

INTRODUCTION TO SOCIOLOGY - 3 Credit(s)

ECKEL, M - FALL 2011

Course Begins: 9/5/2011 Course Ends: 1/6/2012 Last day to Withdraw: 12/9/2011

Lab Hrs: 0.00	Lecture Hrs: 3.00	PCS: 1.1	Articulated: Y	How:
IAI Core: S7 900	IAI Majors:			

Course Description:

Introduction to Sociology gives an overview of sociology, which is the study of society and human social interaction. It covers development of individuality, group dynamics, inequality, education, deviance, organizations, religion and population.

Course Objectives:

Throughout the course, the student should be able to:

- Develop a sociological perspective/thinking
- Compare and contrast the major theoretical frameworks of functionalism, conflict theory and symbolic interactionism
- Assess the scientific nature of Sociology
- Identify how culture shapes human experience
- Describe society as a system of social interaction
- Discuss the dynamics of group interaction
- Evaluate issues pertaining to inequality in society
- Demonstrate how gender, race, social class and deviance are social constructions
- Appraise how sociologists examine important institutions in society
- Identify the causes of social change

Course Outline:

- I. Origins of the field
 - A. The Sociological Imagination
 - B. The three main theoretical perspectives in sociology: functionalism, conflict, and symbolic interaction
 - C. The basic insights of Emile Durkheim, Karl Marx, and Max Weber
 - D. The importance of The Industrial Revolution to the origin of academic sociology
- II. Sociological Research

- A. The scientific method
- B. Sociological research methods
- C. Ethics in research

III. Culture

- A. Material and nonmaterial (symbolic) culture
- B. Subcultures and countercultures
- C. Ethnocentrism and cultural relativity
- D. Culture changes

IV. Socialization

- A. Nature and Nurture
- B. Sociological Theories of the Self
- C. Agents of Socialization

V. Groups

- A. Types of Groups
- B. Group Dynamics
- C. Social Influence and Conformity

VI. Deviance

- A. Historical Perspectives of Deviance
- B. Sociological Theories of Deviance

VII. Economic and Political Inequality

- A. Sociological Theories of Economic Inequality
- B. Sociological Theories of Political Inequality
- C. Systems of Inequality

VIII. Racial Inequality

- A. Social Construction of Race
- B. Stereotypes, prejudice, and discrimination
- C. Racial/Ethnic Patterns
- D. White Supremacy and Privilege

IX. Sex and Gender Inequality

- A. Social Construction of Sex and Gender
- B. Patterns of Sex and Gender

X. Family

- A. Patterns of Family Life
- B. Sociological Perspectives of Family

XI. Religion

- A. Patterns of Religion

B. Sociological Perspectives of Religion

XII. Education

A. Education Patterns

B. Sociological Perspectives of Education

XIII. Organizations

A. Patterns of Bureaucracy and Complex Organizations

B. Sociological Perspectives on Bureaucracies and Complex Organizations

XIV. Population

A. Patterns of Population

B. Sociological Perspectives of Population

XV. Cities

A. Urban patterns

B. Sociological Perspectives of Cities

XVI. Social Change

A. Patterns of Social Change

B. Sociological Perspectives of Social Change

Special Needs Statement:

McHenry County College offers support services for students with special needs. It is the student's responsibility to meet with the Special Needs Coordinator and provide current documentation regarding his/her disability. Please stop in or call the Special Needs Department, room A-260, 815-455-8676, as soon as possible if you would like more information about the accommodations that are available. In addition, it is important for you to discuss those accommodations with me so you are able to fully participate in this course.

Academic Integrity:

As an educational community, McHenry County College values the pursuit of academic excellence and integrity. In accordance with this philosophy and Chapter 10, Act 5 of the 1994 Illinois Community College Act, academic dishonesty in any form, including cheating, plagiarism, and all other acts of academic theft, is considered intolerable. Appropriate sanctions, up to and including suspension from the college will be imposed by authorized College personnel.

Copyright Policy:

The College will maintain current procedures and guidelines to ensure that all staff and students comply with applicable copyright laws and other intellectual property protection laws. The College will encourage staff and students to engage in the development of intellectual property and facilitate ownership protections with respect to such development of intellectual property.

