

**Coffeyville Community College**

**SOCI 101**  
**COURSE SYLLABUS**  
**FOR**  
**INTRODUCTION TO SOCIOLOGY**

**Instructor**

**Antoinette Tackett**  
**120 Arts/Sciences**

**COURSE NUMBER:** SOCI 101  
**COURSE TITLE:** Introduction to Sociology  
**CREDIT HOURS:** 3  
**INSTRUCTOR:** Antoinette Tackett  
**OFFICE LOCATION:** 120 Arts and Sciences Building  
**OFFICE HOURS:** Posted on Office Door  
**PREREQUISITE:** None  
**REQUIRED TEXT AND MATERIALS:** *Sociology, The Basics, 9<sup>th</sup> Ed., by John Macionis*

**COURSE DESCRIPTION:** This course is designed for both the general student and the behavioral science major. Basic concepts, terms, and works of prominent figures that have contributed to sociology are included.

**EXPECTED LEARNER OUTCOMES:**

1. Understand the historical development of sociology as a discipline.
2. Understand the foundations of society.
3. Understand the basic institutions of society.
4. Understand the inequalities that exist in society.
5. Understand social change in society.

**LEARNING TASKS & ACTIVITIES:** This course will use the reading, lecture, and discussion model as the primary method of instruction. In addition, films, videos and audio tapes will be presented.

Class attendance, preparation and participation are vital parts of the learning process. Students are expected to attend class, take notes, and participate in discussions where appropriate.

Chapter 1: The Sociological Perspective

Chapter 2: Culture

Chapter 3: Socialization

**Unit Exam #1—Chapters 1, 2 and 3**

Chapter 4: Social Interaction in Everyday Life

Chapter 5: Groups & Organizations

Chapter 7: Deviance

**Unit Exam #2—Chapters 4, 5 and 7**

Chapter 8: Social Stratification

Chapter 9: Global Stratification.

Chapter 15: Demography (pages from Chapter 15)

**Unit Exam #3—Chapters 8, 9 and 15**

Chapter 6: Sexuality & Society

Chapter 10: Gender Inequality

Chapter 11: Racial/Ethnic Inequality

**Exam #4—Chapters 6, 10 and 11**

**ASSESSMENT  
OF OUTCOMES**

The total number of points you earn during the semester will determine your final grade.

**UNIT EXAMS**

The four **Unit Exams** (worth 125 points each) will cover three textbook chapters. The Unit Exams may include multiple-choice, true/false, matching and short essay questions.

**ASSIGNMENTS**

The ten **Quizzes** (worth 20 points each) will contain multiple-choice, matching, and true-false questions. The Quizzes provide a learning check at the end of each chapter. Students must be in attendance to take a Quiz.

The six **Film Reports** (worth 20 points each) will contain definition, content summary, and short answer questions. The film reports provide organization for viewing the films and review for exams. Students must view films to write reports. The Film Reports will be submitted on the date assigned. A penalty will be given for late work.

**Ad Hoc Assignments** will be scheduled by the instructor and may include: class attendance days, volunteer community activities, on-campus and community events, TV and movie viewing, etc. The purpose of the Ad Hoc Assignments is to take advantage of unscheduled learning opportunities. Points assigned and earned for these assignments will be above and beyond those included in the course. There will be no make up for Ad Hoc Assignments.

**GRADING**

The total number of points to be earned during the semester is 1000.

<b>ASSIGNMENTS &amp; POINTS</b>			
4	Unit Exams	@ 100=	<b>400</b>
10	Chapter Quizzes	@ 20 =	200
6	Film Reports	@ 20 =	120
1 +	Ad Hoc Assignments	@ 20 =	20
			<b>300*</b>
	<b>TOTAL POINTS</b>		<b>740</b>

**\*More than 1000 points are scheduled to adjust for college sponsored activities, illness, and other planned or unplanned events.**

PCT%	POINT RANGE	GRADE
90%	630-740	A
80%	560-629	B
70%	490-559	C
60%	420-489	D
<60%	0-419	F

ATTENDANCE  
POLICY:

- **Students are expected to attend each class session.**
- Students are expected to take Unit Exams and submit assignments on time.
- If prior knowledge of absence exists, **students are responsible** for handing in assignments **EARLY** and/or informing the instructor immediately. Messages may be left on my voice mailbox at ext. 2040.
- **Students will be dropped from the class if more than six (6) unexcused absences occur.**

LATE  
ASSIGNMENTS

- A “**Unit Exam deadline day**” will be scheduled for the completion of a prior Unit Exam and all Unit Assignments. The deadline day will occur prior to the next unit exam. These dates will be announced **frequently** during the semester (Unit Exam #4 must be taken during the “final exam period”.) A 25% late penalty will be imposed.
- Students who are absent on an assignment due day (because of a college-sponsored activity) are responsible for submitting the assignment **before** the assignment due day (to avoid penalty).
- **No** assignments for a given Unit will be accepted after the Unit Exam deadline date.

MAKE UP  
ASSIGNMENTS

- Students who are absent on exam day due to a college-sponsored activity are responsible for scheduling their exam **before** the exam day (to avoid penalty).
- Students who are absent on exam day due to an unplanned event must schedule a make up exam with the instructor before the Unit Exam deadline date. A 25% late penalty will be imposed.
- Students must be in attendance to take a Quiz. Students who are absent on quiz day due to a college-sponsored activity are responsible for scheduling their quiz **before** the quiz day
- Students must be in attendance to watch a film and to submit a Film Report assignment.
- There will be no make up for Ad Hoc Assignments.
- **No other make up exams, assignments, etc. will be scheduled.**

**“EXTRA” CREDIT, ETC**

- The instructor has scheduled “extra” homework assignments (quizzes, Ad Hoc assignments) to adjust for college sponsored activities, illness, and other (planned or unplanned) events.
- A student who has a less than three absences & completes all eligible assignments,

etc. may still earn the maximum points.

