

Introduction to Sociology: Spring 2024

Shawn McEntee: Sociology 101.003

101.003 Meets Tuesday and Thursday from 9:30 to 10:45 am in FH 134

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Student Hours: Monday and Wednesday 12 – 1 pm; Tuesday & Thursday 11 am – 12:15 p.m.; and by request

Required Textbook: Wade, Lisa, 2022. *Terrible, Magnificent Sociology*, W.W. Norton & Company, Inc. Publisher Learning Tools are also Required. Login to the course in MyClasses/Canvas to access them.

Unless otherwise arranged via Announcements in MyClasses, ALL class-time is face-to-face. The University's standard absence policy is in effect; students are responsible for content of missed classes and encouraged to identify and work with classmates to gain understanding of missed class-time content. See the Absence/Tardy Point Restoration: Bonus Assignment, due within a week of your return to class for more information.

Although wearing masks in most campus settings at Salisbury University is no longer required, we recognize the power of face masks in limiting the spread of communicable diseases. Please feel free to wear a mask in this course so that we can continue to Protect the Flock. Masks are available, free of charge, at the GSU Information Desk.

MyClasses - Canvas (<https://salisbury.instructure.com/>), SU's course management system, includes your schedule, identifies required materials, and serves as your workbook, communications hub and testing center for this course. This course follows University policy regarding communication with students outside the classroom by using the **University e-mail system**. **If you are having difficulty with e-mail or the MyClasses Canvas (mobile) system, Contact IT/Student IT Help systems (<http://www.salisbury.edu/helpdesk/>) or (410-67)7-5454; help for MyClasses - Canvas (mobile) links are on the login page as well as once you have logged in.**

If you would like to contact me outside of MyClasses-Canvas, the classroom or scheduled student hours, e-mail is your best bet because I check it frequently. **Activate and make use of your SU e-mail; I am disinclined to respond to non-university e-mail.** I will respond via e-mail within 24 hours during the regular semester. ***There is no substitute for a face-to-face chat***, however; please contact me during student hours or to find a time we can meet to address concerns. ***Edit your profile in MyClasses/Canvas (click on Account) to reflect the name and other details you want your classmates and the instructor to use.***

Course Description

This course introduces the core elements of sociology as a discipline and a social science, provides the building blocks of a sociological imagination or 'sociological eye', and encourages sociological thinking and social scientific reasoning about human behavior and our social world. One aspect of a sociological imagination is the distinction between private troubles and public issues; 'imagination' refers to the ability to connect private troubles to public issues and explain them from a sociological perspective. Developing a sociological eye is about seeing social structures and social contexts and how they influence human behavior. Therefore, learning sociology involves developing an understanding of social systems and how they work; it includes examining the socio-historical context that shapes who we are and how we understand our lives.

Human beings are social learners meaning we learn through social INTERACTION; this course is therefore highly interactive. Both course work and in-class time encourage DOING sociology, often with your classmates; you will regularly be asked to engage in self-reflexivity about your identity, your lived experiences and our world. We will apply the core elements of sociology as a discipline to our interaction and your experiences. Staying in touch with your classmates and me is vital to your learning and to the quality of your experience. By definition, a sociological imagination

challenges many of our commonly held beliefs; it WILL challenge yours. Curiosity will serve you better than avoidance, denial or resistance.

This course supports the Sociology Department Mission, which is to provide “a high-quality undergraduate program underscoring critical thinking, cultural competence, technological savvy, research skills, and social justice. By emphasizing teaching as the top priority, we engage our students in an intellectually stimulating exploration of our social world from broad, sweeping global changes to inter-personal interaction using a range of theories and methods. Throughout our courses, students enhance their sociological imagination developing a crucial understanding of the relationship between individual experiences and larger social forces. Consequently, Sociology students gain the skills necessary to respect the dignity and essential worth of all individuals and to provide leadership toward a more just social world.”