The College expects that staff and students will act responsibly and ethically in a manner consistent with all copyright laws and College copyright procedures and guidelines. This policy authorizes the College to adopt and maintain such procedures and guidelines necessary to ensure compliance with copyright laws and to facilitate ownership protection with respect to the development of intellectual property.

Student Code of Conduct and the Judicial Process:

Consistent with the McHenry County College mission is an expectation that students will govern themselves in terms of appropriate behavior with emphasis on self-respect and respect for others. It is the practice of the College to respect the properly exercised rights of its students. The College recognizes a student's rights within the institution to freedom of speech, inquiry and assembly; to the peaceful pursuit of education; and to the reasonable use of services and facilities of the College.

The College has adopted a Student Code of Conduct and judicial process in order to maintain a learning environment of respect, civility, safety, and integrity for all members of the College community.

Whenever possible, sanctions for violations of the Student Code of Conduct may be educational in nature. However, violations affecting the health and safety of members of the College community are deemed to be the most serious. Therefore, acts of violence, threats or dangerous behavior are most likely to result in a suspension from the college. Violations of the academic dishonesty policy may also result in suspension or expulsion from the institution and/or reduced or failing grade.

Children on Campus:

For the safety of children on campus, children (e.g., less than 16 years of age) are not permitted on campus unattended by a parent/guardian, except when they are attending classes offered by the College for children. The College requires that no children be allowed into a classroom/laboratory environment, including the Testing Center, Learning Center and computer labs, solely for the purpose of a parent/guardian to provide direct supervision of his/her child.

Teaching Schedule:

The scheduling of the activities and teaching strategies on this syllabus, but not the objectives or content, may be altered at any time at the discretion of the instructor.



Syllabus
(revised 7/18/2011)

Basic Course Information:

Introduction to Sociology [Telecourse]
SOC 151-513 and 514
Fall 2011, McHenry County College
Section 513: August 22-December 16, 2011
Section 514: September 5, 2011-January 6, 2012

Course Catalog Description:

Introduction to Sociology gives an overview of sociology, which is the study of society and human interaction. It covers development of individuality, group dynamics, inequality, education, deviance, organizations, religion, and population.

Credit Hours: 3

Prerequisite: None

Illinois Articulation Initiative course equivalents: S7900 (general education), also the required prerequisite in the Sociology major

Class Schedule: None; telecourse
Location: None; telecourse
Instructor: Mark G. Eckel
Office Location: C123
Office Hours: August 22-December 9: 10:30-11:15AM Monday and Wednesday,
10:30am-12:45PM Tuesday and Thursday
December 12, 2011-January 13, 2012: By appointment with me
Other times by appointment with me; Spring Semester 2012 hours to be announced
Office Phone: 815-455-8682 (voice mail)
Office Email Address: meckel@mchenry.edu
MCC's ANGEL Course Management System Homepage: <http://mchenry.angellearning.com>

Please save this syllabus so you can refer to it easily. You'll be glad you did! Unless you have a very handy device, I recommend that you print this out (back to back; be green!)

Exploring Society—The Introduction to Sociology Telecourse

By the end of this course, I hope you will understand why I find sociology so compelling that I'm looking forward to doing it for the rest of my life. You probably won't be as hooked as I am, but whether you take any more sociology or not, I hope the weeks you spend with sociology will help you understand the social world you live in. In this syllabus, my goal is to provide some details about the course and help you get started. I certainly don't intend it to replace personal contact with me, so if you have questions or comments at any time, please feel free to get in touch.

What is sociology? As your textbook indicates, its roots go back at least as far as the Enlightenment in eighteenth-century Europe, and indirectly back to the classical thinkers of Greece, Rome, India, and the Muslim civilizations. As a distinct social-scientific discipline, sociology emerged in the nineteenth century in Europe, as the Industrial and Democratic Revolutions undermined traditional thought and practice concerning society.

It's the **human science**. Just as physicists use the scientific method to try to explain the physical world, sociologists use it to try to explain the social world. There are some significant differences between sociology and physics, though sociologists often argue about just how different we are. Perhaps the most important difference is that we are part of our subject matter in a special way. Yes, I realize that we are part of the physical world too, but people--those who study people as well as those who are studied--*create* the social world. Anthony Giddens, a famous contemporary sociologist, has compared society to a building whose very own bricks are constantly rebuilding it! I like that metaphor, and I think it illustrates how sociology can get us to think in a different way about things we ordinarily take for granted.

