure and social interaction. Levels of sociological analysis; Significance of social structure; Biotech societies;  
| **Objective:** To understand and discuss:  
| Social Groups and Formal Organizations. Cultural diversity in the United States; Concept of personal space; Mass Media; Methodologies; Social groups and formal organizations; Bureaucracies; Corporate culture; Technology and control of workers; Group dynamics; Global consequences of group dynamics/“group think.”  
| Understanding of:  
| 1. Levels of sociological analysis, macrosociology, and microsociology.  
| 2. class, statuses, gender, race, ethnicity and roles  
| 3. groups and institutions  
| 4. cultural diversity  
| 5. socialization and the life course  
| 6. social institutions  
| 7. social revolution that transformed society  
| 8. Durkheim, societal mode-mechanical and organic solidarity; Tonnies model: gemeinschaft and gesellschaft  
| 9. How stereotypes affect social interaction  
| 10. personal space “bubble.”  
| 11. Interactionist, and dramaturgical approaches; and reality  
| 12. What is Macro and Micro sociology.  
| **To Understand**  
| 1. The definition of group  
| 2. The classifications of groups.  
| 3. Social networks  
| 4. The “iron law of oligarchy.”  
| 5. Bureaucracies and corporate culture  
| 6. Group dynamics; dyad, triad and coalitions  
| 7. Definition of a leader, types of leaders, and leadership styles  
| 8. The Asch experiment and the Milgram experiment  
| 1. Read Chapter 4 and 5 be able to answer the questions on pages 108-109 of your textbook and 130-131.  
| 2. Be prepared to discuss all “thinking critically” exercises in the text  
| 3. Apply different sociological perspectives to the issues.  
| **Due Date:**  
| July 6, 2012  
| First Essay due July 5, 2012 on a topic between chapter 1-5  
| **Due Date:**  
| July 5, 2012  
<p>| <strong>100 points</strong> |</p>
<table>
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<tr>
<th>Communication</th>
<th>Module/Week 4</th>
<th><strong>Objective:</strong> To understand and discuss</th>
<th>Understanding of:</th>
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<tr>
<td>Critical Thinking</td>
<td>July 9-12 2012</td>
<td>Deviance and social control, Sociological perspectives and approaches to issues, Deviance and social control</td>
<td>1. The definitions of deviance, deviants, crime, and social control</td>
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<td>Diversity</td>
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<td>Cultural diversity around the world, Sanctions, Different sociological perspectives, Labeling theory Crime and recidivism Medicalization of deviance</td>
<td>2. The sociological and individualistic explanation of deviance</td>
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<td>3. Sociological perspectives used to assess deviance, i.e. interactionists and the differential association theory or the functionalist explanation of deviance</td>
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<td>4. Cultural diversity</td>
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<td>5. Crime, class, race, and the law; the homeless and mental illness</td>
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<td>6. Power and inequality</td>
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<td>7. Social values and deviance</td>
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<td>8. The law as a tool of oppression/control systems of stratification</td>
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<td><strong>Objective:</strong> To understand and discuss:</td>
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<td>Global stratification Social stratification Global stratification and the status of females Max Weber/social class Lenski Ideology vs force Elites and the maintenance of stratification</td>
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<td><strong>Understanding of:</strong></td>
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<td>1. Slavery, hierarchy, caste systems</td>
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<td>2. Who determines social class</td>
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<td>3. What is meritocracy</td>
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<td>4. How elites maintain stratification and what is neocolonialism multinational corporations</td>
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<td>5. Key characteristics in other nations</td>
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<td>6. How and why the world’s nations are stratified/colonialism, world system theory and the culture of poverty</td>
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<td>7. Globalization and technology</td>
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<td><strong>Read Chapters 6 and 7 and be able to answer the questions on pages 158-159 and 184-185.</strong></td>
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<td>2. Be prepared to discuss all “thinking critically” exercises in the text</td>
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<td>3. Apply different sociological perspectives to the issues.</td>
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<td>Due July 12, 2012</td>
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<td>Due 7/12/12</td>
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| Communication | Module/Week 5  
July 16-19 2012  
Objective: To understand and discuss  
Social Class in the United States,  
Updating Marx and Weber;  
Consequences of class, social mobility,  
Poverty, Welfare Reform.  
Race and ethnicity,  
Minority groups and dominant groups,  
Identity, Prejudice and discrimination,  
Global patterns,  
Cultural diversity in the United States  
Immigration  
Affirmative Action | Understanding of:  
1. Social class and power/power elite; property; prestige  
