

Northern Arizona University
First Year Learning Initiative

SOC101: Introduction to Sociology

SYLLABUS OF PRACTICE

Revised August 2018

SOC101 FYLI Coordinator:

Yvonne M. Luna

yvonne.luna@nau.edu

928.523.6135

Table of Contents

Introduction	2
Socializing Students for Excellence	2
Course Structure & Approach	2
Student Support	2
Integrated Academic Support	2
Library Skills	3
Challenging & Rigorous Work	3
Intentional Scaffolding	3
FLYI Development Questions	3
Design	4
Active Engagement of Students	4
Attendance	4
Clear Expectations.....	4
Early, Often, & Formative Feedback	4
Frequent Low-Stakes Assessments	5
Bridging Current Interests & Conceptions.....	5
Students’ Cultural Backgrounds.....	5
Student Learning Outside of the Classroom	5
Community Building.....	6
FLYI Development Questions	6
Coordination	7
Coordination Scheme	7
Communication	7
Syllabus Template	8
Instructor & TA Info	9
Course Description	9
Learning Outcomes	10
Course Structure & Approach	10
Required Text & Resources	10
Assessment of Learning Outcomes (Grading Strategy).....	11
Student Support Resources.....	12
General Student Expectations	13
NAU Policies	14
Sample Class Schedule.....	16

Introduction

Since fall semester of 2014, all NAU mountain-campus SOC101 courses have been coordinated under the FYLI program. Our goal is to have all sections offered in a blended-learning format no later than fall semester of 2019. Therefore, the attached syllabus template has been designed for blended-learning courses, but may be adapted as a template for any section of SOC101.

The FYLI redesign of SOC101 emphasizes three critical areas: (1) socializing students for excellence, (2) design, and (3) coordination, which are outlined and incorporated below. For more information about FYLI, please visit: <https://nau.edu/provost/vp-tlda/fyli>

All SOC101 faculty have access to a master Bb Learn shell which includes sample syllabi, quizzes, assignments, in-class exercises, videos, articles, and ideas for each topic covered in SOC101. Instructors are strongly encouraged to share their own ideas using this platform.

Please use this Syllabus of Practice as a guide to design your SOC101 course.

Socializing Students for Excellence

FYLI courses establish the attitudes, skills, and behaviors that enable students to succeed in the first year and beyond. Critical aspects include increased rigor and excellence and providing effective scaffolding for students to succeed ([NAU FYLI website](#) 2018).

Course Structure and Approach

You should include information in your syllabus about the *Course Structure & Approach* and *General Student Expectations* (see syllabus template beginning on page 8) that clearly outline the expected level of commitment required to successfully complete SOC101. You should also communicate these expectations in person during the first week of class.

You are encouraged to have your Peer Teaching Assistant(s) hold office hours weekly. During office hours, your Peer TA(s) may offer tutoring, answer students' questions about the course, and/or simply be available to them. You may also utilize your Peer TA(s) to help facilitate and coordinate group assignments, track attendance, and/or grade low-stakes assessments.

Student Support

Integrated Academic Support. All SOC101 blended-learning courses include units in Bb Learn on Academic Skills and Academic Integrity. These units cover topics such as taking notes, reading intentionally, and studying effectively. Additionally, your syllabus and Bb Learn website should include information about *Student Support Resources* such as the Student Technology Center and Academic Success Centers (see syllabus template beginning on page 8). Lecture-only sections may contact Aaron Cirzan at NAU's Academic Success Centers to schedule an in-person presentation during the first two weeks of the semester. This presentation should cover resources offered by the ASCs (i.e. sociology tutoring, exam reviews, and workshops), as well as how to take notes, write effectively, read intentionally, and general study skills.

Library Skills. All SOC101 blended-learning sections include a unit in Bb Learn on Library Skills, which covers topics such as how to locate scholarly articles and request materials from the library. Lecture-only sections may contact Amy Hughes at Cline Library to schedule an in-person presentation on these topics in the first three-to-five weeks of the semester.

Challenging and Rigorous Work

As FYLI-certified courses, all sections of SOC101 require active student participation in a number of low-stakes assessments. These assessments should begin in week one and continue throughout the semester. Examples include low-stakes quizzes (i.e. syllabus quiz, academic skills quiz, academic integrity quiz, and/or reading quizzes), in-class group assignments, and out-of-class assignments administered via Bb Learn or a digital learning platform such as Cengage's MindTap or Pearson's Revel. This consistent practice across all sections of SOC101 encourages student success by requiring students to engage with course content, as well as setting the stage for the degree of effort necessary to succeed in the class and in college.

