HARRISBURG AREA COMMUNITY COLLEGE, LANCASTER CAMPUS
SOC-201 INTRODUCTION TO SOCIOLOGY BLENDED CRN 4452
Summer 2019, June 17—August 8
Class Meets Online in D2L & Wednesdays 6:00pm—8:40pm, E324
Delayed Opening: Normal Class Time

D2L Blended Course Note: This is a blended course so you will need continuous access to the internet to access our virtual courseware in D2L and e-book in addition to our class meetings (myhacc.hacc.edu or ehacc.hacc.edu).

Prof. Jennifer St. Pierre    Summer 2019 Office Hours
Office: East 316R, Lancaster Campus        Wednesdays 5:00--6:00pm
Office phone: (717)358-2284
Email: jstpierr@hacc.edu
(Or Anytime by appointment/email)

The purpose of this course is to provide a thorough introduction to the study of sociology and its principles. Sociology is a science that seeks to understand societies and human social behavior. Why are people and societies the way they are and why do they do what they do? This is the essential question that sociologists ask and it will inform our lessons and discussions throughout the semester. We will explore the relationships between individuals and the larger society. We will consider how social forces such as the family, the economy, education, gender, and race influence our social behavior. It is intended by completing this course you will acquire what sociologists refer to as a "sociological imagination" and come to understand how individuals impact society and how our surrounding social world influences individual lives. The principles of sociology are beneficial for any career you choose to pursue because your work world revolves around interactions with others in the global village we now live in, the focal point of sociology.

Catalog Description: Focuses on the relations between people and their social institutions, including problems that derive from these relations. Topics include culture, society, groups, social change, institutions (family, education, religion, etc.). (Core B) (D)

Learning Outcomes: Upon successful completion of the course the student will be able to:

- Describe sociology and explain how it differs from other fields that attempt to explain human behavior
- Apply sociological theories to social phenomena
- Explain what makes sociology a scientific field of study
- Identify structures or systems that impact societies, groups, and individuals
- Demonstrate an understanding of how gender, race, and class influence people’s lives and contribute to cultural diversity and inequality
- Demonstrate an ability to find peer-reviewed sources addressing sociological topics
- Evaluate social phenomena based on evidence or criteria
**Required Text:** (You must have Revel access to complete course requirements)
To access Revel please visit: https://console.pearson.com/enrollment/xfhim9
*Need to use your student Chrome or Firefox browsers to access as it is not completely compatible with Internet Explorer
**If you need technical support call Pearson at (855) 875-1801
***Please note there are 10 required reading quizzes within your e-book.

**Help:** Please feel free to contact me by phone, direct HACC email, or in my office if you need help with assignments or advising. If you need to contact me in an emergency and are unable to reach me, please contact our office secretary at (717)358-2983. I will return your messages generally within 2 business days, but I do check messages daily except on weekends.

**Classroom (Physical/Online) Etiquette & Learning Expectations:** In this course we will be addressing issues that are social, but are sometimes personal and controversial. I want all of us to create a collaborative, comfortable learning environment. It is expected that we will all examine course materials presented critically and intellectually while respecting various perspectives (even if you may disagree with others). Group work is essential to learning the principles of sociology. As beginning sociologists, you will learn that the sociological perspective incorporates various viewpoints on our complex social world. While it is up to you to decide where you stand on any given theory or issue, it is my intention to give you the tools and materials to think critically and learn the lessons of sociology as a science. I also expect that you arrive to class on time and be respectful of your classmates during classroom discussions and activities by refraining from unprofessional conduct such as verbal attacks, insults, or other disruptions that violate the “Student Code of Conduct” as such behavior will not be tolerated either in our physical classroom or virtually. Please see your Student Handbook for further clarification of these matters.  

**Notes:** You should be prepared to take notes during lectures and while reading your textbook. Writing and rewriting and reading and rereading can be very valuable study skills as they engage you physically as well as mentally and support comprehension. Please be sure to connect with a classmate to get notes in the event that you are absent.

