Dr. Donald Gregory Fall, 2023

Classroom: Gordy CMR Office: Tarpley, 216

Phone : 770.720.5978 e-mail [dg2@reinhardt.edu](mailto:dg2@reinhardt.edu)

**COURSE MATERIAL**

Required Text:

Berberoglu, Berch. 2017. *Social Theory: Classical and Contemporary: A Critical Perspective.*

N.Y.: Taylor & Francis.

\*Other readings as assigned by Dr. Gregory. This usually include short samples of primary works.

**Canvas:**

Make sure you are comfortable using our course canvas site. This will be used to communicate with you as well as a portal for REVEL (hopefully, if everything works correctly.)

**COURSE POLICIES**

**Attendance:** You are expected to attend every scheduled class. Graded assignments may be given during class or for the following class. Please inform me of scheduled absences. You are responsible for any material in class whether you attend or not. Not being physically present does not absolve you of being fully prepared for future classes. I reserve the right to withdraw a student after three absences for any reason. Beginning with the fourth absence, grade reductions may begin.

In eagleweb or canvas I will either mark you present, tardy, or absent-unexcused. If you miss class I assume you have a great reason. The roll is simply a record keeping mechanism for those who are present and on time and those who are not. You may receive notice from Reinhardt or a coach if you have a certain number of absences. Please note and inform them that I do NOT encumber the usage of the absent-excused code.

Coming late to class is a tough call. You might feel awkward entering after we have started. Let’s try using common sense here at the beginning. For us, that means to come on in if it is still within the first 15 minutes. Enter as quietly as possible and quietly take a seat and engage with the class. If it is an exam, come in no matter how late. However, we may need to make arrangements if you are more than 15 minutes late.

*Athletes*: I realize that in many ways you “serve two masters” between your academic and sports life. If you are going to miss a class in which there is an exam, quiz, or anything that is due or carries a grade, you must complete the Athlete Absence Form available on eagleweb or canvas for this class. This requires that you create a plan with me and have the form signed by your coach. This completed and signed form is due to me a minimum of 72 hours in advance of the absence. This assures both of us that we have a plan for graded material. This form can be found as a link on a page in canvas. Go to our class on canvas, click on pages, click in the upper left (all pages) and you will find one in the list that says athlete absence form. Click on that and you will have link to the form. Click the link and the Word doc will open.

*Quarantine or isolation*: I hope this does not happen to any of you. But we need to be prepared. At a minimum, treat your absence as you would a normal absence. Ask fellow students to record the class, to share notes, and to help you. I can not guarantee that I will be able to video our class. I may try but this also means you will need a computer and camera to access our class engagement.

**Food and Beverages:** I will not allow any food in the class. If you have food, I will ask you to put it away or leave the class. You can have coffee, a can of pop, or water during class but not during exams.

**Phones:** ***Please do not text during class.*** It is very distracting to me when you text message, please do not do it. Can we all agree to a class policy that we will not text during class? ***Please put them on vibrate during class***. If you feel that there is some potential emergency (sick child, etc.) then don’t come to class. If you feel that the potential is great enough that you need to be contacted immediately, then your mind will probably not be in class anyway. You may use devices outside of class time. This guideline is for general benefit to all students.

However, I might be convinced to amend this policy if we decide to use apps or resources during class. Unless otherwise stated, the policy is to not use your phone.

**Laptops in class:**

I generally do not like laptops in class. If you prefer to use one to take notes, please sit in the back rows of the class if possible. Also realize how hard you might be typing.

If you choose to utilize a laptop computer I ask that you sit near the back of the room. This will reduce the number of people that may be distracted by your screen. I also ask that you be mindful of the noise you may be making. Some keyboards can be pretty loud and that can become distracting. If you have a computer on in the class, then be prepared for me or anyone else to see it. Do not take up space in our class and be on your computer doing something other than notetaking. Finally, I expect you to be using the computer for notetaking. Do not surf, message, email, or work on another class’ assignments. Do not use class time to work on REVEL. I may ask you for a copy of your notes as a check on your use of a computer in class. Violating these rules will result in warnings and potentially negative sanctions on your grade.

**Honor’s Code**: It is expected that all work is your own work. Refer to the student handbook for more information regarding the honor code. You should not plagiarize. You should not cheat on exams. You will turn in students you know who are breaking these rules. If you are caught in academic dishonesty, you may receive punishment up to failing the course.

**Artificial Intelligence**: I may include AI in our class. However, you should not use it for written work. You should also be aware that AI is not perfect and sometimes hallucinates. I also have a “secret” app that (currently) detects AI work. However, there are uses for AI. You can use it to provide prompts, outlines, or generate ideas sometimes. If you do, indicate that you used that particular AI and cite it as you would any other source. In our class, the assignments are not of the nature that would lend themselves to use of AI in general. Using AI to write something that is supposed to be your own work is considered plagiarism. We may discuss AI in class. I will even show you how I currently use it myself. The policy, for us, is do not use AI expect as a prompting source and make sure you cite it if you do use it. By the way, I use both ChatGPT (free) and Claude 2 (also free).