Course Objectives

By the end of the semester, students will be able to:

- Develop a sociological imagination by recognizing social facts, social forces, and characteristics of social organization(s) and social institutions
- Illustrate sociological concepts, including socialization, social identities, social structure, social stratification and structural inequalities
- Identify and use data/information (both quantitative and qualitative) to illustrate social issues
- Demonstrate information literacy both in selecting appropriate sources and in using them to analyze social issues
- Apply sociological reasoning to explain consequences of structural inequalities, particularly those associated with race, gender and social class

In support of the Sociology Department Mission, as well as the General Education SLOs for a COMAR Social Sciences requirement called Social Issues outlined below, the course also supports student achievement of the **Sociology Program Student Learning Outcomes:**

- Understand basic sociological concepts and theories to explain human social behavior.
- Effectively use key concepts in sociology including: socialization, social forces, social organizations / institutions and variants to explain human social behavior.
- Understand structural inequalities associated with diversity, inclusion and strategies for achieving social justice (including race/ ethnicity, class, gender/gender identity, sexual orientation, among others).
- Develop a sociological imagination that enables students to see the circumstances and problems of individuals (including themselves) in context of the broader social forces that shape their lives.
- Sociological Reasoning/Logic: Use (basic) sociological research methods, qualitative/quantitative data analysis, and an array of data to study human social behavior.
- Information Literacy: Access and use information (data, and sociological research) to sociologically describe, explain, and analyze public issues, social problems, and community involvement.

In addition, this course qualifies as **Social Configurations**, one of the two social sciences categories in SU’s new General Education Program. Social Configurations courses are “Quantitative and / or qualitative analysis of human behavior and/or societies,” and provide students with opportunities to meet the General Education Student Learning Outcomes listed below. Bolded terms/phrases identify concepts that sociology as a discipline focuses on.

- **Essential Competency -- Understanding the Human World**: Students will explore **methods** that will enable them to **recognize** and **interpret evidence** of **human** thought, **action**, expression, and **experience**, using **contexts** and narratives to **understand humanity’s change over time**.
- **Foundational Knowledge -- Knowledge of Human Experience**: Students will be able to **describe and compare the development and impact of various** artistic, **cultural, economic, historical**, intellectual, linguistic, **political, social**, or spiritual systems; and **recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns**.
- **Personal, Social, and Cultural Responsibility -- Emerging and Enduring Global Issues**: Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world’s most pressing and enduring issues collaboratively and equitably.

- **Personal, Social, and Cultural Responsibility -- Intercultural Competence:** Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.

The course is designed to help you achieve all of the above interrelated student learning outcomes; required materials and class time support the development of the above knowledge and skills. Course WORK assesses achievement of interrelated aspects of the SLOs.

Course Schedule (brief – Explore MyClasses/Canvas for Weekly details):

- Weeks 1 through 6: Introduction to Sociology, the Social Self & Socialization
- Weeks 7 through 11: Social Organization(s) and Social Structure(s)
- Weeks 12 through end: Group Projects/Final Exam

University Resources

See [SU Course-related Policies and Resources](#) in course navigation in MyClasses.

- **Library Services** The sociology department Library Liaison is Mou Chakraborty (mxchakraborty@salisbury.edu) or 410-543-6131. The library also has an online chat; the ‘[Chat with us!](#)’ pops up on the Library page of SU’s Website.
- **Food & Housing Insecurity** Any student who lacks a safe and/or stable place to live is urged to contact the Student Affairs Office (phone: 410-543-6080, email: StudentAffairs@salisbury.edu) for support. Information on emergency fund grants can be found here: <https://www.salisbury.edu/administration/student-affairs/emergency-fund.aspx>.

In addition, for any student who has difficulty accessing sufficient nutritious food to eat every day, there is a **free** student food pantry on campus, across from the SU Bookstore on the ground floor of the Commons Building. Please email the student organization, Food for the Flock (sufoodpantry@gmail.com), for information, or check their social media: Twitter (@FlockFood), Facebook (@foodfortheflock), and Instagram (@foodfortheflock).

Please speak with me (or with any faculty or staff member you feel comfortable) about your food or housing insecurity, if you are comfortable doing so. This will enable them to provide any additional resources that they may possess.

Course Features

Mental attendance/attention is expected throughout each class session along with physical presence in the classroom. Students are expected to notify the instructor via e-mail **prior** to missed classes or as soon as possible in the event of an emergency; all students who have missed class should speak with the instructor as soon as possible regarding any issues interfering with attendance or completing course work.

