Sociology 1A – Spring, 2014

**Introduction to Sociology**

Class Meets:

\_\_\_\_\_\_ Wednesday @ Willow 6:00 – 8:50 p.m. AC1-150

Or

\_\_\_\_\_\_\_ Thursday @ Reedley 6:00 – 8:50 p.m. SOC-32

Instructor: Jeffrey W. Eisinger

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**Textbook**: Essentials of Sociology: A Down-to-Earth Approach, by James M. Henslin

**Description**: This course introduces the principles and theoretical perspectives of sociology and their application to everyday social life.

**Course Objectives**: This course is structured to provide students with workable knowledge regarding basic concepts from sociology. You will develop an understanding of sociology and how it works. Pertinent questions are encouraged. Students will have an opportunity to use the concepts explored in the classroom. A major goal is to help students understand and recognize the basic principles underlying human social behavior.

**Important Dates**:

Jan. 31: Last day to drop a full term class to avoid a “W”.

Mar. 14: Last day to drop a full term class. Letter grade assigned after this date.

April 14-18: Spring Break.

May 19-23: Final Exam Week.

**Attendance**: Attendance will be taken every class period. It is **your** responsibility to make sure you are marked present. Pursuant to SCCCD Academic Regulations, excessive absences may result in the student being dropped from the class. Please consult the school catalog for specifics depending on how many times the class meets.

**Participation:**  Students are expected to come to class prepared to engage in discussions and activities based on assigned readings. I will take both the content and quantity of your contribution into account to determine your participation points for the semester. There are 10 total participation points that can be earned over the duration of the course.

The quality of contributions will be assessed based on the following criteria:

Comments should reflect knowledge of assigned readings.

Comments should show application of critical thinking skills.

Comments should show application of theory to real life situations.

The amount of participation points you earn will be impacted in a negative manner by behavior which disrupts class time. In addition to arriving late to class and/or leaving early without a valid reason, other examples of disruptive conduct are outlined later in the syllabus. If you do need to arrive late or leave early, please utilize the rear door so as to minimize disruption to others.

**Electronic Submission of Writing Assignments**: All written assignments are to be submitted via email (as an attachment to the email and not typed in the body of the email). The assignment will state the exact date and time the assignment is due. I will hand out a complete explanation of each writing assignment well in advance of its due date. To ensure that students receive credit for assignments, a special labeling protocol must be utilized. **In the subject line** of the transmittal email, please use this model –

**[Last name, First name – Title of assignment – TBG]**

For example, if the student’s name is SpongeBob SquarePants and the assignment is to write about one of the many interesting sociological subcultures of the junior college, the subject line of the email would appear as follows:

**SquarePants, SpongeBob – Junior College Subculture Assignment - TBG**

This protocol allows the instructor to sort and organize papers using the last name. A personal email address often bears no resemblance to the student’s actual name, so this method facilitates better record-keeping and accurate grade assignment. The letters “TBG” stand for “to be graded” and when assignments have been graded and returned via email, the initials will be replaced with the number of points earned for the assignment.

**Late Assignments**: Students are responsible for turning in all assignments before the time and date they are due. If some emergency prevents you from turning in the assignment on time, you must notify me **in advance of the due date** that your assignment will be late. Otherwise, it will not be accepted. Be prepared to submit written documentation. All late assignments, aside from those not accepted at all, will be marked down 20%.

**Writing Standards**: It is assumed that students will perform professionally in preparing work required for this class and will submit all assignments by the appropriate due date. All documents are to be spell-checked and grammar-checked and follow general APA requirements (i.e. numbering, paragraphs, citing references, etc.) as appropriate for the assignment. Information about the APA requirements is freely available on the internet.

**Academic Honesty**: Academic honesty is highly valued in the State Center Community College District. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student’s original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communications when the content of such communications clearly originates from an identifiable source. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on a particular examination, paper, project or assignment in question to more serious sanctions, at the discretion of the instructor and depending on the severity and frequency of the incident(s).

**Drop Policy**: It is the **student’s** responsibility to officially drop a class in which he/she no longer wishes to be enrolled, although I may drop those students who miss several classes in a row. If you want to drop the class, do not depend on me to do it!!!

**Accommodations**: Students having a verifiable need for academic accommodations or materials in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act should contact me as soon as possible.

**Classroom Behavior**: Disruptive behavior, such as gratuitous swearing, talking without permission, ringing cell phones, beepers going off, sleeping, doing homework for other classes, clipping your nails, updating your Facebook status, surfing the internet, playing with your phone or other electronic device, or texting will not be tolerated. Cell phones should be turned ***off*** during class time. If you are expecting an emergency call, please place your phone on “vibrate”, and exit the room before answering. On such occasions you should notify me before class. Those offending will be asked to leave the class, thus being counted as absent. I am required to also file a report with the administration when students are removed from class. Disruptive behavior is also likely to result in a loss of at least half of the available class participation points per incident. Also, I foresee no need for laptops to be open during class. The only exception to this is if you intend to use your laptop ONLY to take notes, **in which case you must discuss this with me in advance**. Pursuant to school policy, no food, beverages or children are allowed in the classroom.