This course also calls attention to the sociological way of thinking, which, as the heading of the first section of the textbook tells you, has been called **the sociological imagination**. C. Wright Mills came up with that expression many years ago, to remind us how sociologists think about the connection between a person's unique immediate circumstances and the society in which that person lives. In an individualistic society, we may not always realize that one's "private troubles,"—and triumphs, for that matter—are connected to "public issues," to history. This connection between history and biography is what the sociological imagination is all about.

So how is all this turned into an actual college course? Let's start by exploring what a **telecourse** is. The MCC website actually does a nice job of that, so here is the link:

<http://www.mchenry.edu/DistanceEd/telecourses.asp>.

Go check it out right now, and I'll wait here for you.

(...dum de dum de dum...)

Welcome back! Hope you found that informative. One note, in case this hasn't been fixed by the time you read this: telecourses now use the exact same 16-week schedule as all our other courses.

Telecourses are considered a form of Distance Education, so you might also take a look at the page on our website that deals with Distance Education courses in general:

<http://www.mchenry.edu/DistanceEd/index.asp>.

Now let's look at the details of this course. It has a lot in common with entirely online classes; technically, this could be described as a "Web-enhanced telecourse." The course consists of twenty-two **lessons**, arranged into **modules**. You learn the course material by:

- *reading* a **textbook, 22 lessons in the Student Course Guide, and some online material**
- *viewing* **22 video programs**
- *contributing* to **online discussion forums**.

Meet the Coach: The Student Course Guide



In a conventional course, your instructor "coaches" you by telling you what to read for Monday, reminding you that there is a test next week, pointing out that nobody has posted in the discussion forum yet, and so on. In a telecourse, you're much more on your own. To compensate for that, you will be using the ***Student Course Guide for Exploring Society: Introduction to Sociology, Fourth Edition***. Jane A. Penney, sociology professor in the Dallas Community College District and a telecourse veteran, is the author. The Student Course Guide is organized into the same 22 lessons as the course. [Note: You buy this at the MCC Bookstore along with your textbook. You might be able to buy it online, but be sure it's the **fourth** edition. Otherwise it won't fit with the textbook.]

The Student Course Guide is your "coach" in this course, telling you what to study and helping you check whether you are mastering the material. It tells what to do in the course, step by step. Pay special attention to the Learning Objectives and Focus Points. (Note that they are based on the videos as well as on the textbook.) I do *not* expect you to do the Related Activities in the Guide. I do think you should read them all, think about most of them, and do a few if you feel like it. I think they can enrich your understanding. I sometimes adapt Related Activities for essay questions or for ANGEL assignments (see below).

The specific textbook reading assignments for each lesson are found in the Student Course Guide!

The Student Course Guide also includes practice tests, using essay questions as well as multiple-choice. I strongly recommend that you do the practice tests, check your answers, then go back to the textbook or video to find the correct answer to any questions you answered incorrectly.

Lessons and Modules: How the Course Is Organized

This course is organized into **lessons**. (Not, **not**, **NOT**, **NOT** the chapters in the textbook.) Each lesson covers a standard Introduction to Sociology topic. I have grouped them into modules with two goals in mind: First, I want to place lessons on related topics in the same module; second, I want to balance your reading workload. The second goal was tricky because, due to revisions of the textbook since the telecourse was designed, Lessons 16 and 17 cover more topics than the others, making the reading load much greater. I ended up putting those two lessons all by themselves in Module Five, which makes that module look easy, but it's not. By contrast, Module Two looks difficult, because it covers five lessons, but actually the reading load is less than in Module Five. Overall, I did my best to balance the amount of video you watch, the amount of work you do in the Student Course Guide, and the number of textbook pages you read. The one exception is the very first module, which I intentionally made brief so you can get off to a nice quick start in the course.

Here are the modules, the lessons they cover, the textbook chapters that the reading assignments are taken from, and the various assignments found online.