Intentional Scaffolding of Students from Novice to Experienced Learners

At the onset of the semester, while students are learning the sociological perspective, they are also developing certain academic skills such as reading intentionally, time management, and study and research skills. Our goal is to provide students with opportunities to develop the skills necessary to be successful in the course and in college. As a result, graded assessments should build upon one another. Quizzes, for example, not only require students to engage with assigned readings but also familiarize them with test taking. Likewise, developing a habit of regularly completing frequent, low-stakes assignments early in the semester helps set the stage for the type and quality of work expected later on, while assignments themselves are intended to develop students' critical thinking skills. The content of assignments should also be constructed in a scaffolding manner. For example, assignments at the beginning of the semester revolve around sociological theory and key concepts (see samples in the master Bb Learn shell). Students need to return to these theories/concepts, applying them in other assessments throughout the semester.

FLYI Development Questions: Socializing Students for Excellence

As you develop your SOC101 syllabus and course, keep in mind these FLYI development questions related to *Socializing Students for Excellence* ([NAU FLYI website](#) 2018):

To what degree does your course explicitly address critical practices such as time management and study skills?

In what ways does your course offer a realistic understanding of the commitment (time, effort) that is needed to succeed?

Does your course address how to access class materials, class linked academic support, or other academic support programs such as Supplemental Instruction?

In the first two weeks of class, in what ways does your course require students to invest effort?

In general, how does your course maximize student time on task?

How does your course develop the experiences students need to succeed in more complex tasks, assignments, or analyses (i.e. scaffolding students up from a novice to an experienced learner)?

Design

FYLI courses maximize student engagement through critical design features. These include requiring substantial student engagement beginning in the first week, setting high standards, and effectively using the learning opportunities in both the classroom and in the co-curriculum ([NAU FYLI website](#) 2018).

Active Engagement of Students

You are encouraged to use lectures minimally and strategically, incorporating learner-centered approaches in your section(s). Students are expected to come to class having read and grappled with course material (for example, through reading quizzes or homework assignments). During class, lecture can be used to clarify misunderstood points, but students must also be required to apply material they have learned in a systematic way, such as through group and/or individual in-class work (ideas and assignments are available in the master Bb Learn shell)

Attendance

You are required to keep track of students' attendance. You can do so using clickers or by having students sign their names to a roster. As an alternative attendance strategy, you may use in-class assignments (see *Assessment of Learning Outcomes* and *General Expectations* on the syllabus template beginning on page 8). Your Peer TA(s) can assist you with attendance responsibilities.

Clear Expectations

Your syllabus should spell out all course expectations (see syllabus template beginning on page 8). This must also be reviewed in person during the first week of class (i.e. time commitment, quality of work, and expectations). In addition, you may use rubrics to grade written assignments and to familiarize students to the expectations for submitting quality work (see samples posted in the master Bb Learn shell).

Early, Often, and Formative Feedback

You should provide feedback to students in multiple formats. For example, online quizzes and exams may provide immediate but minimal feedback, while in- and out-of-class assignments may include comments from the instructor and/or TA(s). Students' grades shall be made available to them on Bb Learn (consider structuring quizzes/exams so grades are automatically recorded). In addition, you should provide early and regular feedback through NAU's GPS system. Your peer TA(s) may be able to assist you with this process. Through GPS, you should encourage struggling students to meet with you, your Graduate Assistant, the Peer Teaching Assistant, and/or campus resources including tutoring provided by the Academic Success

Centers. If you are not familiar with GPS, you shall, at minimum, provide feedback after exams until you have gained proficiency with the GPS program. By mid-semester, all students will receive GPS feedback, even those who are performing well, with messages encouraging them to continue their progress. Templates for GPS messages are available in the master Bb Learn shell.

Frequent Low-Stakes Assessments

Students who return to material multiple times are more likely to retain it. As a result, rather than structuring your course around a few large assignments or exams, you should offer frequent, low-stakes assignments requiring students to return to a topic more than once. Sample reading quizzes and assignments (i.e. one-minute papers, application papers, and assignments) specific to topics are available in the master Bb Learn shell. Alternatively (or additionally), you may utilize Bb Learn or a digital learning platform to administer assignments online. Frequent assignments also allow you to provide students with regular feedback, while encouraging active engagement.

Bridging Current Interests/Conceptions that Shape How Students Approach the Discipline

Many students come to SOC101 without even a basic understanding of the discipline. Some perhaps assume it is similar to psychology. In a culture that emphasizes *individualism*, most students are not accustomed to *thinking sociologically*. One of our goals for SOC101 is to help students develop a *sociological imagination*. The semester should begin by exposing them to the discipline (for example, what does a sociologist do?) as well as theoretical perspectives. You should use a mixture of assessment tools throughout the semester where students can apply those perspectives to the topics covered (see samples in the master Bb Learn shell).

Students' Cultural Backgrounds

You are strongly encouraged to employ strategies for getting students to think about how their standpoints (i.e. race/ethnicity, gender, social class) are shaped by the social world in which they live. You can accomplish this different ways, including through in- and out-of-class exercises (see samples posted in the master Bb Learn shell). These assignments are meant to encourage students to reflect on their own experiences and learn about others' experiences as well. They also encourage students to interact with one another by making course material relevant. For example, see the in-class assignment related to Culture posted in the master Bb Learn shell).

