

**DISCLAIMER:** This is an example syllabus that is subject to change at faculty discretion.



**DOANE**  
UNIVERSITY

## **Course Syllabus**

### **Course Information**

SOC 109

Introduction to Sociology

3 Credit Hours

### **Communicating With the Instructor**

When questions arise throughout the course, please remember to check the following resources for an answer before reaching out to me:

1. Course Syllabus
2. Announcements
3. The Question Center discussion board

### **Question Center Discussion**

The Question Center Discussion is a great place for you to ask questions and get answers from your peers and from me. You are encouraged to post your questions here before reaching out directly to me unless it is a time-sensitive matter. If you have questions of a personal nature such as relating to a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me directly via email or phone.

### **Response Time**

If you need to contact me directly, my preference is that you will email me. Please allow 24 hours for me to respond to emails Monday through Friday and 48 hours on the weekend. If you have a question about the technology being used in the course, please contact the Doane University Service Center for assistance, their contact information is listed later in the syllabus.

### **Technology Help**

If you have a question about the technology being used in the course, please contact the Doane University Service Center for assistance, their contact information is listed later in the syllabus. If there are third-party tools utilized in the course, please reach out to them directly.

### **Catalog Description**

An introduction to the systematic study of society in terms of social organization, processes, institutions, and relationships among individuals and groups.

### **Course Prerequisites**

None

## **Course Textbook and Materials**

Required

Henslin, James M. (2024). *Essential of Sociology: A Down to Earth Approach* (14<sup>th</sup> ed.). Pearson

ISBN: 978-0-13-787373-9

## **Learning Objectives and Course Outline**

### **Course Objectives**

By the end of the course, you will be able to:

1. Define sociology as a scholarly discipline and demonstrate a beginning understanding of the work of sociologists.
2. Compare and contrast the basic assumptions found in functionalist theory, conflict theory, and symbolic interactionism theory.
3. Critique the advantages and disadvantages inherent in the most prominent research design methods employed by sociologists.
4. Explain the connection between culture and the process of socialization.
5. Discriminate between social interaction and social structure.
6. Identify the five social institutions fundamental to all human societies.
7. Assess the nature of the family as a social institution from the functionalist theoretical perspective, the conflict theoretical perspective, and the symbolic interactionist theoretical perspective.
8. Assess the nature and unique features of the social institutions of education and religion in U.S. society using the functionalist theoretical perspective, the conflict theoretical perspective, and the symbolic interactionist theoretical perspective.
9. Explain the difference between primary groups and secondary groups.
10. Assess important implications derived from social divisions based on race/ethnicity, social class, gender, and age.
11. Evaluate the three major sociological theoretical perspectives as explanations of prejudice.
12. Assess the consequences of gender inequality in the U.S. and from a global perspective.
13. Distinguish the premise of each of the three major theoretical sociological perspectives on the nature of social deviance.
14. Critique the major concepts and theories on global stratification including colonialism, neocolonialism, and World Systems Theory.
15. Identify the consequences of rapid population growth among the Least Industrialized Nations.
16. Define environmental sociology as a subfield of sociology and demonstrate an understanding of the concepts environmental injustice and environmental racism.

## Course Outline

Module	Topic	Assessments & Activities	Aligned Objectives
1	Society, Culture, & the Study of Sociology	<u>Assignments:</u> Personal Introduction (video) Chapter 1 Video Lectures 1, 2, & 3  <u>Assessments:</u> Reaction Paper 1 Lecture Quiz 1 Text Quiz 1	Define sociology as a scholarly discipline and demonstrate a beginning understanding of the work of sociologists.  Compare and contrast the basic assumptions found in functionalist theory, conflict theory, and symbolic interactionism theory.
2	Society, Culture, & the Study of Sociology (cont.)	<u>Assignments:</u> Discussion Forum Chapters 2 & 3 Video Lecture 4 & 5  <u>Assessments:</u> Reaction Paper 2 Lecture Quiz 2 Text Quiz 2	Critique the advantages and disadvantages inherent in the most prominent research design methods employed by sociologists.  Explain the connection between culture and the process of socialization.
3	Social Interaction, Social Structure, & Social Institutions	<u>Assignments:</u> Discussion Forum Chapters 4 & 11 Video Lecture 6 & 7  <u>Assessments:</u> Reaction Paper 3 Lecture Quiz 3 Text Quiz 3	Discriminate between social interaction and social structure.  Identify the five social institutions fundamental to all human societies.
4	Social Interaction, Social Structure, & Social Institutions (cont.)	<u>Assignments:</u> Discussion Forum Chapters 12 & 13 Video Lecture 8 & 9  <u>Assessments:</u> Reaction Paper 4 Lecture Quiz 4 Text Quiz 4	Assess the nature of the family as a social institution from the functionalist theoretical perspective, the conflict theoretical perspective, and the symbolic interactionist theoretical perspective.  Assess the nature and unique features of the social institutions of education and religion in U.S. society using the functionalist theoretical perspective, the conflict theoretical perspective, and the symbolic interactionist theoretical perspective.