**TECHNOLOGY USE IN THE CLASSROOM:** The use of electronic devices should be limited to course purposes. I encourage you to bring them to class for learning purposes but please turn them off and put them away unless needed. Laptops may be used for note-taking but I caution you that you should stay focused on class as distracted learning has been shown to be no better than not attending class at all! For full-time learning support use, authorization must be made with the Disability Services at our Counseling Office. Social networking and texting
are disruptive and do not support course objectives. If access becomes a problem in class, I reserve the right to withdraw usage privileges.

**ATTENDANCE & ABSENCES:** Along with your e-book readings and quizzes, regular class attendance is required to meet the objectives of this course and I will note attendance in your record. While points are not acquired directly through attendance, if you miss class you will miss class activities and assignments that are required and thus will lose out on those required points. Summer semester is accelerated so you should plan to be at all our 7 in-class meetings. Students are expected to attend class, be on time, complete all class assignments on their due dates, take exams when scheduled, and participate in class discussions and activities. You are responsible for what you may miss in the event you are absent. If you are absent on a due date or an exam for an emergency or illness, you must notify me immediately of your circumstances in order for me to determine if the absence will be excused and if a make-up assignment or exam will be granted. Not being present for class assignments will result in a grade of ZERO points for that activity unless you have an approved excused absence for illnesses and emergencies.

**Excused Absence:** An absence that occurred for reasons that were: a) beyond the student’s control to prevent, and b) significant enough to reasonably prohibit attendance in class.

**Unexcused Absence:** An absence that is not excused.

**Excessive absences** are when unexcused absences or the failure to participate in academic activities exceed 15% (beyond 5 class periods) of the total class hours that will take place throughout the semester and when the absences preclude the possibility of the student attaining the stated learning outcomes for the course. If you have missed more than 30% of course points and/or are currently failing the course (less than 60% average) then you will be deemed unable to attain the stated learning outcomes for the course.

**New Withdrawal Policies & Procedures:** As per HACC’s policy on attendance and withdrawals, you must attend class regularly (actively participate online). You can only withdraw or be dropped from this class during the first 70% of the course meetings (total course hours). No withdraws are possible after 70% of the class has been completed. You may withdraw with a W grade from this class online through MyHACC anytime during the Drop/Withdrawal period (up to the 70% mark of the semester). If you have been academically dishonest, I will change the “W” to an “F” grade during the pending withdraw period. During the second confirmation of attendance (at mid-term), if you have stopped attending class (if it has been at least two weeks since I have seen or heard from you), you will be removed from the course with a “W”. I will not drop you from the course if you are excessively absent otherwise. If you remain in the course after the drop/withdrawal period has ended you will be assigned a grade based on the grades you have earned. For further details and important dates, please view college policy and procedures at the following link: [http://www.hacc.edu/NewStudents/RegisterOnlineGuide/Add-Drop-Deadlines.cfm](http://www.hacc.edu/NewStudents/RegisterOnlineGuide/Add-Drop-Deadlines.cfm)
**Weather Delays/Closings:** Will be announced on radio & TV as well as posted on the HACC website. On delayed opening days. We would not meet if evening classes are cancelled. You may sign up for more direct notifications to email or phone texts with HACC’s e2campus alert system from our college homepage. Every fall E2Campus notification lists are purged so you need to re-sign up each academic year for alerts.

**Course Requirements:** This course will incorporate a variety of approaches to learning from individual reading and exercises, to group work, semester projects, and research.

- 6 Online Discussion Posts & Replies 60 points
- 2 Discussion Activities 10 points
- 2 Class Exercises/Lab & Workshop 10 points
- Research Evaluation 50 points
- 10 E-book Reading Quizzes (15 pts. Each) 150 points
- Project Proposal 20 points
- Semester Research Project 100 points
- Mid-term & Final Exams 200 points

***Semester Total 600 points

**Grading Procedure:**

- 90-100% = A Superior 540—600 points
- 80-89% = B Good 480—539 points
- 70-79% = C Average 420—479 points
- 60-69% = D Passing 360—419 points
- 59-0% = F Failure 359 or below

