



SOC 200—Introduction to Sociology Elite Learning—Fall 2020

Supporting Colleges: MECC SWCC WCC VHCC

Southwest Virginia Education and Training Network

Contact Information

Instructor: Alison O. Scanlan

Office/Office Hours: Online

Telephone: Asynchronous times each week.

E-mail: The best way to reach me is by sending a message within your Canvas course; however, my email address is ascanlan@mecc.edu. My email should only be used as a last resort. Students should expect to receive message responses within 24 hours during the week and no more than 48 hours during the weekend. I will post in the Announcements if I will not be available, so be sure to read the Announcements!

Course (Catalog) Description

VCCS Master Course Description :

Introduces fundamentals of social life. Presents significant research and theory in areas such as culture, social structure, socialization, deviance, social stratification, and social institutions.

Prerequisite: Placement test may be required. School counselors will ensure completion of any test.

Students that successfully complete this course will earn 1 high school credit and 3 hours of college credit for **SOC 200** as well as have a basic overview of sociology and related topics.

Course Materials

No textbook required. All resources for the course are provided. All course materials were selected to meet the course goals and objectives.

Time & Location of Class Meeting:

This course is asynchronous, which means you will be able to access your course material at any time of the day or night. You should have a specific time in the day that you will be assigned to work on your assignments for this course. It is critical to log into your course on a daily basis. **I check the user access logs in Canvas each day to make sure that you are working in this class. The user logs give me detailed information (such as how much time you are spending on each assignment).**

Technology Requirement:

Students will be required to complete and submit assignments by using Canvas, the learning management system for Elite Learning. Students will need use of the Internet for all coursework.

The Virginia Community College System offers Microsoft Word for free to currently enrolled students. Students are eligible to install Office 365 on up to 5 devices at no cost. The Office 365 product includes Microsoft Word, Excel, PowerPoint, and Outlook. Students can download Microsoft Office 365 by going to: <http://office.vccs.edu>. Students will use their full My VCCS email address as their username, and their My VCCS password to log into the site.

Technical Support:

Technical problems are not common but occur from time-to-time. Trouble tickets, for the most part, will be sent directly to the technical support team at the community college. Students should refer to the How to Receive Technical Support document to receive prompt support. This document is found in the Elite Learning Guide for Students on Page 28. You should receive a response within 24 hours (usually much sooner). After you have submitted the trouble ticket, please send me an email or message to let me know what problems you are having.

Teaching Methods:

The teaching/learning method incorporates a Canvas delivery, with an active discussion and assignments featuring constant interaction between the students and the instructor. There is also a focus on reading assignments from both the textbook and primary source accounts from the texts as well as the web, and an emphasis on writing.

Course Learning Outcomes/Objectives

The emphasis of Principles to Sociology (SOC 200) will be placed on applying sociology to everyday life. Upon completion of this course, the student should be able to:

- 1) Apply theories, principles, and concepts to everyday life.
- 2) Discern the major theoretical approaches of sociology.
- 3) Understand the methods of sociological (scientific) research.
- 4) Analyze and evaluate the impact that culture, socialization, social structure, stratification, and social institutions have on the individual's life.
- 5) Identify the social forces that influence and inform personal choices and decisions in life.

Core Competencies

This course satisfies VCCS Core Competencies in the following categories:

- Communication
- Critical Thinking
- Cultural and Social Understanding
- Information Literacy
- Quantitative Reasoning

Method of Evaluating Student Achievement

Grading Policy & Scale:

This course will be graded on a ten-point scale:

100-90 %= A 89-80 % = B 79-70 % = C 69-60 % = D 59 % or less = F

Exams = 20%

Learning Unit Discussion Board = 20%

Learning Unit Quizzes = 20%

Video Questions = 15%

Key Terms = 10%

Writing Assignment (Social Autobiography) = 15%

Total 100%

Each Learning Unit is designed to cover one chapter of material. **All work for each Learning Unit must be completed by its assigned date.**

The Learning Unit is laid out as follows:

1. Begin each Learning Unit by reading the assigned chapter.
2. Complete the Learning Unit Key Terms assignment. *Review the Key Terms before completing each unit quiz. Key Terms assignment is worth 5 points.
3. Watch the assigned video and answer the corresponding questions (Two (2) essay questions worth five (5) points each for a total of 10 points).
4. Review the chapter objectives located in the Learning Unit.
5. Review the PowerPoint presentation that corresponds with each Learning Unit/ Chapter.
6. Contact the instructor with any questions from the PowerPoint presentation or chapter objectives.
7. Complete the Learning Unit Quiz.
8. Complete the Learning Unit Discussion Board posts for the week. Each week, the student must post one (1) question by Tuesday at 3:30 and respond to two (2) questions posted by a classmate by Friday at 3:30. Questions should be formulated with attention to course material and the Learning Unit reading assignment. The two responses must be reflective of the information in the online textbook and page numbers must be listed to show that the responses are based on information in the textbook, not merely personal opinion. Each response must be two paragraphs in length with complete sentences and attention to grammar and spelling.

