**SOCI 180 Introduction to Sociology**

**Prerequisites:** Proficiency with written English

**Instructor:** David Guthrie, Ph.D.

**Facilitator:** Sarah Wilson, M.A., B.S.N., R.N., CCRN
Jonathan Watt, PhD

**Contact Information:** Faculty may be contacted through the Portage messaging system

**Additional Information:** www.portagelearning.com

**Course meeting times:** SOCI 180 is offered continuously

**Course Description:** The primary purpose of this course is to introduce students to a way of seeing themselves, others, and the world. The hope is that they will come to be more discerning of the complexities of social living, while simultaneously understanding social life more fully.

**Course Outcomes:** Students who successfully complete this course will:

- Develop a thoughtful and useful framework for understanding social life;
- Become acquainted with several historic and contemporary social theorists;
- Become more cognizant of current conversations about various aspects of social life;
- Become more articulate about ways in which various aspects of social life shape the ways that they see themselves, others, and all things.
- Cultivate a commitment to live their social lives with more awareness and more understanding.

*Please see the Module Topics section below for expanded course outcomes.*

Each of these SOCI 180 student learning outcomes is measured:

**Directly by:**

1. Essay assignments (with instructor feedback)
2. A final Research Paper

**Indirectly** by an end of course student-completed evaluation survey

**Course Delivery:** This course is asynchronously delivered online. Contact hours include 40 - 50 hours of reviewed module assignments with instructor feedback, and 10 - 20 hours of writing a final research paper.

**Course Progression:** All exams for this course are essays. Therefore, in keeping with best learning practices, the next module exam for this course will *not* unlock until the previous one is graded. This will allow for instructor feedback/class expectations as the student moves through the material. Instructors, like the College,

*Portage Learning college courses are offered by Geneva College, which is regionally accredited by the Middle States Commission on Higher Education. Portage Learning is included in the College’s Department of Professional and Online Graduate Studies; courses are delivered through the PortageLearning.com platform.*
are not available during the weekend; grading, therefore, is M-F and may take up to 72 hours during these days. Also, it is the policy of Portage Learning to support a minimum of 21 days; this is not a negotiable time period. Please plan your time accordingly.

**A Word About Exams:**

All exams for this course are essay exams. The essays that students will be asked to write require students to comprehend the assignments that are included in each module and, quite often, to offer connections between the ideas present in the assignments and a student’s own “take” on things. Said another way, students are to learn various concepts, ideas, and perspectives, and students should also consider ways in which such concepts, ideas, and perspectives actually “show up” in their lives and in the social world.

**Required readings, lectures and assignments:** Portage courses do not use paper textbooks. Students are required to read the online lesson modules written by the course author which contain the standard information covered in a typical course. Each student is responsible for reading the module in its entirety, reading external links to articles and at times finding additional outside sources to support your written essays. Students should follow APA writing guidelines and citation methods when submitting essays. If you have any questions, please contact the instructor via the messaging system.

**Module Review Questions:** The practice problems within the modules are not quantitatively part of your final grade, but the module work is a pass/fail component of the course and will be reviewed for completeness by the instructor. **Be sure to answer all of the problems, being careful to answer the questions in your own words at all times since this is an important part of adequate preparation for the exams.** After you answer the practice problems, compare your answers to the solutions at the end of the module. If your answers do not match those at the end, attempt to figure out why there is a difference. If you have any questions please contact the instructor via the My Messages tab.

**Academic Integrity** is a serious matter. In the educational context, any dishonesty violates freedom and trust, which are essential for effective learning. Dishonesty limits a student’s ability to reach his or her potential. Portage places a high value on honest independent work. In a distance learning situation, we depend on the student's desire to succeed in the program he or she is entering. It is in a student's own best interests not to cheat on an exam, as this would compromise the student's preparation for future work. It is required of each student to take exams without consulting course materials or study aids including another person, the lesson pages, printed materials, or the Internet. **Students may not copy and paste responses in the answer boxes from any source, including their own notes or drafts in a word processing document, unless explicitly instructed to do so.** To this end, your instructor will be alert to any indications that a student may be violating this principle. It will be necessary to show all your work on exams. When the nature of the course does not require numerical or symbolic determination (perhaps instead just requires recitation of learned descriptions), our experienced staff is able to detect the unauthorized consultation of study aids when answering exam questions. A violation of the academic integrity policy may result in a score of zero on the exam and possible
expulsion from the course, at the discretion of the instructor with consultation with an administrative-instructional committee.

