

JOHNSON COUNTY COMMUNITY COLLEGE
Course Syllabus and Manual
Liberal Arts Division
SOC 122
Introduction to Sociology
Fall 2021

GENERAL INFORMATION:

Dr. Mark A. Foster, Professor of Sociology

Office: GEB 151D

Contact: Email me on Canvas. Include your phone number and the best time to call you. If that time is not good, we will work out another time. When I phone you, my caller ID will be blocked for privacy. Email me with a time no sooner than 48 hours later.

E-mail Address: *Please use only **Canvas** to contact me.*

Website: www.markfoster.org

Blog: blogs.jccc.edu/mfoster

Sociology Site: www.sociologysite.com (optional)

Clinical Sociology Site: www.clinicalsociology.com (optional)

Public Sociology Site: www.publicsociology.com (optional)

Religious Studies: www.religionsnet.com (optional)

Social Networking: www.structurization.com and www.markfoster.tel (optional)

Facebook: www.facebook.com/markfoster (optional) Twitter:
www.twitter.com/markalanfoster (optional)

Semester Hours: 3

Course Type: Transfer

Prerequisites: None

Required Text: *Experience Sociology*, 4th edition. Croteau and Hoynes. (on Canvas)

FERPA

In an effort to keep our students and faculty safe in the wake of the COVID-19 pandemic, the format of this course has changed. The class will be conducted online to minimize contact in keeping with the state and federal mandates for social distancing. Every effort has been exercised to ensure the student receives a superior engagement experience and collegial level of education which will allow for seamless articulation with their four-year institution or other career path. Johnson County Community College continues to be committed to encouraging its students, faculty, and staff to continue to practice a safe and healthy lifestyle.

You must select the language appropriate to your course delivery model. Where this resides in your syllabus is entirely up to you as is any additional language you choose to add to your syllabus to meet your specific class needs.

I would also like to add that if you must change your Methods of Evaluation or other items from your syllabus to adjust to a change in delivery model, that is acceptable as long as the course competencies are still being taught and any changes from the course outline published in the catalog are clearly spelled out.

Additionally, I have been asked to add the link to the FERPA guidelines put out by OLAC into this email to make it more convenient. The FERPA language and language regarding the recording of classes has not been approved by Ed Affairs as a requirement for the syllabus but many faculty have found it helpful.

<https://blogs.jccc.edu/online-teaching-and-ferpa/>

Description: This overview of social life will cover group structure and processes, social interaction, social institutions, theories, research methods, and other areas. Assessment takes place through tests, a midterm and attendance.

Teaching Style: Critical Realism (explained in lecture) and debunking conspiracy theories.

Objectives:

1. Learning how to think sociologically.
2. Developing a sociological imagination.
3. Studying group structure and processes.
4. Examining sociological theory.
5. Exploring the meaning of science and specific techniques of sociological research.
6. Considering a variety of other subjects, including ethnocentrism, stereotyping, prejudice, discrimination, values, norms, socialization, stratification, deviance and social institutions.

For a three-semester-hour course, at least six hours of out-of-class preparation per week are recommended.

ONLINE LECTURES:

The lectures (MP3 files) are linked to appropriate section of [this page](#). For the first week, familiarize yourself with the syllabus and prepare for whichever semester exam you choose.

DISCUSSION:

Students are expected to make *at least* one relevant comment on the discussion board for each chapter or article (when we get to the Race, Class, and Gender book). Your posting should focus on the chapter and lecture for that week. *Create you own thread in the discussion area. Use that thread for the entire semester.*

EXAMINATIONS:

**Description:* There will be one test each week for online classes. They are incorporated into the online text. Although there are no deadline dates, I suggest you complete each exam during the week covered

by the chapter and lecture. There will be a final essay exam.. The essay question is under the Canvas assignments tab.

SEMESTER EXAM ON NATIONSTATES

Visit [this page](#) for detailed information.

Submit a page with the URL to your NationStates site as your semester exam Canvas assignment.

Remember: If you don't know what to do, ask me. Please don't procrastinate. Get started early in the semester.

These exams will be graded on conformity to all of their previously stated requirements, on clarity, accuracy, thoroughness, originality, good English, and especially, on how well your exam measures up using good sociological thinking. In other words, avoid making logical fallacies, and be sure that your conclusions follow from your premises (empirical statements). The Writing Center (ext. 3439) offers personalized help in writing papers. It is located in LIB 308.

