

Introduction to Sociology: Spring 2020

Shawn McEntee: Sociology 101.003

Meets in Devilbiss Hall (DH) 211 Tuesday and Thursday from 11 am to 12:15 pm

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Office Hours: Monday 10 - 11 am and noon - 2 pm (1 pm on meeting weeks);

Tues & Thurs 12:30 – 2:00 pm; Wednesday noon to 2 pm; Friday by appt.

MyClasses - Canvas (<https://salisbury.instructure.com/>), SU's course management system, is your textbook, 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 my office 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 talk***, however; please see me during office hours or at an agreed upon time to address concerns.

Course Description

Learning sociology involves the identification and analysis of social systems including the socio-historical context that shapes who we are and how we understand our lives. By definition, a sociological imagination challenges many of our commonly held beliefs; it means we look beyond and through the obvious to identify underlying causes and, in particular, reveal the social structures that shape our lives. This course develops your sociological imagination through DOING sociology; throughout the semester, we will apply the core elements of sociology as a discipline to our interaction and your experiences. The KEY elements of developing a sociological imagination and doing sociology are self-reflexivity and keen observation of the social world. Self-reflexivity and developing a sociological imagination are inseparable from the human capacity for language which is tied directly to our frontal lobes affording us the ability to reason, as well as have compassion and understanding for others, both of which are fundamental and uniquely human characteristics. Humans are social learners; self-reflexivity, or the ability to think deeply about who you are and your role in the world, is enhanced and refined through social interaction and language skills. This course introduces language, models how sociologists use it, helps you recognize and apply it AND encourages you to analyze and evaluate your world with that language; the focus on sociological language is a daily, weekly, and Unit iterative, interactive and ongoing practice in and out of the classroom. The course offers many opportunities for interaction and self-reflexivity as we identify and learn how to use basic sociological concepts in the study of inter-relatedness of social structures, systems and institutions, and through examination of socialization and other social processes of development and change.

Course Objectives

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

- Think critically and reflexively about the relationship between their personal life and the socio-historical world of which we are all a part.

- Recognize and communicate about the significance of core sociological concepts including social structures and structured inequalities reflected in race, gender, social class, age or other differences
- Engage the sociological imagination to evaluate sets of ideas and practices that legitimize unequal power distributions and create gaps between social realities and social expectations.
- Apply a developing sociological imagination to current events.

Course Schedule (brief – Explore Canvas for more detail):

- Weeks 1 – 5 – Unit 1: Seeing the Individual in Social Context
- Weeks 6 – 10 – Unit 2: Understanding Structured Inequalities
- Weeks 11 – 13 -- Unit 3: Identifying Relevant Social Structures
- Weeks 14 - Final Exam Week - Unit 4: Completing Project Work

University Resources

I encourage all students to make use of course and University resources, including the Writing Center, early and often.

At the University Writing Center (UWC), trained peer consultants are available to work with students at any stage of the writing process. Located on the second floor of the Guerrieri Academic Commons, the UWC offers a place where writers can meet to talk about their papers and projects. In addition to the important writing instruction that occurs in the classroom and during office hours, students are also encouraged to make use of this important service. For more information and to make appointments, visit the UWC's website at: www.salisbury.edu/uwc.

- **Library Services** The sociology department Library Liaison is Angeline Prichard (arprichard@salisbury.edu) or 410-677-0118. 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 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.

- **The Center for Student Achievement** offers students opportunities to make the most of their out of class study time. Students are encouraged to participate in structured study such as Supplemental Instruction and Tutoring. Students looking for additional assistance with study strategies and time management should make an appointment for an academic coaching session. The CSA offers a comfortable space to study and engage in study groups with peers. For more information and hours of operation visit: <http://www.salisbury.edu/achievement>

- **Disability Services** Any student registered with the Disability Resource Center who would like to utilize approved accommodations in their courses should contact their faculty members as soon as possible to arrange a meeting to coordinate any and all accommodations.
 - Students with disabilities can request reasonable accommodations, auxiliary aids and services, and/or modifications to University policies, through the DRC by following the DRC's procedures for Requesting Accommodations, Modifications, Aids, and Services <http://www.salisbury.edu/students/drc/register.html>.
 - For more information, refer to our Disability Resource Center page at: <http://www.salisbury.edu/students/drc/>; Or contact the office at: Disability Resource Center, Guerrieri Student Union (GSU) 229. OR Email: disabilitysupport@salisbury.edu