Student Learning Outside of the Classroom

SOC101 students shall be encouraged to participate in and become members of the Society of Student Sociologists (SoSS) and The Alpha Kappa Delta Honor Society. You should also welcome opportunities for presentations about study abroad opportunities and internship possibilities. At minimum, you should include this information in your syllabus (see syllabus template beginning on page 8). Finally, you may wish to promote the College of Arts and Letters Film Series (sample extra credit assignment available in the master Bb Learn shell).

Community Building

Social interactions among students shall be integral to SOC101 both in- and out-of-class through low-stakes group assignments, for which they receive a group grade. Sample group assignments are available in the master BB Learn shell.

FLYI Development Questions: Design

As you develop your SOC101 syllabus and course, keep in mind these FYLI development questions related to *Design* ([NAU FYLI website](#) 2018):

How does your course actively engage students?

In what ways does your course require attendance and/or participation? (FYLI courses must have mechanisms in place to capture data about attendance and performance starting in the first two weeks of the course and continuing throughout the term.)

In what ways does your course use lectures strategically, if at all?

To what degree does your course use rubrics effectively, such as providing them in advance and explaining them to students?

In what ways does your course offer early and formative feedback?

Does your course employ frequent low-stakes assessment?

How does your course deploy GPS? (For example, how frequently and how early in the term?)

In what ways are you following through on early warning signs, providing feedback, or communicating other important information to students through GPS?

In what ways do you bridge the current interests and conceptions that shape how students approach the discipline?

How does your course take into account students' diverse cultural backgrounds?

In what ways does your course assess the critical skills and/or knowledge students have when they enter the course?

What degree does your course effectively utilize student learning outside of the classroom (co-curricular learning experiences)?

In what ways does your course promote social interactions among students?

Coordination

Multi-section courses will also have clear coordination plans in place. Important practices are captured in a course Syllabus of Practice. ([NAU FYLI website](#) 2018).

Coordination Scheme

As instructors for SOC101, we have agreed to integrate academic support; early, regular, and formative feedback; mandatory attendance; and a number of low-stakes quizzes and assessments into courses. The master BB Learn shell contains this *Syllabus of Practice*, a sample syllabus, quiz and exam question databases, templates of F2S messages, PowerPoint presentations, information about Student Support Services, and various in- and out-of-class assessments.

You are required to use the prescribed course description and learning outcomes (see syllabus template beginning on page 8). In addition, although we do not currently use a common textbook, this may be required at some point in the future. If you do not have a preferred text, you are encouraged to use:

Andersen, Margaret L., Howard F. Taylor, with Kim A. Logio. 2017. *Sociology: The Essentials*. 9th ed. Stamford, CT: Cengage Learning (with access code for MindTap).

For now, we agree to cover the following topics (these can be combined or integrated into course content as you see fit as long as the learning outcomes are met):

- The Sociological Perspective (including the *sociological imagination* and *sociological theory*)
- Culture
- Sociological Research
- Socialization
- Groups and Organizations
- Social Structure and Social Interaction
- Deviance
- Stratification (national and global)
- Race/Ethnicity
- Gender
- Sexuality
- Institutions: Families, Religion, Economy, Politics, Education, Healthcare
- Social Change: Urbanization, Population, Environment

Communication

All SOC101 faculty will interact regularly via email, Bb Learn, and in-person meetings. We will use Bb Learn as a forum where ideas and assignments may be posted and shared. Please expect to meet regularly to discuss your experiences with the course. The SOC101 FYLI coordinator is responsible for scheduling meetings.

SOC101 – Syllabus Template

Please note: items highlighted in yellow are areas you must fill, revise, or delete

Department of Sociology

SOC101 Introduction to Sociology

(day/time of class meetings) (Section [redacted], Class # [redacted])

Location: [redacted]

(semester/year)



Course Instructor: [redacted]

Office: [redacted]; Phone: [redacted]

Office hours: [redacted]

Graduate Teaching Assistant: [redacted]

Office hours/location: [redacted]

Peer Teaching Assistant: [redacted]

Office hours/location: [redacted]

Bb Learn (online course content) website: <https://bblearn.nau.edu/>

*Please contact us through Bb Learn messaging rather than NAU email.
As we cannot guarantee receipt of email, you should not expect a reply to regular email.*

WELCOME TO SOCIOLOGY 101!

Sociology, the scientific study of human social behavior and organization, asks important questions about what it means to be members of a society. It provides us with tools for exploring how we create identities and find meaning in relationships, how the people and groups we interact with influence our attitudes and behavior, and how social institutions and cultures shape our beliefs, thoughts, and perceptions. In this class, we will apply this to topics including race, class, sexuality, religion, families, government, and social change.