**Late Assignments:** Late assignments are not accepted unless for an approved excused absence (see excused absences earlier in this syllabus) for which I was notified immediately following the absence and a makeup plan was agreed to by myself and the student and submitted by the approved deadline (a week after missed assignment). Any other assignments not approved and not turned in by the due date will result in “0” points on your record. Remember missed exams require you to contact me immediately for any makeup approval, otherwise you will lose the 100 points!!!
How to access LibGuides, Writing Support, & Tutoring: Our Lancaster Library in the Main building houses many student support services. The Learning Center offers writing help on a walk-in basis and sociology tutors are available at various scheduled times (check with the learning center for Summer schedules). The College is closed on Fridays in the summer. Computers, printers, and group meeting rooms are also available for student use. If you would like further research information for course assignments or citation assistance, all HACC Library Resources are also available online from the HACC Homepage (hacc.edu). Access our online class guide by clicking on Library tab from hacc.edu, Libguides, then Sociology, Lancaster, SOC-201 St. Pierre. Online resources will ask for your student login information which is the same as your MyHACC and HACCWeb access. Please update and utilize your Hawkmail account for HACC communications.

ACADEMIC DISHONESTY & UNETHICAL CONDUCT: It is required that you respect the integrity of the academic enterprise meaning all work must be your own. Academic dishonesty of any kind including intentional plagiarism, cheating, and/or unapproved collaboration will not be tolerated, and will result in an “F” or failure of the assignment and/or this course. Various forms of academic dishonesty are considered criminal according to PA Crimes Code as well as violations of HACC’s Student Code of Conduct (see Student Handbook for policies & procedures). More serious violations may not be limited to course failure and may be sanctioned by other college administrators up to and including suspension from the college. If you need assistance in determining what must be cited, or how to give proper credit, please see me, e-mail me, or call me and I will be happy to assist you as I understand students are learning.

INCOMPLETES (“I” GRADES): Incompletes are not given without good reason. An “I” grade will only be awarded to students who request it and if it is determined by me that, due to extenuating circumstances, a student needs additional time beyond the semester to complete the course objectives. You must be passing the class, have completed a majority of your coursework and have an emergency situation which necessitates the need for additional time to complete course objectives. According to college policy, incompletes are written contracts between the instructor and the student, therefore, it is within my discretion whether one will be granted. Requirements must be completed by the 8th week of the following semester to avoid a failing grade being recorded on your student record.

STUDENTS IN NEED OF ACCOMMODATIONS:

**If you need student support services for the semester, please see me during office hours and we can discuss your needs and strategies for success in this course, thanks.

Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed below. Coordinators for each campus are listed here:

http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm
EEOC POLICY:

It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act (“PHRAct”) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at http://www.phrc.pa.gov/Pages/default.aspx#.V2HOujFuNS0

HACC—Lancaster Campus

Vicki Van Hise, Coordinator, Disability Services

RM 221D

Phone: 717-358-2972

Fax: 717-358-2960

Email: vlvanhis@hacc.edu

Online Discussions: You will be required to make 6 original discussion postings with 6 corresponding replies to a classmate throughout the course. A reply to my initial assignment question will be due on Fridays at 11:59pm and a reply to a classmate will be due on Sundays at 11:59pm. DQ #1 will be due on Friday June 28th and replies to at least one classmate will be due Sunday June 30th. These questions will be posted on the "Discussions" board for each week they are assigned using the following topic format: "Discussion Question 1 (Due June 28)." Each question will be related to the units we are covering during that period and may require you to do an activity assignment prior to our online discussion. For each discussion assignment, you
will be required to make at least one original posting (8 points) in response to the discussion question and one response (2 points) to the posting of a fellow class mate. For example, to make a posting or response to our first discussion question click on "Discussions", click on "Discussion Question 1". Once you have read the posted question, completed any related discussion assignments or activities as instructed, and reviewed any responses from the class so far, click on "Start a new thread" or "Reply", type your response in the message area, and then click "Post". Your posts will be evaluated based on the following criteria:

