SOCI 1301. INTRODUCTORY SOCIOLOGY (3-3-0)
The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance. Prerequisite: TSI complete in READ and TSI complete in ENGL or concurrent enrollment in ENGL 0308. Sp (4511015225).

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Email: trushing@kilgore.edu
Office hours: To be posted.

COURSE RATIONALE:
This course presents the perspectives, methods, and data that characterize the discipline of sociology. It provides the student with the sociological concepts and generalizations that will enable the student to better understand our social past and present, to better comprehend and function in a world of rapid social change, and to gain analytical insights into our probable social future.

TEXTBOOK:

COURSE REQUIREMENTS/EVALUATION:
Examinations: There will be three (3) different types of examinations in this course: reading quizzes, major examinations, and a final examination.

Reading quizzes will be objective in nature and will consist of true-false and/or multiple choice. Each quiz will have twenty-five questions worth four (4) points each for a total of one hundred (100) points. Four such quizzes will be given during the semester.

There will be three (3) major examinations. Major examinations will cover textbook material, cover lecture notes and any ancillary class materials. Major examinations will be objective in
nature (true-false and multiple choice) and will offer fifty (50) questions at two points each for a total of one hundred (100) points per examination.

Your lowest quiz or test grade will be dropped at the end of the semester. (If you are absent on a quiz or test date, this will be the grade that is dropped.)

A final examination will be given at the end of the semester and will be worth one hundred and fifty (150) points. (This grade will not be dropped.)

**Grading Procedure:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Quizzes (four @ 100 points)</td>
<td>400</td>
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<tr>
<td>Major Exams (three @ 100 points)</td>
<td>300</td>
</tr>
<tr>
<td>Class Exercises (3@25 points)</td>
<td>75</td>
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<tr>
<td>Written Exercise</td>
<td>75</td>
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<tr>
<td>Final</td>
<td>150</td>
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<tr>
<td>One quiz or test dropped</td>
<td>-100</td>
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<tr>
<td><strong>Total points possible</strong></td>
<td>900</td>
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Course grade will be determined as follows:

- 850 to 765 = A
- 764 to 680 = B
- 679 to 595 = C
- 594 to 510 = D
- 509 to 0 = F

**Extra Credit:** There are specific ways to add to your total points at the end of the semester. These include attendance and class participation.

**CLASSROOM POLICIES:**

**Civility in the Classroom:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. Inappropriate or distractive classroom behavior is prohibited in order to assure that everyone has opportunity to gain from time spent in class.

**Attendance:** Students are required to read and abide by the attendance policy of Kilgore College. In practice, the policy mandates that in normal circumstances, an instructor may drop a student when lack of attendance prohibits the student from meeting course objectives or when the student has excessive absences. Currently, “excessive absences” is defined as two weeks of instruction in a long term or one week in a summer term. **Students will not automatically be dropped from this class after excessive absences. It is now the student’s responsibility to drop him/herself from this course. If a student does not drop this course, he/she will receive the grade of “F” for the semester.** However, regular attendance results in a higher grade!!!
Make-up Examination Procedure: Students should make every effort to take quizzes and at the assigned time. NO EXAMS OR QUIZZES WILL BE GIVEN EARLY!!

Make-up exams will be given ONLY if the student emails this instructor the day of the quiz or exam and arranges to take the missed quiz or exam BEFORE the next class period.

Academic Honesty: Students are expected to maintain the scholastic integrity of Kilgore College by refusing to participate, condone, or tolerate any form of academic dishonesty. Any incidence of academic dishonesty, including cheating and plagiarism, will be referred to the administration for disciplinary action as stated in the KC Student Handbook.

Drop Date: Regarding drops and withdrawals, students should read the Kilgore College Catalog which states, in part: All course drops, whether instructor or student initiated, shall result in a "W" during the first 12 weeks of a long term or 21 days of a summer term. During the thirteenth and fourteenth weeks of a long term, or the twenty-second through the twenty-fourth days of a summer term, such drops will result in a "W" if the student is passing or "F" if the student is failing.

Tutoring: Tutoring is now available to every student for all classes offered at Kilgore College. Please utilize these services if needed.

COMMON CORE CURRICULUM for SOCI 1301

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance. Prerequisite: TSI-complete in READ and TSI-complete in ENGL or concurrent enrollment in ENGL 0308. F, Sp, Su (4511015125).

How will the objective be addressed? How will the objective be assessed?

| Critical Thinking | Students will study sociological concepts through lecture, videos, class discussion, and group interactions. Students will apply the six skills of critical thinking. | In-class written exercises that are graded according to departmental rubric. |

<p>| Creative thinking | | |</p>
<table>
<thead>
<tr>
<th>Thinking from Bloom’s Taxonomy which include creating, evaluating, analyzing, applying, understanding, and remembering.</th>
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<tr>
<th>Innovation</th>
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<tr>
<td>Inquiry</td>
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<tr>
<td>Analysis of information</td>
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<table>
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<tr>
<th>Evaluation of information</th>
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| Synthesis of information | Students will apply the “sociological perspective” to their own lives and to the social environment of which they are a part. They will apply what C. Wright Mills called the "sociological imagination," where they are able to see how their biography relates to the time in history in which they live. | Embedded questions in unit exams and written responses grades according to departmental rubric |

<table>
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<th>Communication</th>
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<th>Effective development, interpretation and expression of ideas through</th>
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| -written communication | Students will participate in five writing exercises throughout the semester. Each exercise will focus on a particular sociological concept addressed in class. | Written responses graded according to departmental rubric |

