



**Course Prefix/Number/Title:**

SOC 110-Introduction to Sociology  
*Spring2022*

**Number of Credits:**

3

**Course Description:**

An introductory analysis of the nature of society, the interrelationship of its component groups and the process whereby society persists and changes.

**Pre-/Co-requisites:**

None

**Course Objectives:**

Sociology is the study of the development and maintenance of human society and the process and products of culture. This course provides a basic foundation of vocabulary, concepts and theories that will enable students to investigate, evaluate, and understand the social world in which we live.

Students successfully completing this course will have developed a sociological perspective, which demonstrates an understanding of, and proficiency in the following sociological concepts:

- The evolution and maintenance of societies.
- Research methodology as applied to the social sciences.
- Organization of social life including the sociological concepts of cultures, society, social structure, socialization, groups, organizations, and institutions.
- An understanding of the importance of theory in developing our actions.
- Critical thinking about what we see, hear, read, and write.

**Instructor:**

Deidre Pugh, Adjunct Sociology and Psychology Instructor

**Office:**

Online. Please don't hesitate to email, call, or text with questions/concerns or to set up an appointment.

**Office Hours:**

By appointment

**Phone:**

701-840-8975

**Email:**

Deidre.Pugh@dakotacollege.edu

## Lecture/Lab Schedule:

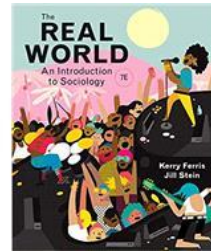
Online

## Textbook(s):

Textbook IS REQUIRED (Instant Access/Vital Source or Hard copy of textbook)

The Real World, by Kerry Ferris & Jill Stein , Seventh Edition

ISBN-13: 978-0393419337



## Course Requirements:

**Distance learning is self-directed learning! It requires a high level of responsibility, dedication, and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress, and your own grade.**

\*Attendance is determined by your keeping up-to-date with discussion threads and assignments. You are required to participate in threaded discussions and to turn in assigned work when due. You are also required to contact me, in advance, if you know you will be “missing” an assignment so we can make arrangements to makeup the work.

**DISAPPEARING:** No communication from you for several weeks, or not showing up for class, for whatever reason means I may initiate an administrative withdrawal. You can contact me via voice mail, text, email or by contacting the DCB Distance Education Department.

**Discussions/Social Activities:** For each chapter, you will have either one discussion question AND/OR a relevant activity. You need to submit 2 responses per discussion/activity, on **SEPARATE DAYS**, with at least one of the responses to another student’s comments. It is important to stay current with your discussion/activity submissions. All the discussions/activities for a section must be completed by the last day of the chapter and time specified. There will be no points awarded for the discussions/activities after the due date and time.

**Participation:** Participating in discussions and activities is an important means of achieving the course’s objectives. Some of the topics we cover are controversial and/or sensitive, *I would like each of you to keep an open mind and give other students the same courtesy that you expect to be given! Respect always goes a long way. If you choose to attack another student in my course, there will be consequences.*

**Purpose:** The purpose of the assigned threaded discussion question/questions is to have you participate in class discussions in much the same way as would occur in the classroom. The purpose of the activities is to have you participate in an activity that may give you more of an insight on how we function as a society. By posting your “results” and discussing with your classmates, my hope is that we can look at situations a little differently.

**Criteria:** Respond twice during the chapter, on SEPARATE DAYS within each topic/activity, to the question in order to receive full credit. One of your responses, within each

topic, must be to another student's comments/activity. The purpose of having you respond on different days is so you "attend" class throughout the week! If you're only responding at the beginning of the week and not logging into the course again during that chapter, you may miss out on very educational discussions.

**Grading: Superficial reflections are not acceptable!** Although it is important to thoroughly explain the ideas and concepts you are learning, merely paraphrasing or restating the concepts, definitions, or ideas is not acceptable. You should try to become more reflective and strive to improve the quality of your thought and writing as the course progresses. Remember, your discussions are your opportunity to demonstrate your learning in this course!