<table>
<thead>
<tr>
<th>POINT ORIGINAL POSTING</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 POINT ORIGINAL POSTING</td>
<td>Post to discussion is on time, written clearly and concisely, reflects applied analysis and critical thinking skills by answering all elements of question, linking statements to course concepts and providing supporting evidence by applying real and relevant data or personal experiences</td>
</tr>
<tr>
<td>7 POINT ORIGINAL POSTING</td>
<td>Posting is well prepared and addresses important issues as well as all elements of question posed, critical analysis is evident but does not meet one of the levels of completion as described above for an 8 point posting</td>
</tr>
<tr>
<td>5 POINT ORIGINAL POSTING</td>
<td>While posting addresses the question asked and some supporting evidence is used to discuss concepts, post could be more reflective, analysis and critical thinking is somewhat ambiguous</td>
</tr>
<tr>
<td>3 POINT ORIGINAL POSTING</td>
<td>Response to question is limited in completion of the various elements listed for an 8 point discussion, either lacking concept application, clarity, or failure to use supporting evidence</td>
</tr>
<tr>
<td>1 POINT ORIGINAL POSTING</td>
<td>Posting does not address many of the elements required, clarity is extremely flawed, analysis and critical thinking is not evident</td>
</tr>
<tr>
<td>2 POINT RESPONSE TO OTHER LEARNERS</td>
<td>The learner posted response on time and engaged others in dialogue by writing clearly and using applied analysis by addressing relevant material posted by another learner, linking discussion to course concepts, and using supportive evidence of real world or personal experiences</td>
</tr>
</tbody>
</table>

**Guidelines for postings and sociology writing assignments**.....Always keep the question being answered in mind throughout your discussion and response process. Construct a logical and well-structured answer by use of analytical reasoning and discussion. Logical means that the assertions and statements you make are supported by evidence and well-structured means that the paper or response contains sentences and paragraphs that fit together in an organized, grammatically correct format.
RESEARCH EVALUATION (Due July 17 in Class): For this assignment, you will be required to find a complete report of an ORIGINAL (primary source) sociological research study to evaluate (You are not writing a research paper but beginning a literature review). Appropriate reports should be found in professional journals and books, but you may not use newspaper reports, general magazine articles, or website postings for this assignment. All elements of the research process (Hint: Look for terms such as problem/theory, background, sample and population, measures, methods or methodology, and results/findings, conclusions and references) must be addressed within the report you evaluate. A good rule: If you cannot answer all the questions asked below, then you probably need to continue looking for original research. Library databases can be accessed from our D2L course page or at http://lib2.hacc.edu or from the Library tab on hacc.edu. Once at the library homepage, you can access a course guide and tutorial by clicking on "LibGuides," then select “Sociology” or “Lancaster” and "SOC-201 St. Pierre." Look for a sociological topic of your interest (family studies, gender discrimination, global inequality, etc.) This assignment can also help you begin looking for academic resources for your research projects if you choose to focus on your chosen topic. Once you have located your sociological research study: (1) Read the report, (2) answer the compound 5 questions below, (3) type answers into an MS Word document, and (4) turn in a hardcopy of the article you evaluated and your Word document on the due date when we meet. I must receive both components for grading. Each element of the evaluation will be scored on a 10 point scale for a total point score of 50 (5 x 10= 50). A score of 10 on any element means that all questions are answered and evaluation was thoughtful and complete. A score of 5 means that answers were somewhat incomplete and evaluation needed further development. A score of 0 means that questions were not answered and evaluation was not completed for that element. Please complete the following elements of your evaluation:

1. Overview: Please APA Cite the article you are evaluating (Author Last Name, First Initial, Year, Title, Journal Title, Volume, Issue, Page Numbers—see APA guidelines) and summarize the social problem or issue addressed by the research. What questions did the research address? Who did they study? What was the major conclusion? (Copy of article must be attached to your submission).

2. Sample: Who did the researchers sample for the study? (Note the characteristics of the population sampled.) Does the sample represent the population it claims to represent? Why or Why not?

3. Method: Which of the following methods were used to gather the data: survey, content analysis, observation, experiment, case studies, or secondary analysis? Do the conclusions drawn fit the research method used? Explain.

4. Findings: Provide a summary of the major research findings/results. Does this study suggest a new outlook or perspective on this social behavior or relationship? Explain.

