

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: SOCI 101

Year: 2022-2023

Course Title: Introduction to Sociology

Credit Hours: 3.0

**I. Course Description:** This is an introductory study of the basic concepts, theoretical principles, and methods used within the discipline of sociology. Emphasis is on group interaction, social and cultural processes, and the structure and organization of American society. SOCI 101 fulfills the SUNY General Education Social Sciences Knowledge and Skills Area. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100. 3 Cr. (3 Lec.) Fall and spring semesters.

**II. Additional Course Information:**

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| 1. SOCI 101 is required of all students completing the Liberal Arts and Sciences - Social Sciences A.S. degree program. It is a course requirement for the Chemical Dependency Counseling A.A.S., Criminal Justice A.S., Criminal Justice A.A.S., Human Services A.A.S., Human Services A.S., LAS-Gender & Sexuality Studies A.S., Nursing A.A.S., Paralegal A.A.S., Recreation Leadership A.S., and Outdoor Recreation A.S., degree programs and for the Human Services Certificate. |
| 2. SOCI 101 is an entry-level basic skills assessment course for the Liberal Arts and Sciences - Social Sciences A.S. degree program.   |
| 3. SOCI 101 can be used as a liberal arts, social science, or unrestricted elective across multiple programs.   |

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

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| 1. Describe and apply the sociological imagination (Mills 1959) to social issues and personal experiences.        |
| 2. Define and apply the concepts of social structure and social agency to social issues and personal experiences. |
| 3. Define and apply social stratification to social issues and personal experiences.                              |
| 4. Describe sociological research skills and methods.   |

**IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas**

**Tompkins Cortland ILOs**

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

Use information, critical thinking, and the creative process to solve problems and reach conclusions.

SLOs:

1. Describe and apply the sociological imagination (Mills 1959) to social issues and personal experiences.
2. Define and apply the concepts of social structure and social agency to social issues and personal experiences.
3. Define and apply social stratification to social issues and personal experiences.

Use technology appropriate to their discipline.

Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

SLOs:

1. Describe and apply the sociological imagination (Mills 1959) to social issues and personal experiences.
2. Define and apply the concepts of social structure and social agency to social issues and personal experiences.
3. Define and apply social stratification to social issues and personal experiences.

### **Program Learning Outcomes**

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **Liberal Arts and Sciences-Social Science A.S.**

PLO #3: Investigate a question using the research process of at least one Social Science Discipline.

SLO:

3. Define and apply social stratification to social issues and personal experiences.
4. Describe sociological research skills and methods.

PLO #4: Use evidence to describe: (1) how privilege and inequality are socially and/or historically constructed and (2) how these shape [students'] lives

SLOs:

1. Describe and apply the sociological imagination (Mills 1959) to social issues and personal experiences.
2. Define and apply the concepts of social structure and social agency to social issues and personal experiences.
3. Define and apply social stratification to social issues and personal experiences.

### **SUNY General Education Outcomes**

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

CRITICAL THINKING & REASONING - Students will:

Revised 09-22/T. Vande Burg

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

SLOs:

- 1. Describe and apply the sociological imagination (Mills 1959) to social issues and personal experiences.
- 2. Define and apply the concepts of social structure and social agency to social issues and personal experiences.
- 3. Define and apply social stratification to social issues and personal experiences.

INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(S): **Social Sciences**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

SLOs:

- 1. Describe and apply the sociological imagination (Mills 1959) to social issues and personal experiences.
- 2. Define and apply the concepts of social structure and social agency to social issues and personal experiences.
- 3. Define and apply social stratification to social issues and personal experiences.
- 4. Describe sociological research skills and methods.

This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

## V. Essential Topics/Themes

1. The Social Construction of Reality
2. Social Structure and Social Agency
3. Social Stratification, Social Inequality, and Privilege
4. The Sociological Imagination
5. Socialization
6. Sociological Research Methods

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Formal, drafted, and edited written pieces (required). These may include essays, research proposals, take-home exams, research papers, etc.	55-75%
2. Attendance	5-15%

3. In-class individual and group work. This may include individual writing-to-learn activities, ungraded group tasks, etc.	10-30%
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**VII. Texts –  Required     Recommended     Used for more than one course (list courses)**

**Possible options (instructors are strongly encouraged to consider costs when selecting texts for the course):**

*High school instructors may consult with CollegeNow for additional information*

	OER
1. <u>Mapping the Social Landscape: Reading in Sociology</u> , Susan Ferguson, 9 <sup>th</sup> Edition, 2020, SAGE. ISBN: 9781544334660.	<input type="checkbox"/>
2. <u>SOC 2020</u> . Jon Witt, 2020, McGraw Hill. ISBN: 9781260075311.	<input type="checkbox"/>
3. <u>Society: The Basics</u> , John Macionis, 15 <sup>th</sup> Edition, 2019, Pearson. ISBN: 9780134711409.	<input type="checkbox"/>
4. <u>The Practical Skeptic: Core Concepts in Sociology</u> , Lisa J. McIntyre, 6 <sup>th</sup> Edition, 2014, McGraw Hill. ISBN: 9780078026874.	<input type="checkbox"/>

*Editions listed are current as of date of syllabus. More recent editions may be used.*

**VIII. Bibliography of Supplemental Materials**

1. <u>The Sociological Imagination</u> . C. Wright Mills, 40 <sup>th</sup> Anniversary Edition, 2000, Oxford University Press. ISBN: 978-019533738.
2. <u>The Souls of Black Folk (Dover Thrift Editions)</u> . W.E.B. Du Bois, 2016, Dover Publications. ISBN: 978-0486280417
3. <u>Wadsworth Classic Readings in Sociology</u> . No author, 5 <sup>th</sup> Edition, 2010, Cengage Learning. ISBN: 978-0495602767.

*Editions listed are current as of date of syllabus. More recent editions may be used.*

**IX. Other Learning Resources**

<b>Audiovisual:</b> None specified.
<b>Electronic:</b> <ul style="list-style-type: none"> <li>The Society Pages <a href="http://www.thesocietypages.org">http://www.thesocietypages.org</a></li> <li>Contexts: Sociology for the Public <a href="http://www.contexts.org">http://www.contexts.org</a></li> <li>American Sociological Association <a href="http://www.asanet.org">http://www.asanet.org</a></li> </ul>
<b>Other:</b> <ul style="list-style-type: none"> <li><a href="http://www.tompkinscortland.edu/library">http://www.tompkinscortland.edu/library</a></li> <li>Teaching Sociology on JSTOR <a href="https://www.jstor.org/journal/teacsoci">https://www.jstor.org/journal/teacsoci</a></li> </ul>

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity*

*for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*