Course Description:

Distribution requirement: Social and political worlds

Essential skill: Critical thinking

This course is a survey of the discipline of sociology. It is designed to introduce principles related to human social organization and social interaction. As a liberal studies course, it fulfills the *social and political worlds* distribution block. *Critical thinking* is the essential skill developed and assessed.

Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Themes include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human reality. This course is certified through NAU's First Year Learning Initiative (FYLI).

Learning Outcomes:

Upon completion of this course, students should demonstrate understanding of the following:

- 1) Foundational sociological knowledge by:
 - a) Explaining sociology as a discipline, including how it is a unique social science, how it contributes to a liberal arts education, and how the sociological imagination applies to reality;
 - b) Explaining the role of theory in sociology, including defining the major theories and their role in building sociological knowledge, comparing and contrasting them, explaining the context in which they were developed, applying them to social reality within a global context;
 - c) Applying basic concepts, such as culture, social change, socialization, stratification, social structure, institutions, and differentiations (e.g., race/ethnicity, class, gender, sexuality) and their theoretical interrelations to analyze social trends, conflicts, reciprocal relationships between individuals and society, and social policies; and
 - d) Evaluating the internal diversity of the United States and its place in the global context.

- 2) Critical use of scientific methods to develop empirical explanations of social phenomena by analyzing and evaluating data to inform the explanation of the phenomenon studied.

Course Structure and Approach:

Use this description for blended classes:

This course is structured as a *blended learning* class. A blended learning course combines on-site instruction with an online learning component and out-of-class activities. Blended learning provides more flexibility than traditional courses, but requires as much (or more) dedication to the learning process. ***In addition to*** the normal out-of-class time you would devote to an in-person class, you will need to devote non-meeting days to learning the course material on your own. In-class time will involve application of the material through discussions, lectures, activities, and assignments. **Our class is scheduled for 75 minutes on Monday and Wednesday. We will meet in the classroom every Wednesday. Beginning in September, we will also meet the third Monday of each month (see class schedule).**

Use this description for in-person, lecture classes:

This course involves the following primary learning components: readings, lectures/discussions, activities/assignments, quizzes, exams, and audio/visual materials such as films and online videos. Students are expected to complete assigned readings prior to the class for which they are assigned, attend class, and participate in discussions or other activities. Although discussions will touch on issues raised by the texts, they will extend beyond and supplement text material. On designated days, issues relevant in contemporary society and related to our readings will be discussed in class (in some instances these will be small group discussions). This will provide students with opportunities to articulate their understanding of material and engage in sociological analyses of phenomena. All students are expected to participate in the discussions. Finally, you are expected to devote about three hours per credit of outside-of-class time to this course (see also NAU Policies below).

Required Text and Resources:

Insert your own textbook information, or use the following:

Andersen, Margaret L. and Howard F. Taylor. 2017. Sociology: The Essentials (9th ed.), with access code for MindTap.* Cengage Learning: Stamford, CT.

*The access code allows you to complete required assignments constituting 37% of your overall grade, and includes a digital version of the text (you may purchase a hard copy as well if desired).
You MUST have the MindTap access code for this course!

You have two choices for obtaining the text/resources for this class:

- (1) If you would like a loose-leaf, 3-hole punched, hard copy version of the textbook (together with the MindTap access code), you may purchase it at the NAU bookstore; or
- (2) If you DO NOT want a hard copy of the book, you can purchase the access code directly through Bb Learn where indicated. This includes a digital copy of the textbook.

DO NOT PURCHASE ACCESS CODES FROM OTHER OUTLETS. THEY WILL NOT WORK!

If you have unmet financial needs in obtaining textbooks, please visit the [Emergency Textbook Loan Program](#).

Course material, such as required readings, the syllabus, homework assignments, quizzes, and announcements are posted in Bb Learn. You must have Adobe Acrobat Reader to download course documents. If you do not have Adobe Reader, you can download a copy from <http://www.adobe.com/products/acrobat/readstep2.html>

In order to ensure that students with disabilities have full access to visual and reading materials, please do the following:

a) To request captioning for videos and films, send materials to Disability Resources using the following link: <http://nau.edu/disability-resources/usable-materials-request-form/> The turn-around time for captioning is about 2–3 weeks.

b) To make sure that your supplemental readings are in optical character recognition (OCR) format, please send them to Cline Library as an electronic reserve item and they will convert and load them into your course shell: <https://library.nau.edu/services/reserves/reserveslist.html>

Assessment of Learning Outcomes (grading strategy):

Assessment of learning outcomes is accomplished through the following:

Attendance. Attendance is mandatory. You will earn _____ points for coming to each in-person session *on time* and *engaging* with course material (up to _____ points total). If class is canceled, the number of attendance points may be reduced. **Specify how you track attendance: clicker, roster, in-class assignments, etc.** Disputes regarding attendance are not accepted two or more weeks after the date in question. Check Bb Learn regularly to make sure your attendance is correct. **There are no exemptions** unless your absence is due to a NAU-sponsored event, a documented medical excuse, or a documented emergency. “My car broke down,” “I overslept,” “My roommate got sick,” etc. are not excuses. ***You will be referred to the Dean’s office for disciplinary action if you sign the attendance sheet for someone else, or if someone else signs for you when you are not in class!***