All Learning Unit Assignments must be completed by 3:30 on Friday, at which time the

Learning Unit will be closed.

Discussion Board Rubric:

First post (Question for classmates) = 15 points

Responses to questions posted by classmates. You will respond to two (2) of the questions posted by your classmates:

1. Mentions at least two (2) specific points from the article or reading
2. Relation of new information to old information learned in the course to date
3. Relation of information in article or reading to personal experience.
4. Discussion at a critical level, not just recitation of facts from the article.
5. Length of posting is at least two full paragraphs

Point total for question and two responses = 15 points per topic. No points will be awarded for late Discussion Board submissions, unless the instructor receives an email from the student's guidance counselor stating that an extension is necessary as well as an explanation of why the extension is necessary. Extensions will only be granted under circumstances of illness or emergency.

*Please note: All essay questions in this course must be at least two (2) full paragraphs in length and points will be deducted for misspelled words and grammatical errors. All grades will be reported by SVETN to each school with a numeric grade and a recommended letter, but assignment of a final letter grade will be at the discretion of the student's school. Students should expect to receive feedback from the instructor on all discussion board posts within 72 hours of the due date. Because it takes much longer to grade tests, you can expect feedback within 7 days of your submission (usually sooner).

Writing Assignment:

Due Tuesday, December 4

Social Autobiography - (Reference Chapters 3, 4, and 5 in your textbook.

*According to sociologist C. Wright Mills, people usually see the world through the limited experience of family, relatives, friends, and fellow workers, a viewpoint that places blinders on our view of the wider society. The sociological imagination allows us to escape from this cramped personal vision and to see the link between personal and social events, allowing us to see the relationship between individual experiences and the larger society. It allows us to understand how seemingly personal troubles may be related to the larger social context of public issues. Developing our own sociological imagination requires that we take into account perspectives of people from diverse backgrounds. For your assignment, write a reflective, **3-or-more page** sociological autobiography of your life, with special emphasis on your socialization process. Include responses to the following:*

- *Identify the major agencies of socialization in your life.*
- *Who are the significant others in your life?*
- *What were some of the earliest messages about yourself that you internalized from your significant others?*
- *What were the most important cultural and social values that were transmitted to you by your family? Or what do you believe to be the most important values that you want to transmit to your own family?*

- *Who were the generalized others in your life? What impact did they have?*
- *In what way did any of the above shape your self-image and goals?*
- *Can you recall some of the things you learned through the “hidden” curriculum during your elementary and secondary school years? Have these things helped or hindered your college education?*
- *How have race and ethnicity influenced your perspective? Your gender? Your economic status? (Do you have friends outside your racial and or ethnic group? If yes, how has the relationship impacted your life?)*
- *Please feel free to share additional information about yourself.*

Your paper must be in 12-point Times New Roman Font with 1” margins, double spaced with no extra space between paragraphs. Please contact the instructor well ahead of the due date for assistance with this assignment.

Late Work Policy:

It is your responsibility to be logged on each and every school day. Students are expected to work on course assignments for a minimum of 60 minutes per school day. If you are absent or unable to log on, please send a message explaining your absence as soon as possible. If you do not log on for more than three school days in a row, your guidance counselor will be contacted.

This is a college course, and you are expected to plan ahead for due dates and give yourself plenty of time to complete all work. DO NOT wait until the last minute. For example, if a writing assignment is open for an entire week, but you wait until ten minutes before the assignment closes and experience a technical problem, you will not be given an extension because ample time was provided for you to submit your work. Plan accordingly if you will be out of school on trips. All work must be completed before leaving for a school trip to prevent them from being late. Due dates are located on the calendar and throughout the course.

If you do not turn in an assignment on the deadline, you will be allowed to submit it with point deductions for one week (exceptions may apply). For example: If assignment is due on August 10, you will have until August 17 to submit it for partial credit. There will be an automatic 25 point deduction for all late submissions.