Review the Student Handbook for more specifics. If you have any questions regarding the academic integrity policy, please consult your instructor prior to taking module exam one.

**Required Computer Accessories:** It is recommended that students use a desktop or laptop computer, PC or Mac, when taking the course. Some tablet computers are potentially compatible with the course, but not all features are available for all tablet computers. The latest full version of Google Chrome, Firefox, Edge, or Safari browser is required for the optimal operation of the Canvas Learning Management System. In addition, some courses will use the Respondus Lockdown Browser for exams. Instructions on downloading and installing this browser will be given at the start of the course. It is recommended to also have the latest version of Flash installed as a browser plugin as some sections of the course may require it. We highly recommend using a high-speed Internet connection to view the video lectures and labs. You may experience significant difficulties viewing the videos using a dial-up connection.

For more information on basic system and browser requirements, please reference the following:
System requirements: https://community.canvaslms.com/docs/DOC-10721-67952720328
Browser requirements: https://community.canvaslms.com/docs/DOC-10720

**Module Topics**

Module 1: This module is about seeing and not seeing. For every human being, there is more going on than what simply “meets the eye.” Each of the assignments for this module in some way reflects this perspective.

Module 2: This module sets the framework for seeing sociologically. The content develops the metaphor of seeing and then offers a conceptual framework that will help students understand the purpose of the course, as well as the particular parts of the course that are yet to come.

Module 3: This module examines the work of several sociologists that have explored the nature and impact of social identity, social interaction, and social interactionism. In addition the module offers a perspective on differences and similarities regarding interaction among introverts and extroverts.

Module 4: This module focuses on primary and secondary socialization forces. These forces have significant influence in our lives. The module provides an overview of this important component of human existence.

Module 5: Education is a powerful secondary socialization force. It shapes how we see come to see ourselves, others, and other parts of social life. The assignments in this module require students to reflect on the effects of education in their own lives.
Module 6: Media and technology are secondary socialization forces that exert significance influence regarding how we see ourselves, others, and other parts of social life. The materials in this module require students to reflect on these particular aspects of contemporary social life.

Module 7: Religion is another secondary socialization force that may have considerable influence in how one sees herself, others, and other parts of social life. The assignments in this module offer several different angles on the shaping power of religion in American culture.

Module 8: Gender, social class, and race are primary socialization forces, although the particular social class with which one identifies certainly can change over time. In this module students will be asked to investigate the impact of gender, social class, and race on the impact on how persons with these characteristics come to see themselves, others, and other aspects of social life.

Module 9: The society within which one lives is a powerful secondary socialization force. The resources in this module will provide students with a clearer sense of how “society as a whole” influences how persons see themselves, others, and other part of social life.

Final Paper: The final paper in this course will serve as an appropriate culmination of much of what students have explored in this course. Students will choose one of two options. The first option involves reading a book and then writing a paper based on the book. The second option is a personal reflection paper incorporating the content of the entire course into the personal experiences of the individual student.
**Suggested Timed Course Schedule** (to complete the course within a typical college semester)

All Portage courses are offered asynchronously with no required schedule to better fit the normal routine of adult students, but the schedule below is suggested to allow a student to complete the course within a typical college semester. Despite this suggestion, the students may feel free to complete the course at their desired pace and on a schedule determined by them.

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<th>Subject Matter</th>
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<td>Module 1, Exam 1</td>
<td>Seeing… and NOT Seeing</td>
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<td>Days 11-20</td>
<td>Module 2, Exam 2</td>
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<td>Days 21-30</td>
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<td>Days 91-108</td>
<td>Final Paper</td>
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**Grading Rubric:**

9 Module exams = 60 pts. each x 9 = 540 pts.
Final paper = 160 pts.
Total = 700 pts.

The current course grade and progress is continuously displayed on the student desktop. Proficiency in written English is a prerequisite for this course. If you have poor written English skills, you may not be able to effectively communicate the sociological concepts in your essay responses. This may result in point deductions. Written English rules, including grammar, punctuation, and spelling, will account for 10% of your grade on each assignment.
Grading Scale:
89.5% - 100% (627 - 700 pts) = A
79.5% - 89.4% (557 – 626 pts) = B
69.5% - 79.4% (487 – 556 pts) = C
59.5% - 69.4% (417 – 486 pts) = D
<59.5% (<417 pts) = F

Guidelines for Writing Assignments:

• Superior Paper (A): Demonstrates the writer’s ability to articulate course material, support his or her written argument with appropriate use of class material and outside resources and apply personal experience and opinion as appropriate. A superior paper is well written, with no grammatical errors.