Attendance Accommodation: If you believe you may not be able to abide by the attendance policy for disability-related reasons, contact Disability Resources prior to the beginning of the semester, or as soon as possible after the need for an exception arises, to discuss accommodations. For additional information, refer to Disability Resources: <http://www4.nau.edu/dr/forms.html>

Online Exams. Indicate the number and point value of exams, as well as their format (multiple-choice or essay) and whether exams are cumulative. Exam questions are designed to test your ability to identify, conceptualize, apply, and analyze sociological concepts and theories. You may be tested on material from course lectures/discussions, but also the textbook, assigned readings, and online assignments. Careful reading of the book and all articles are necessary to do well on these exams, which are based on integration of all learning components.

- On exam days, we **do not meet for class**. You must have access to a computer and reliable Internet on exam days. You can take exams from any location, but I strongly recommend using a computer lab or another computer with a wired connection, as losing your connection may cause you to lose answers. If you experience problems when taking the exam, contact Tech Support (see “Student Support Resources” below) immediately so there will be a record of your difficulty. **Specify the amount of time they have to complete the exam and whether multiple attempts are allowed.** Your instructor and/or TAs will be available via course messaging if you experience problems. **Screenshots are very helpful!** Once you have submitted your answers, you can see your score right away.
- Make-up exams. **Specify your exam make-up policy here, including the conditions under which you permit make-up exams and the dates for make-up exams.** You should plan to take exams during their scheduled time. If you are going to miss an exam because of a NAU-sponsored event, arrange to take your exam *before* you leave by making an appointment with the instructor or TA to take the exam during office hours.
- Final Exam. The third exam is scheduled during Finals Week as assigned by the Registrar. The date is non-negotiable. If you are unable to take the final on this date, please drop the class or switch to another section.

Assignments and Quizzes. **Specify the total point value of your assignments and quizzes here. Also include the approximate value of low-stakes assignments (for example, 5-20 points).** Assignments and quizzes may be administered in-class, out-of-class, or online. They may include small group exercises, writing assignments, online assignments, quizzes, and reflections reviewed by the instructor and/or TAs.

- In-class assignments. There are no make-ups or exemptions for in-class assignments unless you are absent due to a NAU-sponsored event or documented emergency (see above). If you miss class on the day of an assignment, you will not receive points for the assignment or for attendance. Dates for in-class assignments are NOT stated in the class schedule (surprise!).
- Out-of-class assignments. Out-of-class assignments are available in Bb Learn. MindTap assignments such as practice questions or quizzes generally cannot be made up. “Apply-a-Concept” assignments are due *before* class on the date indicated in the course schedule.

Extra Credit. **Describe your extra credit policy and/or opportunities here.** Details are provided in class and via Bb Learn.

Your grade is based on the total points earned during the semester.

<u>Assessment</u>	<u>Points</u>	<u>Percentage of grade</u>
Attendance		%
Exam 1		%
Exam 2		%
Exam 3		%
MindTap Assignments		%
Other Assignments & Quizzes		%
Total points possible		100%

Final grades are based on the following point scale:

A		-		points (89.5 - 100% of points possible)
B		-		points (79.5 – 89.4% of points possible)
C		-		points (69.5 – 79.4% of points possible)
D		-		points (59.5 – 69.4% of points possible)
F				points and below (<59.5% of points possible)

Student Support Resources:

For a complete listing and links to all NAU student resources please visit [ResourceConnect](#).



NAU's [Academic Success Centers](#) offer customized course support including tutoring, exam reviews, and mentoring on skills to help you complete SOC101 successfully. Click on the link to see the resources available, including workshops on study skills, academic success, and test prep courses. They also offer:

- (A) **Free tutoring appointments** for many 100- and 200-level courses, including SOC101. See a full list: <https://nau.edu/SSI/Academic-Success-Centers/One-on-One-Tutoring/>
- (B) **Free study skills workshops** to help you succeed in your courses on time management, writing, academic success, note-taking skills, textbook-reading strategies, and more. See a full list: <http://nau.edu/SSI/Academic-success-centers/Academic-Success-Workshops/>
- (C) **Free drop-in exam reviews (dates in Bb Learn)**. To get details or schedule an appointment for 1:1 tutoring, study skills, or a workshop, stop by one of the Academic Success Centers or call 523-5524.

[The University Writing Commons](#) offers free assistance, including tutors who will help you with the writing process. As there are several written assignments in this course, please take advantage of this free service!