Course Expectations

To achieve course learning outcomes, students **MUST** make the practice of putting their knowledge to use habitual. Class-time is, therefore, primarily about **DOING** sociology; you will be actively engaged in **USING** knowledge gained from course materials in class both individually and collectively. Which **MEANS**, and I am being very blunt here, you **MUST** make reading carefully and taking **GOOD** notes, standard and daily/weekly practice. Sociological inquiry, both individual and collective, is part of **ALL** course work and the course is designed as a collaborative learning experience. Effectiveness of this model depends upon student preparation for each day of class as well as their being fully present, intellectually and physically, for the duration of each class. In class time **REQUIRES** that students engage their brains to think about, focus on, and reason through course materials; it also assumes students have used their time effectively **OUTSIDE** of class to achieve recall, understanding, and be able to apply information from Course Materials.

- **Attendance** Attendance is taken daily and recorded in assignment rubrics. 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 me upon return to class as well as regarding any issues interfering with attendance or completing course work. Preparing effectively for class increases the benefits of class time; you are expected to be ready to engage in higher level thinking about the week's issues **WHEN** you walk in the door. See below for more information. If you find it difficult to attend class regularly, come see me during office hours as soon as possible.
- **MyClasses – Canvas** MyClasses Canvas serves as your textbook, workbook, communications hub and testing center. 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; see **Navigating Canvas and Course Design** for more information about how to use Canvas effectively.
- **Communication – Communication Protocols:** Respectful communication, whether via **E-mail** or other **(N)Etiquette**, is vital to collaborative learning. By Week 2, there will be a 'FAC' (Frequently Asked Questions) discussion available -- **use the FAC 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 based solely on TOTAL POINTS EARNED. **Over the semester you will have the opportunity to earn at least 450 points.** You need to earn at least 270 points to pass [earn a D in] the class; 315 points will get you a C; 360 points earns a B; and you need at least 405 points to earn an A. The points in sections below add up to 440; with peer evaluations and other small assignments over the semester, you will have at least another 10 points available.

Your grade comes from several interrelated components of the course briefly described in sections below; achieving course learning goals depends upon YOU developing an integrated understanding of course materials through DOING all Weekly work.

- Canvas reports your total grade as points as well as the percentage; ***ignore the total percentage.***
 - Percentages on individual assignments and quizzes are important because they tell you how well you did on that assignment/quiz. Assignment rubrics identify areas for improvement and comments suggest strategies for future work. **STUDY** the RUBRIC and note row scores as well as comments to improve your work and grades. Pay attention to where/how the ASSIGNMENT lost points; comments point to improvements.
- A reasonable rate of point accumulation is about 100 points per Unit. Throughout the semester, you have weekly interrelated work to learn and earn your grade. Point accumulation rates AND TIME INVESTMENTS are consistent throughout the semester. From DAY 1, you will need invest appropriate time outside of class studying – preparing for class, taking quizzes, and completing course (and project) work. The expected time investment (approximately 9 hours per week outside of class) we be consistent. By the time all Quizzes close, you should be doing project work which includes selecting your own sources and Team Work.
- See Navigating Canvas & Course Design as well as Study Time & Time Management below for more information about effective use of your time to prepare for and complete course work.

Attendance & Preparation for Class and up to 90 points and constitute about 20% of your total grade.

- Attendance is taken daily and reported in rubrics (30 pts). Tardiness or leaving the classroom for any reason will result in point losses.

- Preparation for Class is also daily and reported in rubrics (60 pts) and varies in type; it may be posting in discussion or bringing materials to class.
 - GENERALLY, evidence of preparation for class REQUIRES making clear and obvious use of required materials with in-text cites whether you are posting in discussion or supplying written documents.
 - Practicing good note-taking habits (see below and Guide to High Quality Notes – in Canvas and on my website) AND bringing marked-up commented on sources/required materials and notes to class is expected DAILY
 - in-class activities REQUIRE recall; good note-taking habits make that possible.

Quizzes, adding up to about 75 points, constitute approximately 17% of your total grade.

All in Canvas, can and SHOULD be taken repeatedly; quizzes are graded automatically by Canvas and you can access grades and correct answers immediately upon submission of a quiz. ALL* quizzes open by February 10th and close by midnight on (and are inaccessible after) April 19th. (*ONLY the Syllabus Quiz closes BEFORE April 19th). All quizzes have DUE dates as well as the closing date.