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<th>Oral communication</th>
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| -visual communication |

| Empirical and Quantitative Skills |
| Manipulation of numerical data or observable facts resulting in informed conclusions | Instructors will employ lecture, power point presentations, text readings, visual aids, and class discussion to display how raw data may be converted into measures of central tendency and measures of variability that will lead to a scientific explanation of the data. | Instructors will use embedded questions in a multiple choice test. All instructors will use standard embedded questions. |
| Analysis of numerical data or observable facts resulting in informed conclusions | Students will hear lectures on topics such as U.S. census findings, poverty levels, pregnancy rates, education levels, prison populations, death row populations, and marriage rates. Using parametric statistical data, students will analyze the census findings. This exercise will aid in a basic understanding of research parameters and to develop better consumers of researched data. | Instructors will use embedded questions in a multiple choice test. All instructors will use standard embedded questions. |

| Social Responsibility |
| Intercultural competence | Through readings and class discussions, students will study people from various ethnic, religious, racial, economic backgrounds, and sexual identities to see how prejudice and discrimination are socially created attitudes and behaviors. | Embedded questions in unit exams and written responses grades according to departmental rubric |

| Knowledge of civic responsibility | Students will study information through assigned readings and class discussions related to the importance of service learning in their communities | A written paper and oral presentation that are graded according to departmental rubric |
and how this impacts their world view while being exposed to different cultures.

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<th>Ability to engage effectively in regional communities</th>
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<td>-national communities</td>
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<td>-global communities</td>
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- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Student Learning Outcomes**
Upon successful completion of this course, students will:
1. Compare and contrast the basic theoretical perspectives of sociology.
2. Identify the various methodological approaches to the collection and analysis of data in sociology.
3. Describe key concepts in sociology.
4. Describe the empirical findings of various subfields of sociology.
5. Explain the complex links between individual experiences and broader institutional forces.

This course will help the student attain the ability to establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.

**Activities:** Text readings, class lecture, discussion, and listening experiences.
**Assessment:** Quizzes, exams, and written reports.

**Schedule of Classes**
**Unit 1**
**Chapter 3 Culture**
**Chapter 2 Research Methods**
**Chapter 4 Socialization**

**Chapter 3**
*Upon completing this unit the student should be able to:*
1. Identify the basic features of culture and explain how culture makes possible the variation in human societies.
2. Distinguish between ethnocentrism and cultural relativism.
3. Identify instances of cultural lag in American society.*
4. Identify the basic features of culture and explain how culture makes possible the variation in human societies.
5. Identify examples of material and nonmaterial culture.
6. List and explain examples of various subcultures.

Chapter 2
Upon completing this unit the student should be able to:
1. Know what independent and dependent variables are.
2. Explain the strengths and weaknesses of the various measures of central tendency.
3. Explain the concepts of reliability and validity.
4. Analyze the strengths and weaknesses of data and draw conclusions.

Chapter 4
Upon completing this unit the student should be able to:
1. Explain the symbolic interactionist view of the development of the self including the ideas of Cooley and Mead.
2. Explain how family, schools, peer groups, and the mass media contribute to childhood socialization.
3. Discuss socialization as a lifelong process.
4. Describe Freud’s view that the self is constantly in conflict.
5. Explain resocialization and describe the types of resocialization.

Unit II
Chapter 5 Social Interactions and Ch. 6 Groups
Chapter 7 Deviance

Chapter 5 and 6
Upon completing this unit the student should be able to:
1. Describe the major types of social interaction.
2. Distinguish between primary and secondary groups.
3. Explain the functions of groups.
4. Explain the importance of social institutions and social organizations.
5. Explain how size affects group interaction.
6. List and describe the six major functions of groups.

Chapter 7
Upon completing this unit the student should be able to:
1. Explain the functions and dysfunctions of deviance.
2. Discuss the various types of sanctions.
3. Discuss the concept of anomie and its role in producing deviance.
4. Explain the process of labeling.
5. Distinguish among the major types of crime.
6. Describe how crime rates vary among socio-economic groups.
Unit III
Chapter 10 Racial and Ethnic Minorities
Chapter 12 Marriage and the Family

Chapter 10
Upon completing this unit the student should be able to:
1. Explain the sociological concept of minority, race, and ethnicity.
2. Discuss the relationship between prejudice and discrimination.
3. Describe the characteristics of the major racial and ethnic groups in America.
4. Explain how the sociological concept of minority is used.
5. Discuss the compilation of residents in the U.S.

Chapter 12
Upon completing this unit the student should be able to:
1. Explain the function of family.
2. Describe the major variations in family structure.
3. Define marriage and describe its relationship to romantic love.
4. Describe the various rules governing marriage.
5. Summarize recent changes in the family as an institution.
6. Explain the impact of industrialism on the modern family.

Unit IV
Chapter 17 Health and Aging

Chapter 17
Upon completing this unit the student should be able to:
1. Know what sociologists mean by the sick role.
2. Describe the basic characteristics of the U.S. health-care system.
3. Explain the link between demographic factors and health.
4. Describe the three major models of illness prevention.
5. Describe the basic demographic features of the older population in the U.S.

**Final Examination***

This course will help the student attain the ability to establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.

DISCLAIMER:

This document does not constitute a contract, expressed or implied, and the instructor reserves the right to make modifications in content and schedule as necessary to promote the best education possible within prevailing conditions affecting this course.
ADA Statement:

Kilgore College is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you choose to request accommodations for a documented disability which may impact your performance, attendance, or grades in this course, you must first register with the Office of Disability Services. Please note that classroom accommodations cannot be provided prior to your instructor’s receipt of an accommodation letter from the Office of Disability Services. For more information about accommodations, please contact the Disability Services office on the second floor of the Devall Student Center: (903) 983-8206.