[Student Technology Center](#). All information for this course, including exams and quizzes, is available via Bb Learn. If you experience issues with Bb Learn, your computer, or need technology assistance, contact the Student Technology Center at Ask-ITS@nau.edu or phone: 523-1511 or (888) 520-7215. Student Technology Center is open 24 hours per day, seven days a week during the semester. If you are not familiar with Bb Learn, you may access tutorials at [Bb Learn Tutorials for Students](#).

Early and Regular Feedback. The instructor, with your Peer TA and Graduate TA, will monitor your progress in the course and send you Grade Performance Status (GPS) Alerts and/or Bb Learn e-mail messages if we think you are at risk for doing poorly. We may also contact you if we are especially impressed with your performance in the class. If one of us contacts you requesting an individual conference, please reply right away.

Get involved! To learn more about sociology and become an active member of the University community see [The Society of Student Sociologists \(SoSS\) and Alpha Kappa Delta \(AKD\)](#), the international sociological honor society. If you are a sociology major or minor, you can earn credit for doing an [internship](#) during your junior or senior year. Finally, check out study abroad opportunities at the [Center for International Education](#).

General Student Expectations:

1. **Attendance.** Attendance is required and necessary for you to succeed in the course. Since active participation is important to succeed in this course, preparation and punctuality are also essential. This includes completing all requirements as outlined in the attendance policy. You must work attentively and persistently in order to achieve intended learning outcomes for this course. Problems arise, but students who fall behind are unlikely to be successful. You are always welcome to contact me or your TAs to discuss any concerns related to the course.

2. **Readings and assigned work.** Given the level of required reading, as well as assignments and quizzes, it is essential to keep up with the work outlined in the syllabus and posted in Bb Learn. You are expected to devote about 3 hours per credit of your time outside class to this course (see NAU Policies below). You must read all material assigned for any given day. We cover a great deal of material in SOC101, so do not put off reading until just before the exam. The first three weeks of this class are particularly demanding, and we will move at the rate of about one topic per week. It is critical for you to keep up, or you will quickly fall behind.

3. **Academic honesty and integrity.** You are expected to model NAU's standards on academic honesty and personal integrity (see NAU Policies below). You must complete your own work, citing others appropriately. Plagiarizing others, including classmates, or receiving assistance from others during exams will result in a

failing grade for the assignment/exam and immediate referral to the Dean's Office with recommendation for academic probation or dismissal. This class includes a required unit on academic integrity.

4. Classroom behavior. You may be excused from class (and lose points) for disruptive behavior, including private conversations during class discussions; interruptions while others are speaking; coming late or leaving early; or unauthorized use of (ringing, beeping, otherwise noisy) cell phones, laptops, tablets, or other electronic devices. This is not an exhaustive list. In short, respect your classmates by minimizing distractions! Do not talk, make phone calls or send texts except as part of legitimate class activities. The instructor reserves the right to ask you to leave if you are disrupting others. For additional information, see NAU Policies below.

5. Unscheduled university closures. If NAU is closed during the date on which an assignment is due or during the time period in which our class is held (for example, for severe weather), you should assume the class and due date for the assignment would be moved to the next face-to-face meeting. For online exams, we approach re-scheduling on a case-by-case basis. If NAU is closed on the day of an online exam, please check Bb Learn for further instructions.

6. Offensive material disclaimer. In this course, you may be required to listen to, view, and analyze material you may deem offensive. This may be in the form of discussions, films, music, or other audio/visual material. This material is not intended to offend anyone, and it should not be assumed that the instructor, teaching assistants, Department of Sociology and Social Work, or NAU share in the opinions of "offensive" material presented in class. Because such materials are relevant in sociology, they are essential to this course. No substitutions are available, and none will be provided. By continuing with this course, you agree to be held academically accountable for all required material, regardless of its nature. For more information, see NAU Policies below.

NAU Policies:

Safe Environment Policy. NAU's Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this University. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the University's compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <https://www.nau.edu/diversity/>. If you have questions or concerns about this policy, contact the departmental chair, dean's office, the Office of Student Life at 523-5181, or NAU's Equity and Access Office at 523-3312 (voice), 523-9977 (fax), 523-1006 (TTD), or equityandaccess@nau.edu

Students with Disabilities. If you have a documented disability, arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 523-8747 (fax). Students needing accommodations are required to register with DR and provide related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (<https://www.nau.edu/dr>) 8 weeks prior to when you need accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Equity and Access Office (523-3312).

Academic Contact Hour Policy. Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

Academic Integrity. Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic

community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student's submission of work is an implicit declaration that the work is the student's own. All outside assistance should be acknowledged, and the student's academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the University's academic integrity policy. Instances of potential violations are adjudicated in accordance with the University's Academic Integrity Policy in [NAU's Student Handbook](#).

Research Integrity. The Responsible Conduct of Research policy is intended to insure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; "Update on the Requirement for Instruction in the Responsible Conduct of Research"). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: <http://nau.edu/Research/Compliance/Research-Integrity/>

Sensitive Course Materials. University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter – and critically appraise – materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Classroom Disruption Policy. Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior, promoting and enforcing standards of behavior necessary for an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, in or out of class. The complete classroom disruption policy is in [NAU's Student Handbook](#).