5. Overall Assessment: Do you agree with the scientists’ findings? Why or Why not? Based on your evaluation of the information and what you are learning about sociological research, how would you rate the overall quality of this research? 1= junk. Up to 10= good scientific information.
**Semester Research Projects (100 points—Due July 31 when groups present)**

**Individual Annotated Bibliographies & Group Presentations**

You may choose one of the following project options to complete for your semester group project requirement. Groups are the focus of sociological studies and learning sociology requires group interaction and an understanding of group dynamics. In addition, it builds leadership and teamwork skills to support future education and work expectations. Each **project** option requires you to apply sociological concepts and use research and analysis to understand a social problem or social movement. You will be placed into working groups for the semester based on your project choice. I know this is an accelerated semester, so I understand schedules with be challenging. Groups will have an online forum to communicate in our D2L course discussion boards but it will also require some outside class meetings for your group to research and prepare presentations. Our library has small group working rooms you can use for these purposes. And the written portion to support your group presentation will be for each of you to complete an **individual annotated bibliography of 5 research references** to inform the study of your topic and support your part of the presentation. We will be attending a research workshop in the **Library July 10** to get you prepared for success with your semester projects and assignments.

**Project Options.**

1. **Civic Engagement/Service Learning Option.** As a group, you may choose to get involved in your community to learn about our social world and human relationships—this learning process is known in education as civic engagement or service learning. This process will allow you to investigate a social problem or issue and our societal responses in a real world setting through social action efforts. Each group member will need to invest 3 hours (or a one-day event) in a community project of the group’s choosing. There are usually many opportunities for service available in our community such as food drives, volunteering in local homeless shelters or animal rescues, fundraising initiatives, etc. It will depend on the social problem or movement you are interested in researching. Projects must be completed this semester (previous projects do not qualify). Projects you may already be involved in and serve on a regular basis may be a launching point for your group to get involved with you. If group scheduling is an issue, perhaps each of you can serve the same organization or cause on different days. You will need to meet with me about your project choice and submit a “Service Learning” report to verify your service (form attached) in addition to your annotated bibliography (attach the form(s) to your
Annotated Bibliography & Group Presentation. Why is social action needed related to your topic? Your research references should help you learn the big picture about your social issue and will support the analysis of your service experience in your group presentation. In your presentation, your group should share with the class what services the group performed, where, for whom, and a summary of the sociological lessons learned during this experience (How was a concept, theory, or “case study” demonstrated to you while performing your service??). You will also need to do some background research on a related sociological issue to inform your observations and explain the connections between sociological research and how society responds through action using one of the primary sociological perspectives of functionalism, conflict theory, or interactionism. This research should be documented in your individual annotated bibliographies (a full research paper is not required). For example, if your group decides to look at the impact of poverty on society and volunteers at Water Street Mission, you could research the related topic of homelessness, food insecurity, or the importance of volunteering itself. You need only research one broad background topic, not multiple. You will be required to reference at least 5 resources in your individual annotated bibliography and 2 of them must be professional journal articles. Your annotated bibliographies should follow APA writing guidelines and have at least a paragraph summary of each reference source. It should be submitted as a printed word document to me with your volunteer form attached on the day of your presentation.

2. Social Problem or Movement Project. Groups will need to focus on a social problem or social movement of their interest and apply a sociological analysis (using one of the primary perspectives of conflict theory, functionalism, or interactionism) of the problem’s impact on society (what are the consequences?), what social factors are contributing to the problem (what are the causes), and how is society responding (suggestions for change or solutions?) according to current sociological research (not your opinion). A social movement is a large group of individuals and/or organizations working toward political and/or social change. Social movements of interest may be the Animal Welfare Movement, Gay Rights or Equal Rights Movement, or the Environmental Reform Movement. More recent movements have received great publicity like the Occupy Wall Street Movement or the Police Brutality Movement. What factors are driving these actions for social change? Annotated Bibliographies & Group Presentation. Each group member should research a different social issue or concept related to your problem or movement and create an annotated bibliography of at least 5 sources, 2 of them must be professional journal articles. These annotated bibliographies will form the basis of your group presentation or sociological analysis of the problem or movement. Your group
presentations should answer the following: Who are the people involved in these movements? Why is it a problem? What are the consequences on society the movement seeks to change? And what do researchers suggest can be done to solve the problem? Each group must also come up with a group recommendation for how they think positive societal change could be reached given what they have learned and current limited societal resources. Each group member should submit a printed word document (annotated bibliography) referencing at least 5 sources and at least 2 of them need to be academic journal articles (a full research paper is not required). These are due July 31 on presentation day.