Again, do NOT use this to tell what to read for each lesson. Use the Student Course Guide for the specific assignments! Note also that the lessons and textbook chapters do not always follow consecutively!

Module One: Sociological Concepts and Methods

Lessons 1 through 3 (videos and Student Course Guide)
Textbook chapters 1 and 2 (see Student Course Guide for specifics)
Online discussion forum for Module One

Module Two: Interaction and Groups

Lessons 4 through 8 (videos and Student Course Guide)
Textbook chapters 3 through 6 (see Student Course Guide for specifics)
Online discussion forum for Module Two

Module Three: Social Order and Disorder

Lessons 9, 15, 21, and 22 (videos and Student Course Guide)

Textbook chapters 9, 8, and 22, plus parts of 4, 6, 19, and 21 (see Student Course Guide for specifics) Note: Textbook chapter 22 is only available online; see Lesson 22 in the Student Course Guide for instructions on how to access it.

Online discussion forum for Module Three

Internet question for the Module Three test

Module Four: Social Inequalities

Lessons 10 through 13 (videos and Student Course Guide)

Textbook chapters 10 through 13, plus part of 5 (see Student Course Guide for specifics)

Brief online reading assignment for online discussion forum

Online discussion forum for Module Four

Internet question for the Module Four test

Module Five: Social Institutions

Lessons 16 and 17 (videos and Student Course Guide)

Textbook chapters 15 through 19 (see Student Course Guide for specifics)

Supplementary online reading assignment for Lesson 16 and the online forum

Online discussion forum for Module Five

Internet question for the Module Five test

Module Six: The Sociology of Everyday Life

Lessons 14, 18, 19, 20 (videos and Student Course Guide)

Textbook chapters 14, 20, and 21 (see Student Course Guide for specifics)

Online discussion forum for Module Six

Internet question for the Module Six test

Reading, Viewing, and Discussing: How You Learn the Course Material

Reading:

A key element in any course is the textbook, and, since a telecourse course is designed around one specific textbook, the choice of a good one is crucially important. The textbook for this course is William Kornblum's *Sociology in a Changing World*, ninth edition. I'm very satisfied with the content and presentations. Kornblum himself is a well-regarded researcher, and you will encounter him in the videos from time to time. Let me stress as strongly as possible that systematic use of the textbook is essential to success in this course! Don't just *read* the text, *study* it. If you know the SQ3R study method, use it in your studying. I also suggest you study with a pencil in your hand, and either make notes in the margins of the text or in a notebook. Unless you

are a genius, you will not do well in this class if you simply read through the textbook as if it were a magazine or novel.

Please do not try to save money by not buying a textbook--you'll be doomed! If you can find a less expensive version of the book online, check with me before buying it. Each edition is unique, and if you have an earlier edition, you might have trouble locating the readings you need.

Once again, the specific textbook reading assignments for each lesson are found in the Student Course Guide!

You will discover that textbook readings are sometimes assigned out of order, in brief chunks, and some parts more than once. Be sure that you read even a very brief assigned passage, because I'll probably put a question on the test to make sure you read it! If you aren't sure about just where a reading assignment starts or ends, read a little extra just in case. You may find that you comprehend the material better if you read the book in order and in large chunks whenever possible. My suggestion is to sit down with the Student Course Guide and the textbook and mark down [in pencil!] in the textbook's table of contents the assignment for each lesson. I have done this myself. This will give you a better idea of the overall plan of the readings, and you may choose to read the chapters in order even when they are not assigned that way.

Your textbook is published by Wadsworth, a time-honored publishing house which is part of a mammoth conglomerate called Cengage Learning. (I wonder how much they paid to come up with that name!) Cengage has set up a website called CengageBrain to house all sorts of resources for students. To access the resources for Sociology in a Changing World, go to www.cengagebrain.com. Then, in the search box that appears at the top of the page, type in the "ISBN number" that identifies your book: 1111301573. That will take you to the Book Companion Site. In addition to various options for buying the book, you will find a link to Study Tools; click on "Access Now." For each chapter, there are flashcards, a glossary, learning objectives, and a tutorial quiz. Feel free to make as much use of these tools as you wish. Just remember that your tests will also include material directly from the videos and Student Course Guide, whereas the CengageBrain material is only from the textbook. By the way, this is also how you access Chapter 22, Global Social Change, which is only available online.