MyClasses – Canvas MyClasses Canvas includes your schedule, identifies required materials, and serves as your workbook, communications hub and testing center for this course. It is your responsibility to check MyClasses regularly (daily) to stay on track. Invest in learning how the Canvas system works so you can use it to your advantage. In addition to watching the [tutorial](#), see **Navigating Canvas and Course Design** section in this syllabus for more information about how to use MyClasses/Canvas effectively.

- **Communication – Communication Protocols:** Respectful communication, in the classroom as well as via [E-mail](#) or other [\(N\)Etiquette](#), is vital to collaborative learning. **Make use of class-time OR the 'FAQ' (Frequently Asked Questions) discussion RATHER THAN e-mail for questions about course work.**
- **Academic Integrity** The requirements of the Salisbury University Code of Conduct apply to this course; see <http://www.salisbury.edu/studentconduct/code.html> and <http://www.salisbury.edu/studentconduct/>. Violations of the code will be reported. In addition, the Sociology Department Policy applies as follows:

The department of Sociology refers its students to the S.U. Student Handbook and Directory section “Policy on Student Academic Integrity” concerning plagiarism and other acts of academic dishonesty. The unacknowledged use of the ideas of others is a serious offense that can result in failure.

Each of the following constitutes plagiarism:

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite [with BOTH in-text cites AND appropriate references] the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your work and by providing a list of Works Cited or Works Consulted. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.*

*note that course policy requires appropriate in-text citing and referencing in all course work.

- **Writing Across the Curriculum** This course supports the University's mandate regarding writing across the curriculum. In accordance with the goals of WAC, and Sociology Department Policy, **all writing for this course is graded for both content and technical issues**. Use of in-text cites (parenthetical notes in text identifying author and page number) and references (bibliographic source listings providing all information needed to retrieve the source) according to an accepted standard (e.g., MLA, APA) for non-sociology majors and the standard specified by the ASA (Chicago/Turabian) for sociology majors, is expected (see <http://libraryguides.salisbury.edu/citation> for more information). Also see Writing Resources on the Learning Aids page of my website for more information.

Grades and Grading

Your grade is an accumulated percentage of 500 points across several areas. The grid below illustrates how and when you'll earn your grade. Bonus assignments in any of the areas will be 'labeled' and indicate they are worth zero points; attached rubrics indicate points available for any Bonus assignment. Final grades are total points earned across all areas as a percentage of 500 points.

- Less than 60% (300 points) earns an F;
- At least 60% (300 points) and up to 70% (349 points) is needed to pass and earn a D;
- At least 70% (350 points) and up to 80% (399 points) earns a C;
- At least 80% (400 points) and up to 90% (449 points) earns a B;
- At least 90% (450 points) earns an A.

Canvas/MyClasses keeps you updated about your grade throughout the semester.

RUBRICS are attached to each assignment graded by the instructor; each row of a rubric reflects Student Learning Outcomes. Meeting expectations for course work includes ALL of the following:

- COMPLETENESS (include all components described in instructions)
- Accurate and appropriate USE of sociological language (current glossary terms, bolded terms in current materials, relevant information from course guides)
- Effective USE of current/relevant Required Materials indicated by (extensive) in-text citing of those sources.
- Submissions REQUIRE higher level thinking; if they ALSO reflect sociological insights, demonstrate collaborative learning, or reflect integrated understanding, they earn top grades.

Basic Schedule for the Semester:	~25%: Learning Tools	~15%: Attendance	~27%: Assignments	~33%: Tests/Projects
Week 1	2	2	10 (in parts)	
Week 2	8	2		
Week 3	8	2	25	
Week 4	8	2		
Week 5	8	2	25	
Week 6	8	2		
Week 7	15	2		50

Week 8	8	2		
Week 9	8	2	25	
Week 10	8	2		
Week 11	8	2	25	
Week 12	16	2		
Week 13	10	2	25	
Week 14	10	2		25
Week 15		2		
Final Exam Wk		2		65 +25 Team eval pts
TOTALS (500 total points)	125 points	75 points; reported as accumulated pts over the semester.	135 points	165 points

Attendance each class period counts toward 75 points, 15 %, of your total grade; Roll Call in Canvas tracks attendance. Physical presence in the classroom as well as mental ‘attendance’ is essential to earn all credit; tardiness and leaving the room during class both count for 70% of that day’s contribution to attendance. Notifying me prior to a missed class means you’ll be counted as ‘tardy’ for that day rather than absent.