Note: If you finish early and want me to look at it, you can come by my office during office hours and I will go over it with you. I cannot read over emailed papers, since that would be like coaching you on how to write the semester exam.

GRADING:

Your final grade will be determined from an average of tests, your semester exam and participation points. Participation points are based on posting at least every two weeks to the Canvas discussion board (as mentioned earlier in the syllabus). Your posting can be either a response to another posting or an original posting. As long as you do that, you will receive 100 points.

<i>Letter Grade</i>	<i>Average</i>
A (excellent)	90-100
B (good)	80-89
C (fair)	70-79
D (poor)	60-69
F (unsatisfactory)	Below 60

It is my policy, in compliance with the 1976 Federal Privacy Act, not to give out any grades over the phone and not to reveal grades to anyone except to the student and to college officials.

The following are among the criteria I use for assigning grades to written work (essays and papers). For more specific information, see the previous discussion of grading in the syllabus.

The Grade of F

This grade represents failure to grasp what sociological thinking is, along with the consequent failure to develop specific sociological thinking skills or abilities or the knowledge and understanding that results from their appropriate use. The student does not use sociological terms and distinctions appropriately. The work does not demonstrate that the student is genuinely engaged in the task of taking charge of his or her sociological thinking. The student does not seem to be able to analyze sociological issues clearly, does not show the ability to formulate sociological information clearly, does not accurately distinguish relevant from irrelevant sociological considerations, does not show the ability to recognize key questionable assumptions, clarify key sociological concepts, identify relevant competing sociological points of view, reason carefully from clearly stated premises, or trace sociological implications and consequences. The student, in short, does not display sociologically discernible reasoning or problem-solving skills.

The Grade of D

This grade represents some, but a low level, understanding of what sociological thinking is, along with the development of some, but very little, skills or abilities, and very little of the knowledge and understanding that result from their appropriate use. The work, on the whole, shows only occasionally sociological thinking skills, but frequently displays weak thinking. Though one or two assignments seem reasonably well done, most are poorly done (or all are done at a less than mediocre level). There are frequent lapses into weak reasoning. The student perhaps does not use terms and distinctions or may use them ineffectively or inappropriately. The student's work rarely demonstrates a mind sensitive to the need to take charge of its own ideas, assumptions, inferences, and intellectual processes. In general, the student's sociological thinking lacks discipline and clarity. The student does not satisfactorily analyze issues clearly and precisely, does not usually formulate information clearly, rarely distinguishes relevant from irrelevant considerations, rarely recognizes key questionable assumptions, does not generally clarify concepts effectively, fails consistently to use language in keeping with educated usage, only rarely identifies relevant competing points of view, and almost never shows a tendency to reason carefully from clearly stated premises or recognize important implications and consequences. The D student, in short, rarely displays good sociological reasoning and problem-solving skills and frequently displays weak sociological reasoning and problem-solving skills.

The Grade of C

This grade represents a modest understanding of what sociological thinking is, along with the development of some sociological skills or abilities and some of the knowledge and understanding that result from their appropriate use. On the whole, however, the work is inconsistent and spotty (mediocre). The work shows some emerging sociological thinking skills, but some pronounced weaknesses as well. Though some work seems well done, some others seem poorly done (or all are done at a mediocre level). There are more than occasional lapses into weak sociological reasoning. The student sometimes uses sociological terms and distinctions effectively but sometimes quite ineffectively. The student's work on occasion demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes, but sometimes seems to lack needed discipline and clarity. The student occasionally analyzes issues clearly and precisely, sometimes formulates sociological information clearly, sometimes distinguishes relevant from irrelevant considerations, sometimes recognizes key questionable assumptions, sometimes clarifies key sociological concepts effectively, sometimes uses languages in keeping with educated usage, sometimes identifies relevant competing sociological points of view, and sometimes shows a general tendency to reason carefully from clearly stated premises, as well as occasional recognition of important implications and consequences. More frequently, however,

these important abilities are lacking. In short, the C student only occasionally displays good sociological reasoning and problem-solving skills.