I will also post **some additional required readings online**, via MCC's online course management system, ANGEL. See below for more information about ANGEL.

Viewing:

You will need to view 22 half-hour video programs, one for each lesson. This is where the "tele" in "telegcourse" comes from. Originally, colleges arranged to have the videos broadcast over public television. Since that doesn't happen any more, maybe it's time to rename this a "videocourse." The videos resemble public television documentaries. Each one intertwines

footage of ordinary people going about their social lives, comments by ordinary people, and analysis by sociologists. Most of the sociologists interviewed are members of the advisory committee that helped put the telecourse together. They are Introduction to Sociology teachers from around the country, many from community colleges. There also are some famous university sociologists in the videos, but there has been a conscious effort made in this course to let the Intro Soc teachers do most of the talking. They come across well, I think!

The videos do not just rehash the material in the textbook. For example, the video for Lesson 11, "Social Class," focuses on the lives of the Guerry family, and illustrates how their daily lives are shaped by the reality of social class. The lesson as a whole, however, examines historical patterns, presents various theories of social class, and explores how to measure wealth and poverty. This other material is presented in the textbook, so you need both video and textbook if you want to master the whole lesson.

There definitely will be test questions based on video material. I suggest you treat the videos as if they were lectures, and take notes. You probably should note the names of the experts interviewed, just to help you remember what they said. If you don't quite follow a section of a video, remember you can stop video and watch the section again! I fully expect you to have to do this from time to time. That's one reason why 11 hours of video equal a 3-hours-a-week conventional course.

Note: The lesson videos are available on a CD-ROM that you purchase at the MCC Bookstore. The CD also includes some very useful self-study aids that will help you master the course material. As with the textbook, we selected this mode of delivering the videos to minimize the cost to you. If you have trouble using the CDs, *please let me know right away!* Then contact John Fillicaro, our Distance Education Technologist, for specific technical assistance. His office phone is 815-455-8796, or you can reach him at jfillicaro@mchenry.edu. He's located at office A110A. Occasionally there is a mismatch between a particular computer and the CDs, but we have ways to work around this.

Discussing:

A persistent problem in telecourses is the isolation students often feel as they work alone. Some telecourse instructors schedule regular on-campus meetings for their students as a way to establish a little bit of community, but to me that defeats the purpose of a distance learning course. How, then, can we overcome the isolation of the telecourse student?

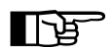
One way is to use "online course management systems" to provide some of the interaction that occurs in a "live" class. For more than a decade, I have used these systems for that purpose. McHenry County College uses a system called ANGEL, which you may have encountered in other MCC courses. To access ANGEL or to find out more about it, go to <http://mchenry.angelllearning.com> and click on the link that explains how to log on. The link also gives a good explanation of the system and how it works.

There have been some changes in the tools instructors use to manage ANGEL. At this writing, my intention is to “synchronize” students from all my Fall 2011, Spring 2012, and Summer 2012 sections into one big “course shell” in ANGEL, to ensure that you have enough classmates to talk with in the discussion forums. I probably will label the synchronized course shell something like “Soc 151 (Intro Sociology) Telecourse: All Fall 2011, Spring 2012, and Summer 2012 Sections.” That’s where you will find all the course content.

If you do not have access to the Internet, please get in touch with me immediately. We can discuss how to get you onto the Internet somehow, most likely here at the College.

Here’s how the online discussions work. For each of the six modules, I will post a discussion question related to the material covered in that module, and designed to help you prepare for the test. You get **three automatic points** for posting at least one comment on each discussion question. (ANGEL identifies you when you comment.) You also get **two more automatic points** if you comment on another student’s reply to the discussion question.

Yes, this means you need to post **twice** in each discussion forum. Don’t fail to do this! These posts add up to **30 automatic points**. Consider them the distance-learning equivalent of “participation points.” **Not posting could easily cost you a letter grade**, which shows you how much I want you to share in the discussions!



You should post in a forum **after** you have studied the lessons but **before** you take the test for that module. If you don’t, you certainly may go back and post, but you will have lost the teaching value of the discussion question. After taking each test, study for the test on the next module, post in the forum for that test, take the test, and so on.