Learning Tools (autograded by book publisher/imported to MyClasses) These learning tools add up to about 125 points or 25% of your total grade. Textbook associated learning tools are designed to confirm and deepen your reading comprehension; in this course they are used as **PREPARATION for class**. InQuizitive and Everyday Sociology Blog Quizzes as well as Writing for Sociology Tutorials are DUE by midnight Mondays BEFORE we discuss the Chapter and other issues in class. They open 2 weeks before they are due and CLOSE one WEEK after they are due. All have unlimited attempts and Canvas will keep the highest grade earned. It may take a bit of patience to ensure all tools are accessible and information/grades are being shared appropriately. I’ll be checking in with you regularly over the first part of the semester; please let me know if you are running into challenges with these tools.

Assignments over the semester constitute 135 points or 27% of your total grade. Aside from the first week, where multiple small assignments add up to 10 points, Assignments are bi-weekly and worth 25 points each. See the grid (above) for the basic schedule; assignments vary in type (discussions, formal writing, use images/data, and other) and most require multiple submissions over the week they are due. Assignments REQUIRE higher level thinking and depend upon understanding and application of course materials prior to submission.

Assignment grading criteria prioritize the following:

- Completeness and accuracy (all instructions have been followed)
- Use of course materials (accurate use of relevant sociological language AND appropriate use of course materials with in-text citing)
- Demonstration of sociological THINKING. Submission reflects higher level thinking (analysis, interpretation, evaluation) following basic social science principles.

Test & Final Team Project/Exam, 165 points. The Unit Test (50 points) is after Week 6 and Project Work begins as the last Assignment is submitted and has multiple parts that total 115 points; together the Unit Test and the Final Team Project/Exam constitute 33% of your final grade. We use the Final

Exam Period for Team Presentations and classmates Peer Review other Teams' Presentations. The point breakdown and work flow for the Final Team Project looks something like the following:

- Part A; Team Reference List (25 points). Students will use the weeks prior to find Teammates and identify topics and to curate their sources.
- Part B: Team Power Point and Notes for presentation (30 points)
- Part C: Team Presentation (35 points)
- Team Presentation (and Team Member) Evaluations (5 points each; 25 points – if we have more than 5 Teams, which is likely, additional Team Presentation Evaluations are Bonus Points)

Below is some basic guidance about effective preparation for Assignments and the Final Team Project/Exam

- **Cooperation and collaboration in PREPARING for Assignments is encouraged; all Assignment grades are individual.**
- Home pages as well as instructions embedded in the Assignment in MyClasses/Canvas OFTEN include links to resources useful for effective completion; we may or may not discuss these in class.
- Assignments assess achievement of Learning Objectives listed on the home pages.
- Rubrics record/report grades AND include comments about improving future work; check them when you read instructions and again after grades are posted.
- **There is an intentional window between DUE dates and CLOSING dates during which assignments remain available. USE them if you need to; Assignments are typically DUE by 8 p.m. and CLOSE at 11:59 p.m. Sundays.**

Navigating Canvas & Course Design

When you enter the course, there are three general 'spaces' making up the Home Page or Landing Page of the course. The center describes the Week's work, including Required Materials; the left side of the screen is Navigation and the right side of the screen is 'things to do', and recent grades -- your 'agenda'. **Consider the Home Page your Weekly Guide/Outline.**

Students who perform well in my courses typically PRINT assignment instructions, required Materials (beyond the Chapter), and the homepage itself. AND they take notes, on paper, both on Required Materials (particularly the chapter), and during class. As a general rule, make sure you ENTER THE COURSE each time you log onto MyClasses; relying solely on your dashboard and due dates is insufficient.