Quizzes represent **OBJECTIVE learning as well as prepare you for critical thinking and strategic use of Required Materials.**

Quiz DUE dates are important because quizzes introduce you to sociological thinking and sociological language including glossary terms related to the week's topics. Quiz content represents basic knowledge of sociology and the language sociologists use; quizzes provide examples of sociological language and sociological reasoning that YOU need to (re)produce in Assignments and tests to earn good grades. *It is expected that you take each quiz multiple times. Use completed quizzes to study quiz questions before taking subsequent quizzes AND to learn meanings of terms and recognize how sociologists use them.* Canvas always keeps the highest score; quizzes taken after the DUE date are marked late but tardiness has no effect on the QUIZ grade -- only on your capacity to integrate information for other course work. Quizzes are timed (see below). You SHOULD be learning from the quizzes themselves; the glossary and course materials may help but you will NOT provide all the information you need to score well on any quiz. Remember that you can -- AND SHOULD -- take quizzes repeatedly; YOU have total control over the quiz grade you end up with.

- Instructions for each quiz include information about how to use the course glossary to find relevant terms.
- Several attempts for each quiz **BEFORE the DUE date** is a good strategy for getting a feel for the range of relevant issues. Use the time before closing dates to confirm your understanding and achieve full points for quizzes.
- If the correct answer does NOT make sense to you after studying the issue, bring the full question (and answer) to class OR post in the FAC in Canvas.
- Each quiz question is worth 0.1 points AND is likely to show up in multiple quizzes:
 - 1 point quizzes use question pools of up to 45 questions; each attempt is 10 questions and you have 7 minutes to submit.
 - 2 point quizzes use question pools with 46 – 75 questions; each attempt is 20 questions and you have 15 minutes to submit.
 - 3 point quizzes use question pools with 76 – 100 questions; each attempt is 30 questions and you have 25 minutes to submit.
 - 4 point quizzes use question pools with more than 100 questions; each attempt is 40 questions and you have 30 minutes to submit.

Assignments, due weekly add up to 165 points, constitute about 37% of your total grade.

Assignments are available and submitted online, and all are graded with a rubric emphasizing integrated learning and higher level thinking. Assignments are worth 15 points per week and, over the semester, 11 weeks will require assignments; the other 4 weeks will be reserved for Unit Tests (described below). Over the first two weeks, assignment due dates vary because multiple assignments add up to 15 points. By Week 3, there will be ONE assignment due by 8 pm each Friday.

All assignments include instructions IN the online assignment -- READ CAREFULLY and ask questions; in-class time provides guidance for effective completion of assignments. You can expect Assignments to be graded over the weekend AND that I will look for appropriate adjustments in response to comments in future work. All course work over the semester is progressive and requires integration of current and previous Week's Required Materials, quizzes, and classtime activities. The first 2 Units set you up for Project Work which begins in Unit 3 and culminates during Final Exam week with the 4th Unit Test.

Assignments vary in type and format but ALL require integrated learning, appropriate use of relevant sociological language AND higher level thinking in addition to following instructions which are PROCEDURES for completing the work effectively. THE KEY to earning a valuable grade is effective time management; Canvas, particularly the home page and the calendar, will help you with that. Remember that DUE dates and CLOSING dates are DIFFERENT. ***Bringing work to class is often expected; like quizzes, Assignments have DUE dates AND closing dates. As long as the assignment has a submission BY the DUE date/time, RESUBMISSIONS before the closing date/time will be graded and are NOT considered late.***

- Instructions for effective completion of assignments embedded in the Assignment in Canvas OFTEN include links to course Guides and other resources necessary for effective completion; you are expected to make FULL use of them.
- Effective and complete Assignment submissions ALWAYS rely upon serious and strategic reading/review of the Week's materials as well as integration of quiz and in class information.
- ***Assignments ask for and encourage sociological and critical thinking about course materials and grades are based on evidence of following instructions, integrated understanding of course content, and use of sources.***
- **By Week 3 Assignments are DUE by 8 p.m. Fridays and submitted online;** printed versions, along with marked-up and commented on sources may **serve as the basis for in class activities.**
- Rubrics used to assess course work are attached to assignments/discussions in Canvas; check them when you start work and again after it is graded so you know how well you met requirements AND course learning goals.

Unit Tests, (3 and the Final Exam) add up to at least 110 points, approximately 25% of your total grade.

The first 3 Unit Tests are **due at 11:59 pm on the assigned Fridays** (Week 4, Week 8, and Week 11* respectively); they are Formal Writing Assignments, submitted online AND substitute for the Week's Assignment. Units 1, 2, and 3 Tests are each worth 25 points. The Unit 4 Test is the Final Exam and you will have some flexibility about both its type and its due date; you will also have a choice about which week you submit the Unit 3 Test; Week 11 is most likely.

