Sociology 1A – Spring Semester, 2016

**Introduction to Sociology**

This semester I am teaching the following introductory classes. Your class should be listed as one of the options below:

**EITHER**

 Tuesday 6:00 PM – 8:50 PM Herndon Campus - Room 216

**OR**

 Thursday 6:00 PM – 8:50 PM Reedley Campus – Room SOC 32

Instructor: Jeffrey W. Eisinger

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Email: jeffrey.eisinger@scccd.edu

**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**:

1/18: MLK, Jr. Observance – Campus closed.

1/22: Last day to drop and get a full refund.

1/29: Last day to add in person.

1/31: Last day to add on Webadvisor.

1/31: Last day to drop without getting a W.

2/15: Presidents’ Day – Campus closed.

3/11: Last day to drop classes with a W.

3/21: Spring break – No classes this week.

5/16: Finals Week begins.

**Attendance**: Attendance will be taken every class period, sometimes more than once. 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. More is said about attendance later in the syllabus. I regard regular attendance as a VERY important component of the course.

**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 if one is available so as to minimize disruption to others. Also, failure to attend regularly will reduce the amount of points you can earn for class participation. Obviously, if you are not present, your ability to participate is impacted.

**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). Students should use Microsoft Word for document preparation so as to avoid problems with a technologically challenged instructor. I prefer NOT to get papers in PDF. The assignment or the syllabus will state the exact date and time that it is due. I will hand out a complete explanation of the writing assignment well in advance of its due date. To ensure that students receive credit for writing assignments and extra credit work, 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 ]**

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**

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.

**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. If your paper looks like you typed it out an hour before it was due and made no effort to proofread or edit it, this will be reflected in the points you earn on the assignment.

**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 after their assessment by the Disabilities Services office.

**Classroom Behavior**: Disruptive behavior, such as gratuitous swearing, talking without permission, ringing cell phones, sleeping, doing homework for other classes, clipping your nails, updating your Facebook status or in any other way playing with your phone or other electronic device, any other needless noise, 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. Laptops or any other device with access to the internet may not be used during class. The only exception is for those students having a verifiable need as established by the disabilities services staff. 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 watching films online or 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 not more than two pages. I do not impose a minimum length. However, papers reflecting a lack of reflection and analysis are unlikely to receive full credit. 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 two chapters and we will continue that way through the semester. There will be a minimum of four tests. If we cover enough material to warrant a fifth test, I will drop the lowest grade. There will be a **comprehensive** final exam which will focus on material covered after the previous 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 points

Writing Assignment: 25 points

Test 1 on chapters 1 and 2: 10 points

Test 2 on chapter 3 and 4: 10 points

Test 3 on chapters 5 and 6: 10 points

Test 4 on chapters 11 and 8

10 points

[Depending on the amount of material we cover, there may be a fifth test (also worth 10 points) before the final exam. IF this happens, I will drop the lowest of each student’s five test scores.]

Final Exam on all material covered after test 4 plus comprehensive questions from earlier chapters: 25

**Total: 100 points**

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 it is 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*

*Before this class when I thought of sociology, my first ideas were of nothing of what it really consists of. Now, I can safely say that I can have a conversation about some of the sociological topics and not sound like a fool.*

 *Anonymous Student*

 *Spring, 2014*

*I realized after taking this class that there is a lot in the world I had no knowledge of until now.*

 *Anonymous Student*

 *Summer, 2014 (4 week session)*

*This class is full of so many interesting things to learn, it was just a great class that I wouldn’t mind taking again. The sociology theories gave me a new perspective as to how and why society works the way it does. This class has taught me a new way to think, a new and better way to look at people who have different values and attitudes than I do. This class has opened my mind to a whole new world. It’s amazing.*

 *Anonymous Student*

 *Summer, 2014 (6 week session)*

*This was my first semester of college. Although I may not have been a great student, I really wish I had taken this class more seriously because it teaches more than any other class can. In a way it feels as if my eyes are opening. I am keeping the textbook and am going to read it until I have finished.*

 *Anonymous Student*

 *Fall, 2014*

*Perhaps the biggest lesson I learned from this class is that nothing can change without awareness. I might not be a very effective agent of social change at this point, but I can start by appreciating the impact of inequality on both individuals and society as a whole.*

 *Anonymous Student*

 *Summer, 2015*

*I have gained a brand new outlook on life. I now view the world in much more vivid hues. Sociology has given me a new lens to look through! It has been a truly enjoyable experience.*

 *Anonymous Student*

 *Summer, 2015*

*I don’t know how to express how much this class has really changed me. It’s like I have been blind all my life. So blind that once I set foot in this class the professor handed me a pair of glasses and all of a sudden I can see more clearly. I can see the discrepancies within our society more clearly and it has both enlightened me and made me sad.*

 *Anonymous Student,*

 *Fall, 2015*

*This class opened my eyes to situations in society I had never thought about. When I signed up for this class I had no idea what it was about. I thought it was going to be similar to a history class and I hate history. I now believe this class should be a requirement. If more people took this class the world would become a better place.*

 *Anonymous Student,*

 *Fall, 2015*