- Sue doesn't turn in her work by the August 10 deadline. On August 11, the instructor posted the following into Sue grade book: *This assignment was due on August 10 but not submitted. You may submit the work until August 17 with a 25-point deduction.*
- Sue turns in her work three days late. After grading the assignment, her instructor believes it is quality work. He assigns her a 90 BUT he then deducts 25 points because the assignment was late. Sue will see a 65 in the grade book. Students will be made aware of the last day to submit the assignment within the grade book.
- If Sue doesn't turn in her assignment by the final deadline, she will see the following statement in her grade book. *This assignment is now closed. It was not submitted by the final deadline. You*

may longer submit this assignment for a grade. Previous message: This assignment was due on August 12 but not submitted. You will have until March 19 to submit it for partial credit.

Exceptions to the late work policy will only be allowed IF a documented excuse is provided by your school's guidance counselor or administrative staff (illness, family emergency, etc.). Email the teacher if problems occur so they can be handled on a one-on-one basis. Please be aware that SVETN's schedule requires that we adhere to deadlines, even when schools are closed. If you have internet access at home, continue to log in and participate in class even if your school is closed. If you do not have home internet access, it is your responsibility to inform the instructor at the beginning of the semester.

Attendance Policy:

Because this is an Internet based course, there is not a scheduled time set for your coursework. Regular class attendance is required. When absence from a class is necessary, it is the responsibility of the student to inform the instructor prior to the absence. The student is responsible for the subsequent completion of all work missed during an absence. The Virginia Community College System is committed to academic quality and student success. Elements that support both values are regular attendance and participation in class. The college policy states that regular class attendance is required.

At least once every school day, you are required to log into Canvas and perform three tasks:

1. Check your inbox for new messages.
2. Check for new course announcements.
3. Check the calendar under to see what work is due.

You should then proceed to work on the assignments within the current unit.

Elite Learning Inclement Weather or School Closure Policy:

Asynchronous online courses have many advantages over the traditional classroom. Among those advantages are the availability of the instructor, the opportunity to "attend" class from many locations, the flexibility of schedule, and no make-up days due to snow. To provide the required amount of "seat-time" for students, Elite Learning instructors will continue to present class material and require assignment submissions. When some schools are temporarily closed, it is necessary to require a continuation of assigned work even if students are absent from school due to weather or school closures. It is the responsibility of the student to access the class via Internet during this type of absence. Students without Internet access beyond school hours will need to discuss this with their instructor at the beginning of the semester.

How to be Successful:

- Make sure you read through this entire document. There is useful information here.
- Stay on task by printing off your assignment sheets and keeping them in a notebook with a calendar.
- Plan ahead, and do not procrastinate. The dual enrollment classes are college classes. An asynchronous class requires discipline. If you are not self-disciplined in your studies, then you need to rethink your decision to take this class.
- You must stay focused and keep a steady pace, or you will fall behind.

- Technical difficulties may occur. Remember that technical difficulties happen with online courses. Report technical problems as soon as possible by submitting a trouble ticket at www.svetn.org under the Contact tab.

Academic Integrity:

Each student will be bound by the academic codes of their school. Any violations will be reported to the student's school for appropriate disciplinary action. Cheating will not be tolerated. Because these courses are considered college courses, each student is considered a responsible adult. It is assumed that students will maintain standards of conduct appropriate to membership in Elite Learning as well as the community college. Emphasis is placed on standards of student conduct rather than on limits or restrictions. Guidelines and regulations governing student conduct are developed by the Elite Learning faculty, staff, and administration. More detailed information is found in the *Elite Learning Student Guide*.

Disabilities:

Students who participate in this class are also high school students. Each high school has resources available for students with disabilities (IEP). Please contact the guidance counselor at your school to request academic accommodations. Each community college also has the Office of Student Services, which may be able to provide additional services. A representative from your school (guidance counselor) may make a request for services at the college. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Please contact your guidance counselor or SVETN for more information.

Emergency Policy:

Follow all emergency policies for your home school.

Course Information

The Fall 2020 Course Calendar is available within your course.

Please print the Course Calendar and check it often, as dates and assignments may occasionally change.

It is critical that all students read the Elite Learning Guide for Students. This guide is located at www.svetn.org as well as within your course. Contact Dawn Stafford, SVETN Executive Director, if you have questions or concerns.

Course syllabus and schedule is subject to change at the discretion of the instructor.

*** As this is an online class, obviously regular attendance cannot be taken, but if you cannot contribute in the online discussion or turn in your assignments for one week, then you will be assessed a grade penalty.**