**Dress Code:** In class I will ask that **all hats be removed for exams**. All material should be closed and stored away from you. Please try and spread out (as much as this is possible.) Do not wear pajamas to class. At least throw on some clean sweatpants (you might call them joggers) and some sandals or tennis shoes rather than frizzy slippers and little kitty bottoms. I may ask you to leave the class if you appear in pajamas or clothing that is not appropriate. Appropriate clothing means you have put some thought into being in a professional environment. Please dress modestly, especially if in doubt.

I also will ask that everyone remove baseball caps while inside our classroom. This is norm in our culture. This includes women. Baseball caps are considered “men’s” hats and everyone who wears them follows the same rules. Trust me, you hair looks much better than you think, even on your hair emergency days.

Treat our time together with some respect.

**Audio Recordings:**  *“Classroom activities may be recorded by a student for the personal, educational use of that student or for all students presently enrolled in the class only, and may not be further copied, distributed, published or otherwise used for any other purpose without the express written consent of Dr. Donald Gregory.  All students are advised that classroom activities may be taped by students for this purpose.”*

I own the copyrights to our class lectures. You may not record me in any way without my permission. You cannot post or upload my image, my work, or my audio delivery without my permission.

**Missed graded assignments:** Out of kindness, Dr. Gregory may allow a student who missed an in-class graded assignment, such as an exam, to use the next similar assignment’s grade for the missed assignment. For example, if a student misses Exam 1, the grade for exam 2 could be used for both exam 1 and exam 2. This is only at his discretion. It will only occur once per semester per student. Do not plan to use this. It is for emergencies and requires Dr. Gregory’s permission. I have the right to deny any request. This is NOT automatic.

You may have a very legitimate excuse for missing an exam. If you speak with Dr. Gregory he **may** allow you to avail yourself of this option. You will not be given a make-up exam.

Do not miss in-class graded assignments. The default is that you receive a zero.

If you have faced a tragedy, like an operation, it is better for you to recoup and then rejoin the class rather than recoup, rejoin the class while simultaneously doing make up reading, quizzes, or exams for all of your classes. This option allows you to physically recover and remain current with the material discussed in our class.

This is the course policy. Do not miss graded assessments.

**Athletes** have a form to complete if they are scheduled to miss a graded assignment. This form is required well in advance of the missed assignment and will have an agreed upon plan in writing. Work for athletics should be rescheduled with Dr. Gregory and completed prior to the scheduled date and time for the assignment in class. If coaches change game or travel days or times that conflict with the arranged accommodations, then the student needs to work that out with the appropriate athletic personnel.

**STUDENT ASSESSMENT**

Grading:

Notecards 5%

Outline 5%

Peer Review 10%

Paper 25%

Mid-Term 25%

Final Exam 30%

I do not believe I “give” grades but that grades reflect a combination of your knowledge of the content and the effort you give your studies. I try to be fair in all aspects of grading and believe in providing you with feedback on areas of excellence and improvement. Never be afraid to speak with me privately for more information regarding my comments on your graded work.

**Paper:**

The paper should follow the guidelines outlined below for formatting purposes. The paper should be around 15 pages in length. This is around 4000 words not including the list of references. You will want many citation sources. Usually at least one per page when you write papers like these. You should cover all of the major primary sources. You must research the individual, their theories, and applications made of their theories. The paper may contain a brief section on the biography of the theorist only if it has direct bearing on their theory. (This is rarely necessary. I would suggest not spending time on this until the very end, if at all.) The bulk of the paper should be a report about the major contributions of this theorist. You may compare and contrast the theorist’s contribution to other theories. You should also include an application section in the paper. Discuss ways in which research has developed utilizing your theorist’s thoughts. (I think the easiest way to do this is to do a search of the person’s name in one of the databases through Galileo.)

You should plan on reading some primary sources for this paper. Do not use second – hand sources exclusively. You might find it helpful to begin by reading the chapter of our text and perhaps another secondary source prior to diving into the primary sources. You may use our textbook but it should be used minimally. The paper should be written in a formal style following ASA guidelines. You should plan ahead to allow time for interlibrary loans to be ordered and arrive. Loan times vary and may last from one week to one month. Our library does have some great resources, as does Galileo. There are also some sources available through the Internet, including some full-text. You should run those by me first though to confirm them.

Make sure you properly cite your work. If the work is someone else’s ideas, cite it. If in doubt, cite it. Please, cite your work properly. Failure on this point can result in failing grades and no one wants that.