2. Status: consistency and inconsistency  
3. Models of social class: Wright/Marx & Kahl and Gilbert/Weber  
4. Consequences of social class; health, education, family life, politics, religion, crime and the criminal justice system  
5. Social mobility, intergenerational, structural and exchange  
6. Poverty: Who is poor, poverty and race, unequal distribution of poverty, gender and poverty, rural poverty, and age and poverty.  
7. Reasons for poverty  
8. Horatio Alger myth and the American Dream  
Understanding of:  
1. Definitions of race and ethnicity and how they differ  
2. How race is both a reality and a myth.  
3. Minority and dominant groups/power dynamics  
4. Ethnic identity and “ethnic work”  
5. Nature of prejudice and discrimination  
6. Defining individual and institutional discrimination and how they differ  
7. How psychologists and sociologists | Read Chapters 8-9 and be able to answer questions on pages 210-211 and 244-245.  
2. Be prepared to discuss all “thinking critically” exercises in the text  
3. Apply different sociological perspectives to the issues.  
2nd Essay  
Due July 19, 2012. Select a topic from Chapters 6-9 | 1. Class discussion of questions on p.210-211 and 244-245 | 100 points |
| Communication | Module/Week 6  
July 23-26 2012  
Objective: To understand and discuss: Gender and age; Standards of gender, Patriarchy Inequality Feminism Violence Social construction of aging, Influence of Mass media, Legislation Intergenerational conflict. i.e. Social security legislation.  
To Understand and discuss: Marriage and the family, Global perspectives, Theoretical perspectives, The family life | Understanding of:  
1. Definition of gender stratification  
2. Definition of sex and gender, and how the terms differ  
3. How women became a minority group; patriarchy  
4. Global violence against women, i.e. honor killing  
5. Gender inequality in health care, education, workplace, trends in politics.  
6. The relationship between violence and women  
7. Aging in global perspective  
8. The social construction of aging  
9. Different sociological perspectives of aging  
10 Gender roles among the elderly  
11. The influence of mass media on aging  
12. Intergenerational conflict; i.e. Social security legislation  
Understanding of:  
1. How power and coercion are related to power  
2. Definitions of authority and the types of authority  
3. Types of government  
4. The main characteristics of the US political system  
5. Lobbyists, special interest groups,  
6. The relationship of war and terrorism to politics  
7. The relationship between economic systems and different | Read Chapters 10-12 and be able to answer questions on pages 280-281 and 312-313 and 340-341.  
2. Be prepared to discuss all “thinking critically” exercises in the text  
3. Apply different sociological perspectives to the issues.  
Due July 26, 2012 | 1. Class discussion of questions on p.280-281 and 312-313. and 340-341  
Due July 26, 2012 | 100 points |
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<td><strong>Understanding of:</strong></td>
<td>1. What a family is, broad definition and what themes are universal 2. Universal definition of marriage and family. 3. Application of sociological/theoretical perspectives in examining marriage and the family 4. The major elements of the family life cycle 5. Diversity in US families i.e. the significance of race/ethnicity or blended families. 6. The major trends in families 7. Divorce, remarriage and how it affects family members, economics of divorce 8. The dark side of family life and the bright side 9. The future of the family and marriage</td>
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| Communication | **Module/Week 7**  
July 30-Aug 1, 2012  
**Objective:** To understand and discuss:  
Education and industrialization in global perspective,  
Different perspective on education in the global village,  
Definition of religion,  
Types of religious groups,  
Religion in the United States  
**Objective:** To understand and discuss:  
Population and urbanization,  
The global impact of population,  
Space/environmental issues,  
Urbanization, life in the city  
**Objective:** To understand and discuss: Social change and the environment  
How social change transforms the world.  
| **Understanding of:**  
1. The definition of a credential society and how it developed  
2. How education compares among the most industrialized and the least industrialized nations.  
3. The different sociological perspectives on education and religion.  
4. The problems in US education, i.e. social promotion, grade inflation, and functional illiteracy  
5. Potential solutions to these problems  
6. Durkheim’s three essential characteristics of religion in the US  
7. The different perspectives used to examine religion, i.e. functionalist know the functions and dysfunction of religion  
8. What the spirit of capitalism has to do with religion.  
9. The types of religious groups in the US  
10. The main characteristics of religion in the US  
11. The secularization of religion  
12. The future of religion.  
| **Read Chapters** 13-15 and be able to answer questions on pages 371-372 and 402-403 and 428-429.  
2. Be prepared to discuss all “thinking critically” exercises in the text  
3. Apply different sociological perspectives to the issues.  
**Final Essay 3**  
**Due Aug 1**  
one topic between chapter 13-15  
100 points |
| Communication | Critical Thinking | Diversity | **Understanding of:**  
1. How social change transforms social life.  
2. Theories and Processes of social change. |
|---------------|-------------------|-----------|--------------------------------------------------------------------------|
VII. Materials
Required Textbook: *Essentials of Sociology, A Down to Earth Approach, 8th edition*
Publisher: Pearson
ISBN- 10: 0-205-67608-1