**Project Presentation & Discussion:** Each group will discuss the lessons learned from their service learning projects or share their research on their chosen social problem or movement with the class during presentations on July 31. This will allow us all to learn from the projects and lessons of others. Each group must have a 10-15 minute overview of their project ready to share with the class and be prepared for questions of interest from other students. I will let you know the schedule of presentations after you have chosen project options and groups. Project bibliographies will be due the day of presentations.

**Annotated bibliographies** provide complete citations of your sources as well as a short summary of the information found in the source in a “references” list form. In other words, **what did you learn about your social issue from the research.** Each summary should be at least a paragraph and explain what the author(s) added to your knowledge of your social issue. For example if looking at a social problem, why is it a problem for society (consequences), what social factors cause it (causes), and what do researchers suggest we do about it (solutions). You will be required to use **APA writing guidelines** and we will be attending a research workshop to help in developing your research and citation skills. **This annotated bibliography is due the day of your scheduled presentation the week before the final exam.**

**Creating your group’s presentation.** The group can be as creative as they would like but the minimum requirement is that the group must have at least a basic panel discussion (like a talk show) based on your research, use one of the primary sociological perspectives and each group member must participate in the discussion and presentation. Some creative approaches used by students in the past include expert role playing, game show formats such as jeopardy, news reporting, and case studies. Each of
you will submit your individual annotated bibliographies the day of your group’s assigned presentation (7/31).

**Self and peer evaluations.** On the day of presentations, each group member will anonymously evaluate themselves as well as other group members on their contributions to the group as part of your final project grade.
<table>
<thead>
<tr>
<th>WEEK 1, June 17-23</th>
<th>READINGS: E-book</th>
<th>TOPICS</th>
<th>DATES TO NOTE</th>
</tr>
</thead>
</table>
|                    | E-book Ch. 1 & 5 |        | June 19—Meet on campus in East 324 at 6pm.  
|                    | Ch. 1 Quiz (1)—Due 6/26 |        | Fri. June 28—Discussion Activity 1 (Field Observations & Notes) & Discussion 1 Posts Due.  
|                    | Unit Lesson 1 (D2L) |        | |

<table>
<thead>
<tr>
<th>WEEK 2, June 24-June 30</th>
<th>READINGS: E-book</th>
<th>TOPICS</th>
<th>DATES TO NOTE</th>
</tr>
</thead>
</table>
| Class June 26           | Modules 2 & 3 (D2L) | Cultural Diversity, Socialization and Interaction. | Sun. 6/30—DQ #1 Reply to a classmate due.  
|                        | E-book Ch. 2 & 3 |        |               |
|                        | Chapters 2 & 3 (2-3) |        |               |
|                        | Quizzes Due 7/3 |        |               |
|                        | Unit Lessons 2 & 4 |        |               |

<table>
<thead>
<tr>
<th>WEEK 3, July 1-7</th>
<th>READINGS: E-book</th>
<th>TOPICS</th>
<th>DATES TO NOTE</th>
</tr>
</thead>
</table>
| Class July 3     | Modules 4 & 5    | Social Structures, Societies, Deviance & Crime | Fri. 7/7—Discussion Activity 2 (Interview) & Posts Due at 11:59pm.  
|                  | E-book Ch. 4, 6, & 8 |        | Sun. 7/7—DQ #2 Reply to a classmate due.  
|                  | Ch. 6 & 8 Quizzes (4-5) |        |               |
|                  | Due 7/10 |        |               |
|                  | Unit Lessons 3 & 5 |        |               |

<table>
<thead>
<tr>
<th>WEEK 4, July 8-14</th>
<th>READINGS: E-book</th>
<th>TOPICS</th>
<th>DATES TO NOTE</th>
</tr>
</thead>
</table>
|                   | E-book Ch. 7, 9, 10, & 17 |        | Mid-Term Exam 7:30pm in E324  
|                   | Ch. 9 & 17 Quizzes (6-7) Due 7/17 |        | Fri. 7/12—Discussion 3 Posts Due at 11:59pm.  
|                   | Unit Lessons 6, 7, 11, 12, & 13 |        | Sun. 7/14—DQ #3 Reply to a classmate due.  