- **Center:** The 'Home Page' is organized by Week (including dates of class meetings) with current (next) week at the top, and previous Weeks collapsed into folds at the bottom. EACH Week's page includes orienting information including Learning Outcomes the Week's work help you achieve, a basic description and introduction to the Week's topic and issues for study, along with Glossary terms and key issues/questions ABOVE Required Materials for the Week. Some information about upcoming course work may also appear on the page and ALL information linked to the page is REQUIRED for the Week; Required Materials are completed prior to the 2nd class meeting of the week so that you can use them during class. Upcoming Week's materials MAY be posted just before, DURING, or shortly after the last class meeting of the Week; generally, the next Week's Home Page will be posted no later than the Friday prior. Each 'fold' (Week) is clearly labeled. It is your responsibility to deal with the appropriate Week's materials in a timely manner AND ALWAYS to double check that you are relying upon the CORRECT Week's Required Materials to complete Weekly Course Work.
- **(Left side) Navigation:** Canvas Navigation (which includes the *Calendar* feature) is on the far left; Course Navigation is on the left IF you are in the course. NO MODULES: Homepages for the week are 'modules'. A triple red bar at the top left of the page collapses and reveals the Course Navigation.
- **(Right Side) Course Work/Agenda – Things to Do:** Upcoming assignments/quizzes/surveys as well as those recently completed/or graded are listed on the far right. (These 'lists' move to below the center section if you are working on a narrow screen.)
 - I am NOT familiar with and do NOT use the mobile version of Canvas; I am aware that it does NOT function the same way as computer (or tablet) versions – *YOU need to be aware of those differences and*

deal with them appropriately, PARTICULARLY for effective use of threads and threading in online discussions.

- You can access open assignments EITHER through the *Calendar* (on the left) OR from To Do / Recent Grades lists on the right; they may also be accessed through Grades both before and after grading. As noted above, ENTERING THE COURSE each time you log on is far more efficient than relying solely on your dashboard.
- **Canvas Calendar** is part of CANVAS navigation; it covers ALL your courses in MyClasses/Canvas with color-coding that you can modify. The *Calendar* feature in Canvas shows due dates for all course work once it is open. Bonus Assignments are accessible through the Calendar. **ALL course work has OPENING dates, DUE dates, and CLOSING dates.** That is to YOUR advantage; make use of them. For example, it is EXPECTED that students use the time **between** DUE dates and CLOSING dates to improve their grades: *use this time to redo Learning Tools, revise / update and resubmit assignments.*

Study Time & Time Management

Students and those who work with students on study skills and academic performance say that the most common challenge student face in academic achievement is effective time management. EVERYONE struggles with effective time management at some point! This guide outlines PRACTICES and HABITS for SUCCESSFUL college level academic engagement based on broad evidence of effectiveness; the time you are expected to invest in this course is standard across higher education.

Effective preparation for the Week is likely to take 3 – 6 hours, in ½ hour to up to 4 hour segments over 4 – 5 days PRIOR TO class meetings each Week; completing Assignments effectively is likely to take an additional 5 - 6 hours each EXCLUDING time devoted to Learning Tools. Unit Tests and the Final Team Project will take more time.

- The rule of thumb regarding college studying is, and has been for a long time, that to effectively learn and earn desired grades, **students need to invest** approximately 2 to 3 hours **studying** for each hour of scheduled class time. Many students carry a course load of 15 - 16 credits meaning they have 15 - 16 hours of class time scheduled each week. For those expecting to graduate in a timely manner, 30 – 48 hours per week is the expected RANGE of appropriate **study time**; the additional 15 - 16 hours in class adds up to a **MINIMUM of 45 hours for academics per week.**
- This is a 4-credit course with 3 hours of scheduled class time per week so **studying for 9 – 12 hours per week FOR THIS COURSE** is appropriate. Here's the KICKER: **THINKING time IS STUDY TIME.** Systematic and KEEN observation of and self-reflexivity regarding your own and your peers' behavior – or of any **social** behavior – during your daily activities 'counts' as study time. Effective, serious, deep, sociological THINKING is rewarded with good grades!

Individual investments vary considerably and while there is a clear correlation between time invested and grade earned, the following *strategies for effective time management* play a vital role in individual student success.

Course TIP # 1: The Home Page and Weekly work: As a GENERAL RULE, work should be completed from the top down; work from the top to the bottom of the page AND from the TOP LAYER (of the 'home page') as deep as the links take you.