VIII. Grading Scale (This is Standard Through Out the College) There will be three essays based on the lectures, the text, and videos. The essays will have between 1,000 to 1,600 words, double spaced using Time Roman 12 Font. The intent of the essays is to have the student demonstrate knowledge of the course material; make a scientific analysis of the course materials and to apply this understanding to significant events in his/her life or environment and demonstrate the analysis/synthesis process through the presentation of scholarly papers. You may earn extra points by providing a 600 word essay on a sociological topic covered in class that is of interest to you. The extra essay can earn from 0-5 points and the average of the extra points will be added to the average total points earned from the 3 essays. The extra point feature is useful to a student with an average grade point from the 1,000-1,600 word essays that falls a few points below the next higher grade, and seeks to earn points to raise their essay point average.

The following grade scale will apply to this class:
A: 90 % or above
B: 80 - 89 %
C: 70 - 79 %
D: 60 - 69 %
F: below 60 %

Breakdown of grades: The essays count as 90% of the grade. Attendance and participation make up the final 10% of the grade. Note: To earn full attendance credit, students are expected to attend the full class period.

Essay Dates: Essay 1: July 5; Essay 2: July 19; Final Essay 3: August 1, 2012

IX. Class Policies

Community Decorum

A positive learning experience depends upon respect among all members of this classroom community. Disregard or disrespect for the process, the group or toward any individual will result in removal from the class and may result in you being dropped from the course. Respectful discourse in discussion and email areas is expected and anonymous posting will not be tolerated.

Attendance & Participation Policy
Do not be late for class. Chronic tardiness and/or leaving early will impact your attendance grade. If you are more than ten minutes late for class credit is not given for attendance. Students must attend at least 80% of the class meetings to receive credit for the course. **Attendance will be taken at each class.** Students are responsible for getting missed lecture notes, and keeping up with class activities. Students are expected to read the materials assigned and to be prepared to discuss the material in the class. If they do not do so then they will not receive a participation grade.
Academic Honesty & Plagiarism

1. Students are expected to respect and uphold the standards of honesty in submitting written work to instructors. Though occurring in many forms, plagiarism in essence involves the presentation of another person’s work as if it were the work of the presenter. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense. It is the student’s responsibility to review the College’s policy on Academic Honesty.

2. Collaboration and discussion is encouraged in all course aspects other than actually completing the assigned work (quizzes, exams, homework, projects, etc). Indeed, collaboration often leads to increased understanding of the material being covered. If you have questions about an assignment, I encourage you to speak up and ask questions about it.

3. It should, but will not, go without saying that plagiarism is a form of fraud and will not be tolerated. You are expected to do your own work. Copying text or images from any source and claiming it as your own is considered plagiarism. Submitting copied text as most or all of your answer on a homework or project is also a form of dishonesty, even if you cite the source. I want to read YOUR words, not someone else’s words. Using quoted text to support your answer will not usually be necessary in this class. Having someone else do your essay is a form of plagiarism and is dishonest because someone else did the work.