<table>
<thead>
<tr>
<th>WEEK 5, July 15-21</th>
<th>READINGS: E-book</th>
<th>TOPICS</th>
<th>DATES TO NOTE</th>
</tr>
</thead>
</table>
| Class July 17     | Modules 8 & 9    | Inequality of Race & Gender. Sociology of Family. | Wed. 7/17—RESEARCH EVALUATION DUE.  
|                   | E-book Ch. 11, 12 & 16 |        |               |
|                   | Ch. 12 & 16 Quizzes (8-9) Due 7/24 |        | Fri. 7/19—Discussion 4 Due at 11:59pm.  
<p>|                   | Unit Lessons 8, 9, &amp; 10 |        | Sun. 7/21—DQ #4 Reply to a classmate due. |</p>
<table>
<thead>
<tr>
<th>WEEK 6, July 22-28</th>
<th>Module 10 E-book Ch. 21 &amp; 22 Ch. 21 Quiz (10) Due 7/31</th>
<th>Social Movements and Social Change. Prepare for Group Presentations.</th>
<th>Fri. 7/26—Discussion 5 Due at 11:59pm. Sun. 7/28—Reply to a classmate due.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO CLASS IN CLASSROOM July 24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 8, Aug. 5-9 Class Aug. 7</td>
<td>FINAL EXAM</td>
<td></td>
<td>Wed. 8/7: FINAL EXAM 6pm.</td>
</tr>
</tbody>
</table>
Service Learning Project Evaluation
SOC-201 Summer 2019, J. St. Pierre

**Service and Class Presentation—50 points (Scale 1-5)**
1. At least 3 hours of service (service form verification) ___ x2____
2. Presentation is organized and engages class ___ x2____
3. Sociological evidence/research identified in presentation ___ x2____
4. Sociological perspective applied to service experiences ___ x2____
5. Presentation reflects written observations/research ___ x2____

/50

**Research-Individual Annotated Bibliography—25 points (scale 1-5)**
1. Bibliography supports group’s perspective (functionalism, conflict theory, or symbolic interactionism) ___
2. Proper APA Format (Citations & Summaries) ___
3. At Least 5 Sources/2 Academic Journals ___
4. Proper Grammar & Structure Used ___
5. Paper supports group’s class presentation ___

/25

**Confidential Self & Peer Evaluations**
After your group presentation, you and other members of your group will evaluate your contributions to the group project, ranking from 1-5, with 1 being uninvolved to 5 being most contributory to the group tasks, goals, and final project. (These will be done anonymously so group members will not know who scored what and you will be able to score yourself). Then, I score based on my observations and an average score of 1-5 from all of us is then scaled for the 25% participation portion of your project grade.

Participation average score ____ x5 Total: 25 points ___

**********TOTAL PROJECT POINTS/GRADE _______(100 POINTS)
Social Movement Project Evaluation
SOC-201 Summer 2019, J. St. Pierre

Class Presentation & Discussion—25 points (Scale 1-5)
1. A sociological perspective is applied to an identified social movement ___
2. Factors/actors/social change in the movement are identified/discussed ___
3. Sociological research/concepts are discussed ___
4. Presentation is organized and engages class ___
5. Presentation reflects conclusions from bibliographies ___

Individual Annotated Bibliographies—50 points (Scale 1-5)
1. A primary sociological perspective supported by references
   (functionalism, conflict theory, or symbolic interactionism) ___ x2___
2. Proper APA formatting used ___ x2___
3. At Least 5 sources, 2 academic journal articles ___ x2___
4. Proper Grammar & Structure Used ___ x2___
5. Research supports group’s class presentation ___ x2___

Confidential Self & Peer Evaluations
After your group presentation, you and other members of your group will evaluate your
contributions to the group project, ranking from 1-5, with 1 being uninvolved to 5 being most
contributory to the group tasks, goals, and final project. (These will be done anonymously so
group members will not know who scored what and you will be able to score yourself). Then, I
score based on my observations and an average score of 1-5 from all of us is then scaled for the
25% participation portion of your project grade.

Participation average score ____ x5 Total: 25 points ___

**********TOTAL PROJECT POINTS/GRADE ________(100 POINTS)