**Study Partners**: During the first week of class, I suggest that you find one or two students to exchange names, email addresses and/or phone numbers with. Should you be absent, one of your study partners can provide copies of his/her class notes and advise you as to what else you may have missed. It is your responsibility to contact a study partner to find out what you missed during your absence. Do not ask me for a copy of my lecture notes!

**Tutoring:** Per Title 5, Section 58170(e), students must be referred to academic support services by counselors or instructors. With this statement on my course syllabus, I am referring each of my students enrolled in the class to tutorial services. Referral reason: Mastering the content, study skills, and basic skills of this course is aided by the use of trained peer tutors.

**Extra-Credit Opportunities:** I will periodically extend the opportunity to earn extra-credit points by attending school or community events which relate to this course . Notice of extra credit opportunities will typically be mailed to the class via your SCCCD email. Each opportunity is worth a maximum of two points. No student may earn more than ten extra-credit points for the semester. To earn the extra-credit points, you will need to attend the event and then email me a paper relating your perceptions of the event and discussing it from a sociological perspective. Typically, your paper should be one to two pages. Your paper must be submitted within **one week** of the event using the electronic submission format outlined above. If I offer an online film for extra credit, your paper would be due one week from the date of my email offering the extra credit.

**Assignment Schedule**: There will be a test after we cover the first three chapters. The second and third tests will each cover two chapters. There will be a **comprehensive** final exam which will focus on material covered after the third test, as well as material covered earlier in the course. You will also have one graded writing assignment.

**Grading**: Points will be awarded for coursework as follows –

Class Participation: 10

Writing Assignment: 25

Test 1 on chapters 1-3: 10

Test 2 on chapter 4-5: 15

Test 3 on chapters 6 and 8: 15

Final Exam on all material covered after chapter 8 plus comprehensive questions from earlier chapters: 25

**Total 100**

Grading Scale:

90-100% =A

80-89% = B

70-79% = C

60-69% = D

59 & Below = F

**This syllabus is subject to change by the instructor as circumstances require**.

Quotes from former students:

*I can’t say how much your class has taught me. I use what I learned in your class in my everyday life. It’s a real trip I get when I go to big places, for example malls and restaurants. I’ve never seen things the way I do now. It's like how in the movie The Matrix, Neo is trying to learn to encompass his powers. It’s in the scene where the robots shoot at him and he stops the bullets. What I see similar happening to me is that when Neo sees the “Matrix” (starts seeing all the buildings and walls with numbers, 1’s and 0’s scrolling up and down, but retaining the shape of the wall). That’s how I see things now when I go to big places. I notice everything about all the interactions and things happening. I hope that somehow makes sense as its sort of hard to explain.*

*Anonymous Student*

*January, 2007*

*The sociology theories gave me a new perspective as to how and why society works the way it does. I now have a different outlook on the world regarding everything from politics, war, healthcare, education, civil rights, and personal rights. I am now informed. No more will I say I only see black and white, right and wrong. There was never any gray for me, but now I see gray and many more colors. Thank you for the enlightenment!*

*Anonymous Student*

*December, 2009*

*Life makes more sense to me after taking this class. I was told that sociology was the most boring class to take. For me, it was the opposite. I lived a very sheltered life and did not realize that life is not as I lived. This class helped me understand the conflicts in our society. I will be using what I learned in this class every day. Sociology made me change the way I think of life.*

*Anonymous Student*

*December, 2010*

*I've spent a long time building my walls of ignorance and prejudice and I'm not going to tear them down now....just kidding!*

*Anonymous Student*

*Summer, 2011*

*I gained a better understanding of society from the course. I thought I was set in my ways, and why the ways are the way they are. Thank you for opening my mind.*

*Anonymous Student*

*Fall, 2011*

*Your sarcastic jokes are rude!! How about going shopping? You need a new wardrope(sp?)! How about you go see a counselor and doctor?*

*Anonymous Student*

*Fall, 2011*

*Overall, I felt like this class opened up a new part of my brain....the part that most people refuse to really use....reality!*

*Anonymous Student*

*Spring, 2012*

*There are two types of people in this class…those who like it and the dumb asses.*

*Anonymous Student*

*Fall, 2012*

*Opening up a sociology book is like opening a whole new window to the world. It’s a great feeling to look at the world differently.*

*Anonymous Student*

*Spring, 2013*

*I will not be the same as when I first came into this class.*

*Anonymous Student*

*Summer, 2013*

*I have enjoyed this class immensely and it has aided in my perception of society. I find myself examining social issues from a theoretical perspective. It has given me tools that I can use to better understand and tolerate the values, attitudes, and behavior of others.*

*Anonymous Student*

*Fall, 2013*