Note: Be civil! There will be no “flaming” of each other in this course! I reserve the right to ask students to tone it down, to apologize if I think it’s necessary, and, if that doesn’t work, not to post comments any more. I’m pleased to say no one has ever even gotten close to an unacceptable posting in this course!

Here’s how you post:

You get to the discussion forums by clicking on “Lessons” at the top of your course page. [See MCC’s online ANGEL instructions for more details.] You will then see the link to the Personal Greeting I’d like you to start out with, along with a link to the discussion questions. Click on that link, which will take you to links to each question. When you click on a question, you’ll see links to everybody’s posts. You will see the discussion question in a window on the upper part of the page. When you are ready to post, click on the little “New Post” link at the top of the page, then type in the box that appears. (Don’t forget to title your post.) When you are satisfied with your post, click the button that says “Save.” (In the earlier version of ANGEL it said “Post,” which

makes more sense. Go figure.) To read somebody else's post, click on it and it should appear. To reply, click on the little "Reply" link at the bottom, and do as you did for your original post. When you're finished, click "Save" again. I'll reply to your response to the question, but I don't usually read what students post to each other. You can tell that a post has some replies when you see a little plus sign in front of the post's title.

Note: You will see posts already up in each forum. That doesn't mean you're behind! I typically group a year's worth of telecourse students into one ANGEL "course shell" to make sure they have plenty of other students to talk with. I recommend that you reply only to very recent comments if you want your fellow student to read what you said. If the post is more than a couple of weeks old, the other student probably has moved on and is no longer reading that discussion forum.

Please post a personal greeting on ANGEL, under Lessons, by the end of the second week of the course. For those in Section 513, that date is September 2; for Section 514, September 16. That's how I'll know that you have read the syllabus and are ready to get to work!

Assessing Your Mastery of the Course Material

The discussion forums give me a sense of how well students are mastering the material, in the same way discussions and so-called Classroom Assessment Techniques do in "live" classes. But my main tool for finding out whether you are learning the material is the time-honored **test**.

There is a test for each module. They are mainly multiple-choice, but there is also a section of essay questions on each test. For the multiple-choice questions, there is always one preferable answer. If none of the alternatives seem good to you, choose your best answer and put a little note in the margin explaining your position. I may give credit for a "wrong" answer that has a sensible rationale behind it. Obviously you can't do this on every question. In the essay section, some questions will ask for factual information, some for opinion based on evidence provided in the question, some simply for your own thoughts. I will change the questions from time to time.

Test questions may refer to material from the videos, the textbook, the Student Course Guide, supplements I make available, or outside sources I direct you to.

I select multiple-choice questions from the "test bank" that came with the telecourse, *and* from the test bank for the textbook alone. Some of the questions on the tests are similar to those in the practice tests in the Student Course Guide. A few are identical, giving you an incentive to do those practice tests! Some questions will require you to recognize important names, as way of identifying important ideas. Others test your knowledge of the sort of concepts mentioned in bold-face type in the textbook. Still others ask you to apply your knowledge to a hypothetical situation. The essay questions may be based on practice essay questions or Related Activities from the Student Course Guide, and may be adapted from the online discussion questions. Some I just make up.

You take a test when you think you are ready. Once you have completed the lessons covered by a given test, done all your reviewing and studying, and posted in the discussion forum, you should be ready for the test.

Telecourse tests are taken at the **MCC Testing Center, Room A245**. You will be expected to follow their policies. Visit <http://www.mchenry.edu/TestingCenter/index.asp> for more details.

The first test will be shorter than the others. To gauge the time it takes you personally to complete a test, I suggest you start out by allowing **an hour** for the first test, see how long it actually takes you, then use that to decide how much time to allow for the remaining tests. You don't want to be halfway through a test when they are closing the Testing Center for the day!