Sample Class Schedule: SOC101 Fall 2018 (Blended-Learning Section)

“SE” refers to your “Sociology: The Essentials” textbook.

Other readings, noted by authors’ last name and title, are available in Bb Learn.

Assignments are due by the dates & times indicated on this schedule (check carefully!)

Week 1 Unit 1: The Sociological Perspective / Course Overview

Mon. Aug. 27: In-person class meeting. The Sociological Perspective

Wed. Aug. 29: In-person class meeting. Course Overview

Due this week: *Bb Learn Syllabus Quiz (**Sat. 9/1/18 by 11:59 pm**)

Week 2 Unit 1: The Sociological Perspective

Mon. Sep. 3: **No in-person meeting.** University closed: Labor Day

Wed. Sep. 5: In-person class meeting. The Sociological Perspective

Required readings: SE chapter 1 & Mills, *The Promise of Sociology*

Due this week: *Ch. 1 MindTap Apply-a-Concept (**Tues. 9/4/18 by 11:59 pm**)

*Ch. 1 MindTap Practice Questions (**Thurs. 9/6/18 by 11:59 pm**)

*Ch. 1 MindTap Connect-a-Concept (**Sat. 9/8/18 by 11:59 pm**)

*Bb Learn Soc. Perspective Drop Box Assignment (**Sat. 9/8/18 by 11:59 pm**)

[Thurs. Sep. 6 - deadline to drop without class appearing on transcripts]

Week 3 Unit 2: Sociological Research

Mon. Sep. 10: **No in-person meeting.** Out-of-class: Sociological Research

Wed. Sep. 12: In-person class meeting. Sociological Research

Required readings: SE chapter 3

Due this week: *Ch. 3 MindTap Apply-a-Concept (**Tues. 9/11/18 by 11:59 pm**)

*Ch. 3 MindTap Practice Questions (**Thurs. 9/13/18 by 11:59 pm**)

*Ch. 3 MindTap Connect-a-Concept (**Sat. 9/15/18 by 11:59 pm**)

Week 4 Unit 3, Part 1: Culture & Media

Mon. Sep. 17: In-person class meeting. Culture & Media

Wed. Sep. 19: In-person class meeting. Culture & Media

Required readings: SE chapter 2

Due this week: *Ch. 2 MindTap Apply-a-Concept (**Tues. 9/18/18 by 11:59 pm**)

Week 5 Unit 3, Part 1: Culture & Media / Unit 3, Part 2: Academic Skills

Mon. Sep. 24: **No in-person meeting.** Out-of-class: Academic Skills

Wed. Sep. 26: In-person class meeting. Culture & Media

Due this week: *Bb Learn Academic Skills Quiz (Tues. 9/25/18 by 11:59 pm)
*Ch. 2 MindTap Practice Questions (Thurs. 9/27/18 by 11:59 pm)
*Ch. 2 MindTap Connect-a-Concept (Sat. 9/29/18 by 11:59 pm)
*Bb Learn Academic Skills Drop Box Assignment (Sat. 9/29/18 by 11:59 pm)

Week 6 **Exam 1 / Unit 4, Part 1: Socialization**

Mon. Oct. 1: **No in-person meeting.** Out-of-class: **Exam 1 will be available in Module #1 from 12:30-5:30 pm. You have 75 minutes to complete the exam.**

Wed. Oct. 3: In-person class meeting. Socialization

Required readings: SE chapter 4 & Peek, *Muslim Identities After 9/11*

Due this week: *Bb Learn Exam #1 (Mon. 10/1/18 by 5:30 pm)
*Ch. 4 MindTap Apply-a-Concept (Tues. 10/2/18 by 11:59 pm)

Week 7 **Unit 4, Part 1: Socialization / Unit 4, Part 2: Academic Integrity**

Mon. Oct. 8: **No in-person meeting.** Out-of-class: Academic Integrity

Wed. Oct. 10: In-person class meeting. Socialization

Due this week: *Bb Learn Academic Integrity Assignment (Tues. 10/9/18 by 11:59 pm)
*Ch. 4 MindTap Practice Questions (Thurs. 10/11/18 by 11:59 pm)
*Ch. 4 MindTap Connect-a-Concept (Sat. 10/13/18 by 11:59 pm)
*Bb Learn Socialization Drop Box Assignment (Sat. 10/13/18 by 11:59 pm)

Week 8 **Unit 5: Social Structure & Social Interaction**

Mon. Oct. 15: In-person class meeting. Social Structure & Social Interaction

Wed. Oct. 17: In-person class meeting. Social Structure & Social Interaction

Required readings: SE chapter 5

Due this week: *Ch. 5 MindTap Apply-a-Concept (Tues. 10/16/18 by 11:59 pm)
*Ch. 5 MindTap Practice Questions (Thurs. 10/18/18 by 11:59 pm)
*Ch. 5 MindTap Connect-a-Concept (Sat. 10/20/18 by 11:59 pm)