Finally, go to the website and read: http://www.plagiarism.org/learning_center/what_is_plagiarism.html

Please turn off all pagers, alarms and cell phones during class. They are not to be in the hand, or on desks. Anyone who uses their phone for text messaging in class will be asked to leave. Earphones are forbidden in class.

It is NOT the instructor’s responsibility to withdraw students from classes. Please check the last page of the syllabus and the college calendar for the appropriate dates.

Exam/Essay and Make-up Exam/Essay Policy

Read Carefully: No one will be allowed to take a scheduled exam if they are more than ten minutes late for the test. The student will have to take a make-up exam if they have a valid reason. The student must provide verification of that valid reason.

As for make-up examinations: If there is an emergency and the student cannot make an examination, the student must notify the instructor within twenty four (24) hours of the examination in order to be eligible for a make-up. Again, the student must provide documentation of the reason for missing the class; i.e. a letter from the doctor..accident report. DO NOT schedule regular doctor or dentist appointments during class time as that will not count as an excused absence. Remembering exams is the student’s responsibility no make up will be allowed for unexcused absences. All make up examinations will be given during the last two weeks of the course and will consist of fill-in –the –blanks and/or essays. THERE WILL BE NO EXCEPTION TO THIS RULE!

ESSAYS: Are due on the dates scheduled. They may be physically turned in or e-mailed to the instructor before or on the dates listed on this syllabus.
Late Work

1. Any assignment not submitted by the date and time specified in the Schedule of Assignments is considered late, unless you have contacted me and I have approved an extension in advance.

2. Assignments (other than class participation) will be accepted up to 7 days late unless you have contacted me and we have mutually agreed on an alternate submission date before day that the assignment is due.

3. Late assignments (other than class participation) will be assessed a late penalty equal of minus 5 points from the total point value of the assignment. The late penalty begins on the 8th day after the essay was due and accumulates after every 8 days passes. (Example: If an essay is 16 days late a penalty of 10 points will be subtracted from total points earned by the essay).

4. The above policy does not apply to the final exam, nor any other assignment that may due during the Final Exam period. No assignments/essays due during the last week of classes will be accepted late to allow me to submit the course grades to the college on time.

5. Class participation will not be accepted late unless you have contacted me and we have mutually agreed on an alternate submission date in advance. Posting class participation messages late will add little to the class discussion of those topics.

6. Internet connection problems are not an acceptable excuse for late work. You should have a plan in place for internet access in case your primary method is unavailable. I strongly recommend submitting assignments at least one full day early to allow time to recover from technical problems.

7. If you are unable to access the online classroom due to a College server outage on the date that an assignment is due, the following guidelines apply. If I have not heard from you before the deadline I will not waive the late penalty described above.
   a. Send me an internet email before the assignment is due and attach the assignment to the email if applicable.
   b. If you don’t have access to the internet, leave a message at the phone number listed at the top of the Syllabus.

8. If you are out of contact and miss a deadline due to an extenuating circumstance, I expect you to contact me as soon as possible to discuss the situation. No exceptions will be made to the above policies unless you can provide documentation of the situation that I consider adequate.

Suggestions for writing Essays, taking exams and quizzes

1. Provide a good explanation of a concept or concepts related to the material discussed in the forum, or give a good example of how a concept can be applied.

2. Be factually correct.

3. Have acceptable spelling and grammar. Although this is not a writing class, this is College. Students should get into the habit of writing complete sentences that are grammatically correct. I don’t expect your grammar to be perfect, but it should be generally correct. Take advantage of the spell check feature.
4. Be your own work. Do not plagiarize from any source (internet, textbook, etc) as the body of your post. Study the concept, and then express it in your own words. Make certain to cite and document your references.

5. Read each chapter once to get an idea of its contents.

6. Take notes during lectures and read over in conjunction with readings.

7. Study the Summary and Review at the end of each assigned chapter and read the answers to the questions. It will assist you to get an understanding of the salient points of the chapter.

8. Look at the “Thinking Critically” portion at the end of each chapter to assist you with developing a topic for your essay.

9. If you can provide a detailed explanation for every item in the study guide and you understand the reasons behind the all of the correct answers in the review games, you will be well prepared for the tests in this class.

**Withdrawal Policy**

1. Students may withdraw without academic penalty from any course by the established deadline published in the College’s calendar. This will result in a grade of ‘W’ for the course and will not count against the student's GPA.