• Good Paper (B): This paper is well-written, but lacks extensive support and use of outside resources to articulate one’s argument. A good paper will articulate course material and incorporate personal experience and opinion as appropriate.

• Average Paper (C): The writing is adequate in conveying the writer’s ideas, but does not clearly articulate course material or reference external resources.

• Weak Paper (D): The writing of this paper is underdeveloped and inadequate in organization, content, and the use of correct grammar.

• Failing Paper (F): This is a poorly written essay that neglects to adhere to the directions of the writing assignment. The paper completely lacks focus, organization of content, and grammatical competency.

• Plagiarized Paper: This paper reveals evidence that the submitted work is not the writer’s original work, or the submitted information has not been properly documented using the MLA format. The facilitator has the right to refuse to accept this paper, and the student submitting a plagiarized paper will be subject to the Academic Integrity Policy as stated below.

Suggested External References:
If the student desires to consult a reference for additional information, the following texts are recommended as providing complete treatment of the course subject matter.

Learning Support Services:
Each student should be sure to take advantage of and use the following learning support services provided to increase student academic performance:

- **Video lectures:** Supports diverse learning styles in conjunction with the text material of each module
- **Messaging system:** Provides individual instructor/student interaction
- **Tech support:** Available by submitting a help ticket through the student dashboard

Accommodations for Students with Learning Disabilities:
Students with documented learning disabilities may receive accommodations in the form of an extended time limit on exams, when applicable. To receive the accommodations, the student should furnish documentation of the learning disability at the time of registration, if possible. Scan and e-mail the documentation to studentservices@portagelearning.com. Upon receipt of the learning disability documentation, Portage staff will provide the student with instructions for a variation of the course containing exams with extended time limits. This accommodation does not alter the content of any assignments/exams, change what the exam is intended to measure or otherwise impact the outcomes of objectives of the course.

One-on-one Instruction:
Each student is assigned to his/her own instructor. Personalized questions are addressed via the student dashboard messaging system.

Online learning presents an opportunity for flexibility; however, a discipline to maintain connection to the course is required; therefore, communication is essential to successful learning. **Check your messages daily.** Instructors are checking messages daily Monday-Friday to be sure to answer any questions that may arise from you. It is important that you do the same so you do not miss any pertinent information from us.

Holidays:
During the following holidays, all administrative and instructional functions are suspended, including the grading of exams and issuance of transcripts.

- New Year’s Day
- Easter
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving weekend
- Christmas Break

The schedule of holidays for the current calendar year may be found under the Student Services menu at www.portagelearning.com
**Code of Conduct**: Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from the program.

This is a classroom; therefore, instructors have the academic freedom to set forth policy for their respective class. Instructors send a welcome e-mail detailing the policy of their class, which students are required to read prior to beginning the course.

**Grievances**: If for any reason a student has a complaint about the course work or the instructor, the student is advised to first consult the instructor, who will be willing to listen and consider your concern. However, if you don’t feel you have received a satisfactory reply, you are encouraged to contact the Academic Dean of Portage Learning for further consideration of your complaint. The formal grievances process must be initiated via written communication. If desired, please file a written grievance to academics@portagelearning.com to initiate the process.

**Remediation**: At Portage Learning we allow a "one-time" only opportunity to re-take an alternate version of one module exam on which a student has earned a grade lower than 70%. This option must be exercised before the final exam is started. If an exam is retaken, the original exam grade will be erased and the new exam grade will become a permanent part of the course grade. However, before scheduling and attempting this retest, the student must resolve the questions they have regarding the material by reviewing both the old exam and the lesson module material. Once ready to attempt the retest of the exam they must contact their instructor to request that the exam be reset for the retest. Remember, any module retest must be requested and completed before the final exam is opened.

**Note**: Exams on which a student has been penalized for a violation of the academic integrity policy may not be re-taken.

Students needing remediation for grammar, spelling, and/or reading comprehension may be referred to a verbal skills course offered by Portage. If students need remediation in addition to a review of verbal skills, they may withdraw from the course in a manner consistent with the published refund policy in order to complete the prerequisites for SOCI 180 prior to beginning the course.