A student who has many absences (planned or unplanned) will not be eligible to earn the maximum points.

- **No other “extra” credit will be given.**

## **ACADEMIC HONESTY:**

**Students are expected to complete and submit their own work.**

**And, allowing other students to submit one’s own answers or work is also academically dishonest.**

**Copying another student’s work or published author’s work (either in electronic or printed form) is a serious violation of this policy.**

**Upon discovery of a violation, the instructor will meet with the student(s) involved (and the Vice President of Learning, if necessary) to determine appropriate actions. Penalties may include failure in the course, dismissal from the course, zero credit for the assignment, quiz or exam, or other sanctions deemed appropriate.**

**There will be no tolerance for violations of this policy.**

## COMPETENCIES:

### UNDERSTAND THE HISTORICAL DEVELOPMENT OF SOCIOLOGY

1. To identify the societal changes that lead to the emergence of sociology.
2. To illustrate the sociological perspective
3. To identify the major contributors to the development of sociology.
4. To summarize the theories of major sociologists
5. To explain the three (3) major theoretical viewpoints.
6. To identify methods used by sociologists in empirical studies

### UNDERSTAND THE INFLUENCE OF CULTURE ON BEHAVIOR

1. To define culture.
2. To understand the historical and present relationship between technology and culture in society
3. To contrast the differences between subcultures and countercultures
4. To distinguish between the components of culture
5. To analyze culture from the three major viewpoints

### UNDERSTAND THE DEVELOPMENT OF THE SELF

1. To define socialization
2. To illustrate the nature-nurture debate with research examples
3. To distinguish between the various theories of the development of the self and personality
4. To identify the role of agents of socialization in the development of the self
5. To trace the development of the self and the process of socialization through the lifespan.

### UNDERSTAND THE FORCES OF SOCIAL STRUCTURE

1. To discuss the relationship between social structure and individuality.
2. To distinguish between the different types of statuses and roles.
3. To explain the Thomas theorem and the social construction of reality viewpoint.
4. To illustrate how various realities are socially constructed.
5. To explain the viewpoints of Garfinkel and Goffman about everyday reality.
6. To explain the impact of verbal and non-verbal communication in everyday life

### UNDERSTAND THE INFLUENCE OF GROUP MEMBERSHIP ON BEHAVIOR

1. To explain the effect of group membership on human behavior
2. To distinguish between various types of groups.
3. To distinguish between various types of leaders
4. To illustrate the process of group dynamics with research examples
5. To be able to identify and describe the basic characteristics of bureaucracy and other formal organizations

### UNDERSTAND THE CONSEQUENCES OF NORM VIOLATION

1. To define deviance
2. To explain the functions and dysfunctions of deviance for a society
3. To describe various explanations for the causes of deviance
4. To explain how societies respond to deviance

### UNDERSTAND SOCIAL STRATIFICATION and SOCIAL CLASS

1. To define social stratification and identify the four basic principles of social stratification.
2. To differentiate between systems of social stratification.
3. To explain the theories of social stratification.

4. To describe the relationship between stratification and technology.
5. To explain and describe patterns of inequality in the United States.
6. To explain the idea of social class from the viewpoints of Marx and Weber.
7. To categorize the various social classes in America
8. To show the role of social class in health, values, education, politics, religion and family lifestyles.
9. To differentiate between the various categories of social mobility.
10. To identify the demographic patterns of wealth and poverty in society.

#### **UNDERSTAND GLOBAL STRATIFICATION**

1. To define and describe the demographics of the three "economic development" categories used to classify nations of the world.
2. To understand both the severity and extensiveness of poverty in the lower-income nations of the world.
3. To recognize the extent to which women and children are represented among the poor of the world and the factors leading to this condition.
4. To identify and discuss the correlates of global poverty.
5. To identify and discuss the two major theories used to explain global inequality.
6. To demonstrate how demography can be used to explain and predict social and global trends
7. To learn the basic components used by demographers to study populations.
8. To compare Malthusian theory and demographic transition theory.

#### **UNDERSTAND SOCIAL INEQUALITY BASED ON GENDER**

1. To define sex, gender and gender stratification.
2. To describe the link between patriarchy and sexism.
3. To describe the role of gender in socialization in the family, the peer group, schooling and the mass media.
4. To identify how gender stratification occurs in the work world, education, political, and the military.
5. To describe the extent to which women are victims of violence, and to begin to understand what can be done to change this problem.
6. To explain the structural-functional and social-conflict viewpoints about the origins and persistence of gender inequality.
7. To identify the central ideas of feminism, the variations of feminism, and resistance to feminism.
8. To identify general observations about the likely future of gender and society.

#### **UNDERSTAND SOCIAL INEQUALITY BASED ON RACE and ETHNICITY**

1. To identify the biological basis for definitions of race.
2. To distinguish between the biological concept of race and the cultural concept of ethnicity.
3. To identify the characteristics of a minority group.
4. To define prejudice and describe how it is measured.
5. To identify and describe the two forms of prejudice.
6. To identify and describe the four theories of prejudice.
7. To distinguish between prejudice and discrimination.
8. To provide examples of institutional prejudice and discrimination.
9. To describe how prejudice and discrimination combine to create a vicious cycle.
10. To describe the patterns of interaction between minorities and the majority.
11. To describe the histories and relative statuses of each of the racial and ethnic groups identified in the text.
12. To describe racial and ethnic trends of the future.

**This syllabus is subject to revision with prior notification to the student by the instructor.**

Revised August 13, 2007