All Unit Tests are graded with rubrics and require demonstration of your integrated learning over the Unit and semester. Demonstrating higher level and sociological thinking as well as deeper integration of learning over the Unit/semester is the purpose of Tests. In addition to each Test including instructions in Canvas, handouts will be provided to guide your work and your choices. **ALL UNIT TESTS REQUIRE FORMAL REFERENCE LISTS AND INDEPENDENT SOURCE SELECTION BEYOND ASSIGNED REQUIRED MATERIALS.**

- Students are responsible for using appropriate course and university resources (see above) to ensure they meet format and source requirements. ***Tests that do not meet format and/or source requirements receive zeros; in such cases, resubmits ARE EXPECTED.***
- Corrected, appropriately sources and formatted Tests will be graded if resubmitted in a timely manner; face-to-face consultation with me may be the most efficient use of your time to accomplish your goals.

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 and contains the Week's work; 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/Chapter.**

It is expected and ESSENTIAL that you explore Canvas as well as the features of this course; you need to make navigating Canvas and this course second nature. PRINT pages, particularly the Week's 'home page' and Assignment instructions so the information is available to you as you complete your work.

- **Center:** The 'page' is named "Required Readings and Other Materials" and is organized by Week with current (and next) week at the top, and previous Weeks collapsed into folds at the bottom. EACH Week's page includes orienting information, 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 the Week's Assignment may also appear on the page and ALL information linked to the page is REQUIRED for the Week. Students may have choices about how to focus their work for the week -- READ each page carefully, preferably BEFORE the last day of class the previous week so that questions can be answered IN CLASS before you start the work. Upcoming Week's materials will be posted 45 to 12 hours prior to the last class meeting of the Week. 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 up the CORRECT Week's Required Materials to complete Assignments.
- **(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. The triple red bar at the top 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.***
- **You can access open assignments and quizzes EITHER through the *Calendar* (on the left) OR from lists on the right; they may also be accessed through Grades both before and after grading.**
- **Canvas Calendar** The *Calendar* feature in Canvas shows due dates for all Assignments and Quizzes after they have opened. **ALL online work (Discussions, Assignments, Tests and Quizzes) have 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 retake quizzes; revise and resubmit Assignments; and most particularly REDO Assignments/Tests that received zeros** (or unacceptably low grades) by following all instructions and meeting format requirements.

Study Time & Time Management

Students and those who work with students on study skills and academic performance say that the most common challenge to academic achievement is ineffective time management. This guide outlines the PRACTICES and the HABITS of college level academic engagement and the evidence is they are broadly effective; the time you are expected to put into this course is standard across higher education.

It SHOULD take 3 – 6 hours, in ½ hour to 2 - 4 hour segments over 4 – 5 days, to effectively PREPARE for class; completing Assignments/Tests should take an additional 5 - 10 hours each EXCLUDING time devoted to quizzes.

- The rule of thumb regarding **college studying** is, and has been for a long time, that students **should 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.

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 (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. Instructions/information here set you up for the Week's 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 understand the overview and must be **STUDIED**.
 - **My suggestion is you print both the 'home page' and all linked materials and compile them in order.**
- The home page lists the following, in ORDER: 1) Brief Overview identifying core issues for the Week; 2) Glossary terms; 3) Required Materials; 4) additional information relevant to completing the Week's work successfully.
 - Using the course glossary, taking the quizzes (see QUIZZES), and reading/taking notes on Required Materials (SEE NOTE-TAKING/Summary STRATEGIES) is INTEGRATIVE and **should be done interactively**.
 - Printing the Home Page, linked required readings and other materials, AND Assignment instructions, as well as linked materials is EXPECTED; Guides, other resources, and instructions should be used IN ORDER as step-by-step procedures AND/OR as checklists to complete work effectively.

Do not expect to prepare for class OR complete an Assignment in 'one sitting'; start early, divide the work into manageable chunks, and do some work every day.

Course Contract

By participating in this course, you are taking on a commitment to intellectual honesty. This includes but is not limited to patience as we work through course materials, 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 through the confusion it produces systematically by following the principles of scientific method. Students are expected to engage and develop a level of patience and focus on details sufficient to working through this confusion as a necessary first step to understanding the social world including its inconsistencies and contradictions. Part of this process is exploring and examining your experience of confusion. This course is not 'easy' insofar as it provides you an opportunity to engage in critical thinking to include self-reflection, questioning previously held assumptions, thinking 'outside the box' 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.

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: _____