The tests for Modules Three through Six will also include an “**Internet Question**,” found under Lessons on the ANGEL course site. Similar to assignments I give in my “live” classes, they will require you to look something up on the Internet and do some commentary or analysis. I would like you to write up your answer on your own, then bring it in with you when you come in to take the test. You can staple it to your test answer sheet at the Testing Center. **Please remember to do the Internet question before coming in to take the rest of the test, so I don't have to nag you to go back and do it!**

Tests will be graded on a 90%-80%-70%-60% scale, lowered by a little more than a point. (For example, 88.9% is an A.) I have some idea what to expect of telecourse students, so there could conceivably be no high grades at all on a given test in a given class of students. On the other hand, if everybody does well, I will not impose a “curve” that forces a certain number of students to get low grades. Since I rotate questions on and off the tests, it is unwise, let alone a violation of the MCC Student Code of Conduct, to try to help fellow students by telling them about the questions.

How do you find out how you did on a test?

I grade telecourse tests about once a week, after which I notify you of your score and grade. I'll tell you your strong and weak areas, but I can't, for obvious reasons, tell you what all the right answers were. You are welcome to come in and see me to go over a test in detail, if you want to, but I keep the tests.

I tell you your grade by way of a very useful feature of the ANGEL Course Management System called **Course Mail**. It is considered secure for privacy purposes, unlike regular email.

Here's how Course Mail works: On your course page (the one with the course number at the top), you will see a link called “Communicate” at the top. When you click that link, you will see a panel called “Course Mail.” Click on “View Inbox.” You'll see any incoming Course Mail

messages; click on the sender's name to read one. To reply, click "Reply." If you want to send me a new message, click on "Compose New Message" if you're already in the Inbox, or on "Quick Message" on the Communicate page. It will ask you to "add recipients," which in your case would be me.

By the way, I do not use the ANGEL Gradebook function. Between Course Mail and the checklist of assignments at the end of this syllabus, you will be able to keep your own record of your progress in the course.

Scheduling Your Workload:

I recommend that you figure out when you want to finish the course, then divide the time between now and then so that you have an even work load. You have the same **sixteen weeks** as in a regular Fall or Spring semester to finish the course, as far as the College is concerned. If you want to finish in less than sixteen weeks, you certainly are welcome to do so.

TEST DEADLINES!

If you are in Section 513, you must take **two tests** by **October 14** or you may be withdrawn from the course without warning. That's the eight-week mark; if you were in a regular class and weren't doing the work at that point, you'd be dropped, too. (For section 514, the deadline is **October 28**.) You must take **four tests** before the official ending date of your section to avoid the grade of F and to be eligible for an Incomplete. For section 513, that's December 16; for Section 514, January 6, 2012. If something comes up, or if you have some unusual plan in mind for the course, get in touch with me so I don't think you're just goofing off. I am willing to be flexible!

Final Grades

I report telecourse grades early in the week following the deadline, because there always are last-minute tests that don't arrive in my file till the following Monday. If you finish well before your deadline, I'll report your grade at that time. **Note:** If for any reason you need your grade recorded early, it is your responsibility to finish the course in time for me to grade your last test and get your grade to the Records office!

Learning Objectives

The learning objectives for this section of Introduction to Sociology may be found in the Student Course Guide. **Note:** Every MCC syllabus includes the generic departmental course outline, as

part of a broader effort to make course content more uniform across sections. The departmental syllabus for SOC 151 is attached to the front of this syllabus. You should find it interesting, and reassuring, to cross-match the generic outline with the objectives in the Student Course Guide. However, the objectives listed in the Guide are what you should concentrate on, and you should follow the organization of the course presented there. ***Get your specific assignments and objectives from the Student Course Guide, not the generic syllabus.***

Academic Integrity and Student Responsibility

As in any course, I expect students to follow the MCC Student Code of Conduct. You may read it here: <http://www.mchenry.edu/Policy/studentcode.pdf> . Here are my own thoughts on academic integrity and student responsibility:

First, I assume that each student will do his or her own work in this course. It is perfectly fine to take the course with a “buddy,” and to discuss the course material and assignments with your buddy, but you alone are responsible for what you hand in, and you must hand in something original to you. I will notice if two students use words on an assignment that are too similar. If this happens, I will require both students to “revise and resubmit” the assignment.

Second, students who cheat on tests will fail the course. It is difficult to do this in the Testing Center, but such things as peeking at notes, sharing answers with a fellow student, recording the multiple-choice answers to pass on to another student, or using recorded answers as a “cheat sheet” all constitute cheating. *Please follow all other Testing Center rules, too.* Thank you.

