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Prerequisites: Proficiency with written English

Faculty: Matthew Kickasola, Ph.D.

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Contact Information: Faculty may be contacted through the Canvas messaging system

Additional Information: www.portagelearning.edu^{1*}

Course meeting times: SOCI 180 is offered continuously

Course Description: The primary purpose of this course is to introduce you to a way of seeing yourself, others, and the world. You will become 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) Module review questions (with instructor feedback)
 - 2) Module exams
 - 3) Cumulative final exam
 - 4) Cumulative final exam 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.

^{1*} Portage Learning college courses are offered by Geneva College, which is 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.edu platform.

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, 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 28 days; this is not a negotiable time period. Please plan your time accordingly.

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.

We do not support the use of outside resources to study, except for the ones listed in the syllabus under “Suggested External References”. If you have questions about the material or would like further explanation of the concepts, please contact your instructor.

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. 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 or put their work into question, as this would compromise the student's preparation for future work. It is the student's responsibility to review the **Student Handbook** and all policies related to academic integrity. If clarification is necessary, the student should reach out to their instructor for further explanation **before** initiating module 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, this course will use the Respondus Lockdown Browser for exams; a strong internet connection is needed. You are also **required to use LockDown Browser with a webcam**, which will record you during an online, nonproctored exam. (The webcam feature is sometimes referred to as “Respondus Monitor.”) **Your computer must have a functioning webcam and microphone. Additionally, students will need a photo ID that includes your picture and full name is required. Please note, Chromebooks and tablets (other than iPad) are not compatible on exams using the Lockdown Browser.** Instructions on downloading and installing this browser will be given at the start of the course. 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:

Canvas browser and system

requirements: <https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>

Respondus Requirements: <https://web.respondus.com/he/lockdownbrowser/resources/>

Respondus Monitor Requirements: <https://web.respondus.com/he/monitor/resources/>

Module Topics

- Module 1: This module is an introduction to the field of Sociology. The history and the original theorists that developed the discipline are explored. Theoretical frameworks are introduced that are a key component to the course and utilized in the remaining modules.
- Module 2: This module describes various types of societies and provides theoretical perspectives on society. It also explores the social constructions of reality.
- Module 3: This module discusses theories of self-development and attempts to answer the question of why socialization matters. It also describes the agents of socialization, and how socialization takes place across the life course. Finally, the institutions of marriage and family are discussed.
- Module 4: This module focuses on education and technology. Both themes are viewed through various theoretical perspectives. The current circumstances and issues that are taking place related to education and technology are also discussed.
- Module 5: This module discusses social class and mobility in the United States. Theoretical perspectives on social class and social stratification are described.
- Module 6: This module focuses on the concept of culture. The elements of culture are defined. High, low, pop, sub, and counter-culture are also defined and discussed. A sociological approach to the study of religion is also explored.
- Module 7: This module discusses the topic of gender and gender inequality. The issues of racial, ethnic, and minority groups are also explored, and viewed through a theoretical framework.
- Module 8: This module explores the issues of global stratification and classification. Global wealth and poverty are given specific attention. The topics of deviance and crime are the final topics of the course, and theoretical perspectives are provided related to these issues.

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. Students may feel free to complete the course on a schedule determined by them within the parameters outlined under "Course Progression."

<u>Time Period</u>	<u>Assignments</u>	<u>Subject Matter</u>
Days 1-10	Module 1, Exam 1	Introduction to Sociology
Days 11-20	Module 2, Exam 2	Society
Days 21-30	Module 3, Exam 3	Identity, Family, Friendship
Days 31-40	Module 4, Exam 4	Education & Technology
Days 41-50	Module 5, Exam 5	Social Class & Social Stratification
Days 51-60	Module 6, Exam 6	Culture
Days 61-70	Module 7, Exam 7	Gender, Race, Ethnicity
Days 71-80	Module 8, Exam 8	Global Inequalities
Days 81-90	Final Project	Final Research Paper
Days 91 -108	Final Exam	Cumulative Exam from Modules

Grading Rubric:

Check for Understanding =	1 pt.
Review and Reflection = 5 pts. each x 8 =	40 pts.
8 Module Exams = 75 pts. each x 8 =	600 pts.
Final Exam = 150 pts.	150 pts.
<u>Final Project = 150 pts.</u>	<u>150 pts.</u>
Total	941 pts.

The current course grade and progress is continuously displayed on the student desktop.

NOTE: 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:

96.5% - 100% = A+
92.5% - 96.4% = A
89.5% - 92.4% = A-
86.5% - 89.4% = B+
82.5% - 86.4% = B
79.5% - 82.4% = B-
76.5% - 79.4% = C+
72.5% - 76.4% = C
69.5% - 72.4% = C-
66.5% - 69.4% = D+
62.5% - 66.4% = D
59.5% - 62.4% = D-
0% - 59.4% = 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 APA 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.

- Bryant, C.D., Beck, D.L. (2007) **21st Century Sociology: A Reference Handbook**. London: Sage Publications.
- Hughes, M., Kroehler, C. (2012). **Sociology: The Core**. New York: McGraw Hill.
- Mills, C.W. (2000). **The Sociological Imagination**. New York: Oxford University Press.

NOTE: We do not support the use of outside resources to study, except the ones listed above.

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.edu. 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

Juneteenth

Labor Day

Christmas Break

MLK Day

Memorial Day

Independence Day

Thanksgiving weekend

The schedule of holidays for the current calendar year may be found under the Student Services menu at www.portagelearning.edu

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 a student has a complaint about the coursework or the instructor, the student is advised to first consult the instructor, who will be willing to listen and consider your concern. To file a formal grievance for consideration by the Academic Review Committee, the process must be initiated via written communication to academics@portagelearning.edu.

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.

Syllabi are subject to change as part of ongoing educational review practices. Students are responsible for accessing and using the most recent version of the course syllabus.