The paper serves to address many of the objectives of the course. It will introduce you to in-depth research, doing a literature review, and writing in a formal style. It will also allow you a more entrenched knowledge of one of the theorists.

In class I will discuss the note-cards and outlines that I would like you to use. The due dates for these are listed in the schedule.

**Peer Reviews**: You will have copies of your draft paper reviewed by your peers in the class and you will review the papers of other students. You will be assigned several other students’ papers that you must read, assess, and evaluate. Make sure you provide a thorough critique regarding the structure of the paper, grammar, clarity, wordiness, and most definitely, proper citations. This is part of your grade. You will be graded on your thoroughness in assessing your classmates work. Your final paper will be due after you receive feedback from other students.

**Note Cards:** Yes this is old school. Yes you may never use this method again. You will want to follow the guidelines set forth in class. The notecards should insure you begin working on the research for the paper early in the semester. They, along with the outline, will help you build your paper. I will measure the size of your note card stack. I will look at the number of resources you have. I will examine the layout of the notecard itself to see if it follows my instructions. You will turn in the notecards as part of the outline as well and I should see additional cards. I may also ask you to turn the notecards in at other times. Begin your research early and try and do some each week. **Failure to utilize the notecards and turn them in on due dates may result in a failing grade on the notecards, outline, and paper. I reserve the right to assign an “F” to any paper if the student has not created and used notecards.**

**Surface learning and Deep learning**:

We know there are multiple ways to learn. It may be helpful to think of the two basic types as surface and deep. Surface learning is memorizing words and ideas, for example. Deep learning means you can apply or recognize their application, through words or examples. REVEL serves as surface learning. You can do this with the textbook open right in front of you. On in-class exams, memorization questions also deal with surface learning. However, there are times that you will find multiple choice questions that are applied and these represent deep learning. Our discussions together should be a time for us to focus on deep learning. The scrapbook allows for deep learning. Deep learning takes more effort, can tire you out, but produces lasting results. Realize that I have organized our course around these two learning models and you will experience them both.

**Flexibility**: **Note that I reserve the right to amend this syllabus at my discretion.** If, for example, we go back to online only, I may find it necessary to alter exams or add assignments. I promise I will only do what I think is fair but I must be allowed to adapt to situations we may encounter. I promise I will be very thoughtful in any changes I make and I often make them in consultation with you.

All times are set at EST. If you are traveling, know that the due times are based on EST.

**Work Guidelines:**

Any written work for me must be typed, double spaced, with one-inch margins, using a font size of 10 or 12, include page numbers if over one page, and have a title page with your name, the assignment title, the course title, and date. The title page should be your last page. This way, I do not see anyone’s name until after I have read and graded the assignment. All written work over one page should be stapled in the upper left-hand corner. Presentation does matter for all work. Please use the ASA writing style guide as a reference for citations. Use black ink and white paper. Fonts should be times new roman, arial, verdana, or calibri.

These instructions are used for all written work unless instructed otherwise. You should search for scholarly, peer-reviewed articles and scholarly texts. You will want to focus on issues of operationalization, methodology and statistical approaches, agreement or disagreement among the scholars, and findings.

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**Helpful Information**

**Social Media:**

Sociology allows you to see the world around you in new and often more insightful ways. I have tried sharing these connections with students through flipboard and twitter. But with recent developments at twitter, or are we calling it “X”, I have begun to withdraw from that service. You may follow me on one or both of these. Look for Drdonaldgregory. On flipboard you should subscribe to my Teaching Sociology: Interesting Articles and Helpful Information. Please note that I am not trying to use these two accounts for political purposes but I do post information there that touches on our class topics. You may also find opportunities to earn some extra credit, no kidding. Moving forward, flipboard will probably be the resource most helpful to you.

**Note taking:**

I cannot stress enough how important it is to take effective notes. You may have never been instructed into good note taking. Realize that handwriting notes have proven to be the strongest way to retain information. Note taking is a very active pursuit and can make you tired class after class. When writing your notes, work on organizing them and develop your own shortcuts and abbreviations. Some students of mine find it helpful to draw a vertical line in their notes. In the left column they list “facts” like terms, names, numbers, etc. In the right column they will list any examples that may correspond to the fact. These examples, which could be a story, joke, or observation is usually an application of the fact. Think of the left side as things to memorize and the right the application of those items.

**Contacting me:** Obviously I would love to hear from you. If you approach me before or after class, in the hallway, in the dining room, etc., I will ask you to email me your question or request. An email provides both of us a written record of what is happening. Further, it will allow me to schedule or do what it is you need doing.