2. Students will be permitted a maximum of two withdrawals per course. Upon the third attempt, the student WILL NOT be permitted to withdraw in accordance with State of Florida regulations and will receive an earned grade for that course.

3. It is the responsibility of the student wishing to withdraw from the course to do so by the date published in the College Academic Calendar.

4. Students who abandon the course or do not withdraw themselves by the published deadline are subject to receiving a grade of F.

**Extra Credit Work**

1. You may earn extra points for a 600 word essay on a sociological topic of your interest. The points earned are from 1-5. The extra points are added to the total accumulated points from all essays turned in.

**How Much Study Time You Should Expect To Devote To This Course**

1. Most educators recommend that students spend 1-2 hours outside of class studying and completing assignments for every hour spent in class. For a typical 3 credit hour class, this translates into a total of 6-9 hours every week per course. This same guideline applies to online courses. You should expect to spend a total of 6-9 hours each week studying and completing assignments for each course you take.

2. This is a guideline. Some classes will require more time and effort than this guideline and some will require less, and the time any individual student will need to spend will vary. You should expect that the study time you will need in any class will be toward the high side of the guideline until at least after the first exam or quiz. Then you can compare the effort you expended with the results you earned and make any adjustments necessary.

3. This class covers a lot of material, and like most courses there are some concepts that may be difficult to grasp. Experience has shown that students who are successful in this class generally have study time totals on the higher of the scale.
4. Few students do well in this course if they are spending fewer than 5 or 6 hours studying every week. If you do not have a strong background in this subject, you study time will almost certainly need to be on the higher end of the scale if you want to earn a good grade.

**Delays in Getting the Textbook**

Having regular access to the textbook is a requirement for this class. Whenever possible students should have the text in hand before the first day of class each semester, but there will be times that students are unable to get the text until after the class begins. If you are in this situation, follow the guidelines below. These guidelines are intended to be general enough to apply to all classes you take, and they may not all apply to this class. **Not having the text is not an acceptable excuse for doing no work at all in this class.**

**Special Needs**

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office for Students with Disabilities at 305-809-3292 via email at: karla.malsheimer@fkcc.edu or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

**Sexual Predators**

Federal and State law requires a person designated as a “sexual predator or offender” to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-888-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at [www.fdle.state.fl.us/sexual_predators](http://www.fdle.state.fl.us/sexual_predators). If there are questions or concerns regarding personal safety, please contact the Campus Security Officer on your campus.

**WELCOME STUDENT TO THE COURSE!! MAKE LEARNING FUN!!**

**Essay Rubric for Introduction to Sociology**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Emerging 0</th>
<th>Developing 1</th>
<th>Proficient 2</th>
<th>Exemplary 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Communication:</strong> Comprehend and articulate effectively written and oral communication</td>
<td>1. Thesis and main ideas are not clearly stated, writing wavers in purpose and does not address assigned topic. 2. Loose focus on ideas and detail. 3. Repetition, weak structure, several errors in structure, word choice and</td>
<td>1. Thesis and main ideas adhere to purpose. 2. Adequate understanding of key issues. 3. Purpose not focused or detailed. 4. Several errors in structure, word choice or mechanics that obscure content or</td>
<td>1. Thesis and main idea communicate purpose effectively. 2. Content shows insight of key issues. 3. Details are clear throughout the work. 4. Occasional errors in structure, usage or mechanics do not obscure content or purpose.</td>
<td>1. Thesis and main ideas communicate purpose with sophistication and insight. 2. Content demonstrates analysis to key issues. 3. Key points and details are focused and clearly stated.</td>
</tr>
</tbody>
</table>

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### Critical Thinking:
Demonstrate mastery of problem solving skills in the discipline.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Unable to analyze information, questions, and problems or does so superficially.</td>
</tr>
<tr>
<td>2.</td>
<td>Unable to evaluate material.</td>
</tr>
<tr>
<td>3.</td>
<td>Unable to identify implications and consequences.</td>
</tr>
<tr>
<td>4.</td>
<td>No demonstration of ability to use deductive and inductive reasoning and problem-solving skills.</td>
</tr>
</tbody>
</table>