- The home (or landing) page is the 'top' layer; it contains and reflects the overview and outline for the Week's work including relevant Course Learning Objectives and all Required Materials.
- Instructions/information here set you up for relevant Course Work and guide your activities and choices.
 - If and when you click on a link and move to a deeper layer, **make SURE you come back to the top layer to complete the work.**
 - Materials linked ON the homepage are REQUIRED; they are necessary to achieve current and course Learning Outcomes.
 - **Students who earn good grades in my classes print both the 'home page' and all linked materials and compile them in order. They also complete their review of required materials with GOOD notes typically prior to the first class meeting of the week.**
- The home page lists the following, in ORDER: 1) Brief Overview identifying core issues and Course Learning Objectives for the Week; 2) Glossary terms (which are key or core concepts); 3) Required Materials; 4) additional information relevant to completing the Week's work successfully.

- Using Required Materials, Course Resources, and Learning Tools and taking notes is **INTEGRATIVE** and **should be done interactively**; **awareness of the Week's Learning Outcomes will help focus your energies in preparing for class.**
 - Preparation for Class work **REQUIRES** making connections **AMONG** Required Materials and other Course Resources (including using the Learning Tools to confirm your understanding and knowledge base). Handwritten notes brought to class are expected and will facilitate your preparation for as well as success in class. There is evidence suggesting that folks **RETAIN** information that is physically written down (rather than typed) at higher rates. I **ENCOURAGE** you to use whatever note-taking strategies have been successful for you. **This course REQUIRES that you RETAIN specific information from Required Materials and CONNECT it to other sources – USING APPROPRIATE CITING AND REFERENCING PROTOCOLS.**
- Course Guides, other resources, and instructions should be used **IN ORDER** as step-by-step procedures **AND/OR** as checklists to complete work effectively.

Course TIP # 2:

Do not expect to prepare for class OR complete an Assignment in 'one sitting':

start early

based on assignment instructions divide the work into manageable chunks

do some work every day

Students who give themselves time to THINK about their course work, either because they break it up over time, or because they take mini-breaks WHILE they are doing the work, are able to integrate their learning and achieve good grades.

Finding a study-buddy or two is also a good strategy; multiple minds working on the same issue are always able to generate a variety of perspectives.

Course Contract

By participating in this course, you are taking on a commitment to intellectual honesty. This includes and is not limited to patience as we work through course materials, and navigating MyClasses, as well as concepts, and ideas that present and represent a fundamentally different view of the world. While looking at the world in new and different ways is part of learning and a fundamental characteristic of a liberal (as in liberating) education, it is also difficult and a challenging process that may sometimes feel threatening. Meeting the challenge requires working systematically through the confusion it produces by following the principles of scientific method. Students are expected to engage, to develop patience and a focus on details, so they work through confusion which research shows is a NECESSARY component of deep learning. Part of this process depends upon exploring and examining your experience of confusion. This course is not 'easy' insofar as it provides you an opportunity to engage in critical thinking including self-reflection, questioning previously held assumptions, thinking about how and why you 'know' what you know and understanding (without judging) information in course materials. The task of critical thinking requires that you put forth an honest effort over the duration of the course. A liberal arts college experience is about empowering students to deal with complexity, diversity, and change, and to apply knowledge in real-world settings through effective communication using analytical and problem-solving skills. Your thinking and understanding WILL be challenged and much of that will happen INTERACTIVELY in the classroom.

To earn a C in this course, a student must:

- Submit course work by its respective DUE date.
- Attend and engage in class time nearly always.
- Submit COMPLETE work attentive to instructions
 - Review assignment instructions and rubrics prior to engaging in the work
 - Review and respond appropriately to rubrics and comments on graded submissions
 - Ensure you understand grading information in the syllabus
 - Make a habit of in-text citing to show use of required materials in ALL submissions.

To earn a B in this course, a student must do ALL that is required for a C AND

- Demonstrate integrated learning and sociological insight through
 - making connections AMONG sources
 - sharing learning with classmates
 - revealing your LEARNING (not just knowledge) in submissions.

To earn an A in this course, a student must do ALL that is required for a B including

- **Consistently** demonstrate integrated learning and a Sociological Imagination with multiple sociological insights in all course work.

By signing below, you verify that you 1) have read the syllabus and understand what is expected of you in Sociology 101 as well as how your work will be evaluated; 2) agree to put forth an honest effort over the duration of the course; 3) agree to conduct yourself in a professional manner, which includes treating all members of the course community with respect.

Student Signature: _____ Date: _____