The Grade of B

This grade represents discernible achievement in grasping what sociological thinking is, along with the clear development of a range of sociological skills or abilities and the accompanying knowledge and understanding that result from their appropriate use. The work is on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak sociological reasoning. The work shows some emerging sociological thinking skills, but some pronounced weaknesses as well. There are occasional lapses into weak sociological reasoning. The student typically uses terms and distinctions effectively. The student's work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes, but occasionally seems to lack needed discipline and clarity. The student often analyzes sociological issues clearly and precisely, often formulates information clearly, typically distinguishes relevant from irrelevant considerations, often recognizes key questionable assumptions and clarifies key concepts effectively, usually uses language in keeping with educated usage, identifies relevant competing points of view, shows a general tendency to reason carefully from clearly stated premises, and recognizes important implications and consequences. Occasionally, however, these important abilities are lacking. The B student, in short, displays good sociological reasoning and problem-solving skills.

The Grade of A

This grade represents significant achievement in grasping what sociological thinking is, along with the clear development of a range of sociological thinking skills or abilities. The work is almost invariably clear, precise, and well-reasoned. The student uses sociological terms and distinctions frequently and effectively. The student's work again and again demonstrates a mind at work in taking charge of its own ideas, assumptions, inferences, and intellectual processes. The student routinely analyzes sociological issues clearly and precisely, formulates sociological information clearly, distinguishes relevant from irrelevant sociological considerations, recognizes key questionable sociological assumptions, clarifies key sociological concepts effectively, uses language in keeping with educated usage, identifies relevant competing sociological points of view, reasons carefully from clearly stated premises, and shows sensitivity to important sociological implications and consequences. The A student in sociology, in short, displays significant sociological reasoning and problem-solving skills. The A student's work is consistently at a high level of intellectual excellence.

ACCESS SERVICES:

JCCC provides a range of services to allow persons with disabilities to participate in educational programs and activities. If you desire support services, contact the office of Access Services for Students with Disabilities (913) 469-8500, ext. 3521, or TDD (913) 469-3885. The Access Services office is located in the Success Center on the second floor of the Student Center.

ACADEMIC DISHONESTY STATEMENT:

No student shall engage in behavior that, in the judgment of the professor, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the

acquisition without permission of tests or other academic materials and/or distribution of these materials. This includes students who aid and abet, as well as those who attempt such behavior.

TOBACCO-FREE POLICY

Johnson County Community College is a tobacco-free campus. Smoking or the use of any tobacco products is permitted only inside an individual's car and in two smoking huts behind the ITC building. Violations of this policy will result in fines issued by the JCCC police department.

CAMPUS SAFETY INFORMATION

Classroom and campus safety are of paramount importance at Johnson County Community College, and are the shared responsibility of the entire campus population. Please review the following:

- **Report Emergencies:** to Campus Police (available 24 hours a day) at the Carlsen Center (CC115)
 - Call 913-469-2500 (direct line) – *Tip: program in your cell phone* Phone app - download JCCC Guardian (the free campus safety app: www.jccc.edu/guardian)
 - instant panic button and texting capability to Campus Police
 - Anonymous reports to KOPS-Watch www.jccc.edu/kops or 888-258-3230
- **Be Alert:**
 - You are an extra set of eyes and ears to help maintain campus safety Trust your instincts
 - Report suspicious or unusual behavior/circumstances to Campus Police (see above)
- **Be Prepared:**
 - Identify the red/white stripe Building Emergency Response posters throughout campus and online that show egress routes, shelter, and equipment
 - View A.L.I.C.E. training (armed intruder response training - Alert, Lockdown, Inform, Counter and/or Evacuate) – Student training video: <https://www.youtube.com/watch?v=kMcT4-nWSq0>
 - Familiarize yourself with the [College Emergency Response Plan](#)
- **During an Emergency:** Notifications/Alerts (emergencies and inclement weather) are sent to all employees and students using email and text messaging ○ students are automatically enrolled, see [JCCC Alert - Emergency Notification](#)
- **Weapons Policy:** Effective July 1, 2017, concealed carry handguns are permitted in JCCC buildings subject to the restrictions set forth in the Weapons Policy. Handgun safety training is encouraged of all who choose to conceal carry. Suspected violations should be reported to JCCC Police Department 913-469-2500 or if an emergency, you can also call 911.

IMPORTANT DATES:

- Semester Exam: November 15th.
- Last day to drop this class without a “W” on transcript: September 20th.

- Last day to drop this class with a “W” on transcript: November 15th.