1. **Analyzes some key information, questions and problems competently.**
2. **Evaluates material inconsistently.**
3. **Inconsistent identification of implications and consequences.**
4. **Uses deductive and inductive reasoning and problem-solving skills inconsistently.**

### Diversity:
Interpret and evaluate societal and ethical issues, problems, and values.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lacks general awareness of cultural diversity or of its significance.</td>
</tr>
<tr>
<td>2.</td>
<td>Lacks the ability to directly reference issues of socio-cultural diversity and/or sustainability of human or natural communities in narrative content or methodology/process, and might refer to one of the following indirectly: race, ethnicity, gender, sexual orientation, ability, age, socio-economic status (SES), political perspectives, belief systems, or the natural world.</td>
</tr>
<tr>
<td>3.</td>
<td>Unable to interpret, evaluate or explain societal and ethical issues, problems, and values.</td>
</tr>
</tbody>
</table>

1. **Ability to refer to issues of socio-cultural diversity and/or sustainability of human or natural communities with few details but lacks complexity in narrative content or methodology/process, and includes references to one of the following: race, ethnicity, gender, sexual orientation, ability, age, socio-economic status (SES), political perspectives, belief systems, or the natural world.**
2. **Explain or evaluates societal and ethical issues, problems and values without using academic or academic approved references and no personal observations or experiences.**

### Technology:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Does not use a mechanics.</td>
</tr>
<tr>
<td>2.</td>
<td>Exhibits minimal purpose.</td>
</tr>
<tr>
<td>3.</td>
<td>Exhibits purpose.</td>
</tr>
</tbody>
</table>

1. **Analyzes key information, questions, and problems clearly and precisely.**
2. **Evaluates material with insight.**
3. **Uses clearly stated premises to important implications and consequences.**
4. **Uses deductive and inductive reasoning and problem-solving skills consistently and with ease.**
Utilizes technology effectively

<table>
<thead>
<tr>
<th>Utilizes technology effectively</th>
<th>computer or software to create a document or any enhanced application software features.</th>
<th>software skills, and requires remediation to perform basic tasks.</th>
<th>satisfactory software skills but requires guidance or assistance in using specific features.</th>
<th>use of appropriate software to create documents using basic application features without assistance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Does not use discipline – appropriate applications.</td>
<td>2. Shows minimal understanding of enhanced software features; but requires guidance or assistance in using the features.</td>
<td>2. Uses advanced application functions.</td>
<td>3. Demonstrates competent use of discipline-appropriate applications.</td>
<td>3. Exhibits exemplary software skills, and has mastered advanced application functions.</td>
</tr>
<tr>
<td>3. Exhibits little to no ability to choose appropriate technology for assignments and other tasks.</td>
<td>3. Shows minimal understanding of discipline-appropriate applications, but requires guidance or assistance in using these features.</td>
<td>3. Demonstrates minimal ability to choose appropriate technology for assignments and other tasks.</td>
<td>4. Exhibits satisfactory ability to choose appropriate technology for assignments and other tasks.</td>
<td>5. Exhibits minimal ability to evaluate the potentials and limitations of technology as applied to a specified discipline.</td>
</tr>
<tr>
<td>4. Exhibits little to no ability to evaluate the potentials and limitations of technology as applied to a specified discipline.</td>
<td>4. Exhibits minimal ability to choose appropriate technology for assignments and other tasks.</td>
<td>4. Exhibits satisfactory ability to evaluate the potentials and limitations of technology as applied to a specified discipline.</td>
<td>5. Exhibits minimal ability to evaluate the potentials and limitations of technology as applied to a specified discipline.</td>
<td>5. Exhibits excellent ability to evaluate the potentials and limitations of technology as applied to a specified discipline.</td>
</tr>
</tbody>
</table>

Class Contract

The Class Contract assignment is my method of ensuring you know what you should expect from me, and what I expect from you. By returning the Class Contract to me, you are acknowledging that you:

a. Understand the policies detailed in this Syllabus.
b. Understand the expectations and due dates listed in the Course Calendar and Assessment Measures.
c. Understand that you will be held accountable to the standards published in this document.
d. The Class Contract must be submitted via the dropbox by the date published in the Course Calendar and Assessment Measures.

By signing my name I acknowledge the above.

Print Name: ____________________________ Date: ____________________

Signature: ____________________________