Module	Topic	Assessments & Activities	Aligned Objectives
5	Social Groups, Conflict, & Cooperation	<u>Assignments:</u> Discussion Forum Chapters 5 & 8 Video Lecture 10 & 11  <u>Assessments:</u> Reaction Paper 5 Lecture Quiz 5 Text Quiz 5	Explain the difference between primary groups and secondary groups.  Assess important implications derived from social divisions based on race/ethnicity, social class, gender, and age.
6	Social Groups, Conflict, & Cooperation (cont.)	<u>Assignments:</u> Discussion Forum Chapters 9 & 10 Video Lecture 12 & 13  <u>Assessments:</u> Reaction Paper 6 Lecture Quiz 6 Text Quiz 6	Evaluate the three major sociological theoretical perspectives as explanations of prejudice.  Assess the consequences of gender inequality in the U.S. and from a global perspective.
7	Social Deviance, Global Issues, & Social Change	<u>Assignments:</u> Discussion Forum Chapters 6 & 7 Video Lecture 14 (parts 1 & 2)  <u>Assessments:</u> Reaction Paper 7 Lecture Quiz 7 Text Quiz 7	Distinguish the premise of each of the three major theoretical sociological perspectives on the nature of social deviance.  Critique the major concepts and theories on global stratification including colonialism, neocolonialism, and World Systems Theory.
8	Social Deviance, Global Issues, & Social Change (cont.)	<u>Assignments:</u> Discussion Forum Chapters 14 & 15 Video Lecture 15 & 16  <u>Assessments:</u> Final Reflection Paper Lecture Quiz 8 Text Quiz 8	Identify the consequences of rapid population growth among the Least Industrialized Nations.  Define environmental sociology as a subfield of sociology and demonstrate an understanding of the concepts environmental injustice and environmental racism.

### Course Requirements

This is an online course and there will **not be any face-to-face class sessions**. All communications, submissions of assignments, course interactions, and posting of grades will utilize Canvas LMS (<https://doane.instructure.com>). You must have a **reliable internet connection** throughout the duration of the course.

## **Attendance/Participation**

Attendance in an online course means logging into Canvas regularly and participating in all of the activities that are posted in the course. In addition, check your Doane University email account regularly, as I may send important information about the course.

## **Class Preparation**

Preparation for class means reading the assigned readings and reviewing all information required for that module. You should plan to work on this course every day. Regular engagement is expected for online courses.

## **Netiquette Guidelines**

At heart, Netiquette (etiquette for the Internet) is simple, good manners and business courtesy. Some of it may seem basic, but some infringements can result in major problems for others or can create an unintended insult to another user. The guidelines are adapted from The Core Rules of Netiquette by Virginia Shea (1994). For more information, please review the [Netiquette Guidelines](#) in the Student Resource Center.

## **Computer Requirements**

For the successful use of Canvas please refer to Doane University's [minimum computer requirements](#). This also includes:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic\*

\*For privacy purposes, use of a webcam is **optional** during video conferencing and recording.

## **Campus Network or Canvas Outage**

When access to Canvas is not available for an extended period of time (greater than one entire evening - 6 pm until 11 pm) you can reasonably expect that the due date for assignments will be changed to the next day.

## **Drop and Add Dates**

If you feel it is necessary to withdraw from the course, please contact your advisor for full details on the types of withdrawals that are available and their procedures.

Federal requirements state that students must complete 75% of the coursework to be eligible to receive an incomplete for the course. If students fall more than two weeks behind, they cannot meet this requirement.