**Online Participation** – 10 points possible for each separate discussion/activity topic  
**Projects/Papers:** There will be two projects/papers during this course. More information on these projects/papers can be found in Blackboard.

**Quizzes:** There will be a quiz for every chapter we cover. The quizzes will consist of multiple choice and true/false questions. There will be a 45 minute time limit for each quiz.

**Exams:** There will be 4 exams for this course. The exams will consist of multiple choice and true/false questions. There will be a 120 minute time limit for each exam.

## Course Outline:

### Chapter 1

Monday, January 10<sup>th</sup>-Sunday, January 16<sup>th</sup>

### Chapter 2

Monday, January 17<sup>th</sup>-Sunday, January 23<sup>rd</sup>

### Chapter 3

Monday, January 24<sup>th</sup> -Sunday, January 30<sup>th</sup>

### Chapter 4

Monday, January 31<sup>st</sup>-Sunday, February 6<sup>th</sup>

**\*\*1<sup>st</sup> Test on Chapters 1, 2, 3 and 4\*\***

### Chapter 5

Monday, February 7<sup>th</sup>-Sunday, February 13<sup>th</sup>

### Chapter 6

Monday, February 14<sup>th</sup>-Sunday, February 20<sup>th</sup>

### Chapter 7

Monday, February 21<sup>st</sup>-Sunday, February 27<sup>th</sup>

### Project 1

### Chapter 8

Monday, February 28<sup>th</sup>-Sunday, March 6<sup>th</sup>

**\*\*2<sup>nd</sup> Test on Chapters 5, 6, 7 & 8\*\***

### Chapter 9

Monday, March 7<sup>th</sup>-Sunday, March 13<sup>th</sup>

### SPRING BREAK

Monday, March 14<sup>th</sup>-Friday, March 18<sup>th</sup>

### Chapter 10

Monday, March 21<sup>st</sup> -Sunday, March 27<sup>th</sup>

### **Chapter 11**

Monday, March 28<sup>th</sup>-Sunday, April 3<sup>rd</sup>

### **Chapter 12**

Monday, April 4<sup>th</sup>-Sunday, April 10<sup>th</sup>

**\*\*3<sup>rd</sup> Test on Chapters 9, 10, 11 & 12\*\***

### **Chapter 13**

Monday, April 11<sup>th</sup>-Sunday, April 17<sup>th</sup>

### **Chapter 14**

Monday, April 18<sup>th</sup>-Sunday, April 24<sup>th</sup>

### **Chapter 15**

Monday, April 25<sup>th</sup>-Sunday, May 1<sup>st</sup>

### **Chapter 16**

Monday, May 2<sup>nd</sup>-Sunday, May 8<sup>th</sup>

**\*\*4<sup>th</sup> Test on Chapters 13, 14, 15 & 16\*\***

### **FINALS WEEK**

#### **Project 2**

Monday, May 9<sup>th</sup>-Friday, May 13<sup>th</sup>

### **General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):**

- Competency 6: Demonstrates knowledge of social structures  
**Learning Outcome 2: Examines the world of human diversity**  
**Learning Outcome 3: Recognizes human social structures**

### **Relationship to Campus Focus:**

#### **Campus Focus: Nature, Technology, and Beyond**

Upon completion of the course, the student will be familiar with the technological changes which influenced societies of the past as well as those of the world today, and the challenges to the environment posed by current technology. Through this class we hope that the student will demonstrate the skills and knowledge of the social sciences and be able to analyze them in their world. They should appreciate the commonality of all humans in the multicultural world and be prepared to be an engaged citizen.

### **Classroom Policies:**

Regular participation is highly expected.

- All quizzes and exams can be taken on any computer with Internet access.
- Students need to set up or select an environment conducive for testing (e.g. distraction free area at home, a computer lab at a library, etc.)
- Students can take the quizzes and exam at any time between the given dates and times.
- A discussion is only a discussion if everyone is participating together. Therefore, no points will be given for forum posts once the week is over.
- Grades are based on total points earned.

**Grading:** 90+A; 80-89B; 70-79C, 60-69D, 59 and below F.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.