Week 9 **Unit 6: Groups & Organizations**

Mon. Oct. 22: **No in-person meeting.** Out-of-class: Groups & Organizations

Wed. Oct. 24: In-person class meeting. Groups & Organizations

Required readings: SE chapter 6

Due this week: *Ch. 6 MindTap Apply-a-Concept (Tues. 10/23/18 by 11:59 pm)
*Ch. 6 MindTap Practice Questions (Thurs. 10/25/18 by 11:59 pm)
*Ch. 6 MindTap Connect-a-Concept (Sat. 10/27/18 by 11:59 pm)

Week 10 **Unit 7: Deviance & Crime**

Mon. Oct. 29: **No in-person meeting.** Out-of-class: Deviance & Crime

Wed. Oct. 31: In-person class meeting. Deviance & Crime

Required readings: SE chapter 7

Due this week: *Ch. 7 MindTap Apply-a-Concept (Tues. 10/30/18 by 11:59 pm)

- *Ch. 7 MindTap Practice Questions ([Thurs. 11/1/18 by 11:59 pm](#))
- *Ch. 7 MindTap Connect-a-Concept ([Sat. 11/3/18 by 11:59 pm](#))
- *Bb Learn Ethnomethodology Drop Box Assignment ([Sat. 11/3/18 by 11:59 pm](#))

[Fri. Nov. 2 – last day to withdraw without a petition and a fee]

Week 11 Exam 2 / Unit 8: Social Class & Stratification

Mon. Nov. 5: No in-person meeting. Out-of-class: Exam 2 will be available in Module #2 from 12:30-5:30 pm. You have 75 minutes to complete the exam.

Wed. Nov. 7: In-person class meeting. Social Class & Social Stratification

Required readings: SE chapter 8 & Luna, *Single Welfare Mothers' Resistance*

Due this week: *Bb Learn Exam #2 ([Mon. 11/5/18 by 5:30 pm](#))
*Ch. 8 MindTap Apply-a-Concept ([Tues. 11/6/18 by 11:59 pm](#))

Week 12 Unit 8: Social Class & Stratification

Mon. Nov. 12: No in-person meeting. University closed: Veteran's Day

Wed. Nov. 14: In-person class meeting. Social Class & Social Stratification

Due this week: *Ch. 8 MindTap Practice Questions ([Thurs. 11/15/18 by 11:59 pm](#))
*Ch. 8 MindTap Connect-a-Concept ([Sat. 11/17/18 by 11:59 pm](#))
*Bb Learn Social Class Drop Box Assignment ([Sat. 11/17/18 by 11:59 pm](#))

Week 13 Unit 9: Race & Ethnicity

Mon. Nov. 19: In-person class meeting. Race & Ethnicity

Wed. Nov. 21: No in-person meeting. Out-of-class: Race & Ethnicity

Required readings: SE chapter 10

Due this week: *Ch. 10 MindTap Apply-a-Concept ([Sat. 11/24/18 by 11:59 pm](#))
*Ch. 10 MindTap Practice Questions ([Sat. 11/24/18 by 11:59 pm](#))
*Ch. 10 MindTap Connect-a-Concept ([Sat. 11/24/18 by 11:59 pm](#))

Week 14 Unit 10: Sexuality

Mon. Nov. 26: No in-person meeting. Out-of-class: Sexuality

Wed. Nov. 28: In-person class meeting. Sexuality

Required readings: SE chapter 12 & Padawer, *The Humiliating Practice of Sex-Testing*

Due this week: *Ch. 12 MindTap Apply-a-Concept ([Tues. 11/27/18 by 11:59 pm](#))
*Ch. 12 MindTap Practice Questions ([Thurs. 11/29/18 by 11:59 pm](#))
*Ch. 12 MindTap Connect-a-Concept ([Sat. 12/1/18 by 11:59 pm](#))
*Bb Learn Sexuality Drop Box Assignment ([Sat. 12/1/18 by 11:59 pm](#))

Week 15 Unit 11: Healthcare

Mon. Dec. 3: No in-person meeting. Out-of-class: Healthcare

Wed. Dec. 5: In-person class meeting. Healthcare

Required readings: SE chapter 14

Due this week:

*Ch. 14 MindTap Apply-a-Concept ([Tues. 12/4/18 by 11:59 pm](#))

*Ch. 14 MindTap Practice Questions ([Thurs. 12/6/18 by 11:59 pm](#))

*Ch. 14 MindTap Connect-a-Concept ([Sat. 12/8/18 by 11:59 pm](#))

Final Exam Schedule

On Wednesday, December 12, Exam 3 will be available in Bb Learn Module #3 from 12:30-5:30 pm. You have 75 minutes to complete the exam.