Third, the discussion forums are just like a class. Discussion posts can be opinionated, funny, pointed, etc., but we have to be clean and civil. Remember that the “tone” of online comments can easily be misinterpreted. Be especially careful when you are replying to another student’s comments. As I said earlier in this syllabus, I reserve the right to ask a student to tone it down, to require an apology if I think it’s necessary, and ultimately to exclude a student from posting if it comes to that.

Special Needs

MCC is committed to making every effort to accommodate students with special needs. If you have a disability that could affect your success in this course, please feel free to make me aware of it so that I can help. You should also contact the MCC Office of Special Needs, Room A257, 815-455-8766.

Academic Support for Special Populations Students

If you are enrolled in an occupational degree program at McHenry County College, you may be eligible for services and assistance under the Carl D. Perkins III Grant. Grant funds are used, in part, to assist occupational students at risk of not succeeding in their educational pursuits.

The traits that often prevent students from succeeding are: economic disadvantage, academic disadvantage, disability/disabilities, single parent, displaced homemaker, nontraditional, and limited English proficiency (LEP). The definitions of each trait are available in the Special Needs Office. Students with one or more of these traits are referred to as **Perkins Special Populations Students**.

If you would like to know if you are eligible for services at any time during the semester, please do not hesitate to contact the Special Needs Coordinator, in room A-257, (815) 455-8676.

Getting In Touch With Me

See the beginning of my part of this syllabus (under the Exploring Society logo) for the location of my office, my office hours, my office phone number, and my email address. Email is the most effective way to get in touch with me, but of course you're always welcome to call on the phone or drop by in person during office hours.

Email Rules: Please treat each email communication with me as a serious work-related message. That means:

- Include a meaningful subject line, giving an idea of the content of the message, such as "Question about deadline, SOC 151 telecourse." "Hi" and "Hey" are not meaningful subject lines, by the way. Messages without subject lines look like dangerous spam to me, and I'll delete them unread.
- Use standard business English in your message. Use complete sentences and correct punctuation, and refrain from text message language. I will not respond to "cn u c me b4 class on fri thx".
- Identify yourself in your message. I have no idea who 2hot4U@cheap-email.net is!

In Conclusion

That's all I have to say for now. Good luck in the course! Get going! Feel free to let me know how the course is going for you or to contact me with questions at any time. Thanks for being part of our distance education program, and I hope you enjoy our Introduction to Sociology telecourse, *Exploring Society*.

Don't forget to post a greeting on ANGEL by September 2/September 16. If you don't understand that, go back and re-read pages 6-8 in this syllabus!

Note: There is a helpful assignment check list on the next page! Don't miss it!

Assignment Check List

I once took a distance learning class myself, and the instructor provided a handy checklist in the Syllabus that really helped me keep track of what I had done and what I needed to do. So here is one for you. I like the way this encourages you to take ownership of your own situation, too.

<u>Assignment</u>	<u>Date Completed</u>	<u>Point value</u>	<u>Points earned</u>
Personal Greeting[please do by 9/2//9/16*]	_____	[none]	[none]
Post comment in first discussion forum	_____	3	_____
Reply to another student's comment	_____	2	_____
Module One Test [must do by 10/14//10/28*]	_____	41	_____
Post comment in second discussion forum	_____	3	_____
Reply to another student's comment	_____	2	_____
Module Two Test [must do by 10/14//10/28*]	_____	69	_____
Post comment in third discussion forum	_____	3	_____
Reply to another student's comment	_____	2	_____
Module Three Test	_____	72	_____
Post comment in fourth discussion forum	_____	3	_____
Reply to another student's comment	_____	2	_____
Module Four Test[must do by 12/16//1/6*]	_____	74	_____
Post comment in fifth discussion forum	_____	3	_____
Reply to another student's comment	_____	2	_____
Module Five Test	_____	73	_____
Post comment in sixth discussion forum	_____	3	_____
Reply to another student's comment	_____	2	_____
Module Six Test	_____	69	_____
Totals:	_____	428	_____

(*) Deadlines differ for Sections 513 and 514. See pages 8 and 11 in this syllabus for explanations.