## **Academic Integrity**

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs. Please review [Doane University's Academic Integrity Policy](#).

## **Course Grading**

### **Submitting Assignments**

All assignments, unless otherwise communicated to me, must be submitted via Canvas. Each assignment will have a designated place to submit your work. All materials, assignments, and deadlines are subject to change without prior notice. It is your responsibility to stay in touch with me and review the course site, including Announcements, regularly to learn about changes to assignments or due dates.

### **Grading Scale**

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

- A+ 97-100
- A 93-96
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69
- D 63-66
- D- 60-62
- F <60

### **Grading Scheme**

The following outlines the weighted breakdown for how grades will be calculated:

Personal Introduction – 1%

Discussions – 28%

Reaction Papers – 28%

Lecture Quizzes – 16%

Text Quizzes – 21%

Final Reflection Paper – 6%

### **Late or Missed Assignments**

Include your Late/Missed Assignments Policy: Example All assignments must be completed and turned in to finish the course. Unless you discuss a late assignment with me prior to the assignment due date, your assignment will lose 20% each day it is late.

ALL assignments must be finished and turned in to complete the course. Unless the instructor is notified BEFORE the assignment is due and provides an opportunity for the student to submit his/her assignment late, points may be taken off for a late assignment.

### **Assignment & Assessment Feedback**

Please allow 1-3 days for feedback on assignments. Be sure to review all of my feedback, as this will help you reflect on what you have learned while receiving suggestions for improvement.

### **Grade Appeals**

Students who believe that their grade was miscalculated due to a mathematical error should contact the instructor within **ten (10) days of the grade posting**. A student is encouraged to talk with their advisor to offer an assessment of the concern and to clarify the steps of the appeal process. More information is published in the [Undergraduate and Graduate Catalogs](#).

### **Studying and Preparation Time**

The course requires you to spend time preparing and completing assignments. A three-credit course requires 144 hours of student work. Therefore expect to spend approximately 9 hours a week preparing for and actively participating in this 16-week course.

### **Tutor Me**

Students will have access to a free tutor me service within their Canvas account. You can connect with a live free tutor or submit a paper to get feedback before submitting.

### **Rewrites**

Students may submit their assignments ahead of their due date for review by the instructor as long as the assignment is provided a minimum of three days prior to the course due date. The instructor will provide feedback on the assignment for consideration by the student.

### **Submitting Assignments**

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Support and Services

### **Technical Support**

If you are in need of technical assistance, please access the [Self-Service Portal](#). You may reach the help desk at 402-826-8411 or by email at [helpdesk@doane.edu](mailto:helpdesk@doane.edu).

## **Accessibility Statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University staff coordinate student transitions from high schools and community colleges, conduct in-service training for faculty and staff, enable the resolution of accessibility issues, conduct community outreach, and facilitate collaboration among Doane University staff on disability policies, procedures, and accommodations.

## **Accommodations & Disability Services**

[Doane University's Disability Services Office](#) will provide guidance on accommodations and universal access. To request accommodations please complete the [Self-Identification Form](#) and visit the website for additional information as soon as possible.

## **Academic Support**

Doane University offers all of its students access to [Academic Support](#) services.

## **Title IX Requirements: Mandatory Reporting**

At Doane, all university employees, including faculty, are considered Mandatory Reporters. As a Mandatory Reporter, I am required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell me about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, I have to share the information with the University's Title IX Coordinator. My report does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. For additional information, including confidential resources, please visit the [Campus Advocacy, Prevention, and Education \(CAPE\) Project](#).

## **Anti-Harassment Policy**

Doane University, referred to as the "University", is committed to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community. This policy addresses the University's responsibilities under Title IX, the Violence Against Women Reauthorization Act of 2013, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"). More information is published in the [Student Handbooks](#).

## **Instructional Technology Accessibility and Privacy Policies**



[Technology accessibility and privacy policies](#) are available on the Student Resource Center within the Canvas LMS.

### **Syllabus Addendum & Disclaimer**

I (the instructor) view the course syllabus as an educational contract between myself and each student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. I reserve the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email or in the course site Announcements. Please remember to check your Doane University email and the course site Announcements often.

### **Syllabus Changes**

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

### **Syllabus Addendum**

Each student is responsible for being aware of the policies, resources, and expectations as specified in the [Doane Syllabus Addendum](#).