**Email:** Always include a subject with your email. This is basic courtesy and gives me some idea of the contents of your email. I also try to NOT read emails in the evening or weekend. Please understand that I might not reply to your email as quickly as you prefer, especially in our social media focused world, but I am working on it. If it has been a few days, kindly follow-up with a second email. For more etiquette for students, look at: https://owl.english.purdue.edu/owl/resource/694/01/

**Office Hours (visiting hours):** I will post office hours on my office door by the end of the first week of class. You may always schedule a meeting time with me. We can also have virtual meetings if you would like to schedule one. These are times that you can just drop in and chat about anything you wish. It can be about our course, other classes, relationships, questions about RU, news, really anything. Note, sometimes students will reserve time slots and sometimes I will not be in the office because of some other obligation. I usually post this on my door as a note as early as possible. Yes, we continue to try and meet in person and use written notes as a means to humanize our relations and your college experience. Also note that I might host office hours at places outside of my office. For example, I used to teach all day in the Gordy center and I hosted office hours in the cafeteria between classes since students from those classes might have 15 minutes prior or after class to meet. I will post on my door (old fashioned but quaint) my visiting times and locations for the semester.

Remember, you can email me and we can schedule a time to meet in person or even through a video conference. Do not feel like you can’t talk to me.

**Advice**:

* Look after yourself and balance your life. Remember you have many dimensions to you including physical, emotional, mental, spiritual, sexual, interpersonal, familial, etc. Attend to yourself entirely, not just a portion of who you are.
* Seek and ask for help if you need it. Guys – this means you too.
* Women – try and not be “nice.”
* Men – try and identify how you are “feeling” and allow yourself to feel it.
* Non-binary – you are probably already doing both of these – pass.
* Take advantage of every opportunity here at RU. Join a club, or three. Go to concerts and lectures.
* Seek out friends from outside your comfortable circle. Athletes, you will spend a ton of time with your teammates. Make friends with students that aren’t on your team. Seriously, a student and I did a study at RU about this and you will have twice as many friends, feel like you fit in, and will be happier. Music majors, same goes for you. Support these friends. Go to a game, concert, or presentation they give. Remember, you are building lifelong social networks so plant those seed now. I am serious here.
* Use the library and librarians. They are a resource.
* Think about using the library as a place to study.
* Don’t believe the lie, distraction free from sound and sight, is the best learning environment. This goes for all of you, including you ADHD people.
* Commuters, you will have to work harder at making friends, but do it. You may also find it helpful to schedule study time on campus. Remember, when you are at home, you are seen as the same child/sibling you always were even though you are now something different as well, college student, which has its own demands. They may want to help but they may not know how or that they are not treating you as the adult you are.
* You are an adult. Act like it. You are not a kid. This is a sense of anomie right now, but realize you are an adult, you just might be new at it. Think of yourself as an adult and see how it changes things.
* Schedule study time into your daily planner.
* Create a planner. What should a week look like. Include class meetings, team practice, study time, down time, cleaning and preparation time. Seriously, this will help.
* Get a calendar and at the beginning of the semester write, in pencil, all your due dates and assignments for all of your classes. Then look and notice that there will probably be a few heavy times of the semester. Reserve extra time the days leading up to that time to prepare.
* Spend your time and energy on worthy people. Ask yourself, Do I want this person in my life in 10 years? Many people may be fun to hang with, these are goodtime buddies. But who are the genuine people with similar morals that you want to cultivate a relationship with. Realize this may be students but also staff, faculty, or coaches. Be purposeful in trying to build those relationships.
* Remember, you **HAVE** started your professional career journey already. What are you doing to nudge it forward in the direction you want?
* Take classes and majors that teach you skills. Some skills may seem obvious such as a computer language, better writing, or a medical procedure. Other skills are “soft” skills like knowing about people or organizations; learning to handle stress or evoke empathy. Skills include learning self-discipline, self-motivation, delayed gratification, or dealing with diverse people, expressions, and ideas. Realize that it is uncomfortable to learn new things but realize that it may be worth it. Seek out those majors, courses, or faculty that add value to your life.
* Go visit your professors. Seriously. You want to improve your grade? Drop into a faculty member’s office hours and ask them a follow-up question about something in the class. Remember, these people have devoted their life to this subject and they want to share it with you. You will look great in their eyes and will earn any rewards if they are in doubt. This is a great principle in general – let other people share themselves with you; don’t do all of the talking. They will like you for it.
* Ask yourself, what is the difference between a facilitator, teacher, and professor? I am a professor. What might that mean?
* My name is DR. Donald Gregory. If you don’t know that a faculty member is a Doctor, call them Professor (last name.) In the relationship you and I have, you may call me Dr.
* I have more, but I will save them for class.

**Teaching Philosophy**:

I believe that in every class the experiences and thoughts of the students are important contributors to the course material. In this course, that is very important. There may be a few chapters in which I will “take a lead” but in the other classes each student needs to have read, thought, contemplated, synthesized, challenged, and reflected on the material and be willing to share that insight with each other to the level they are comfortable. In those classes, I would like to see my role as leader rather than “the expert.” It may be true that I have had more time to read, discuss, contemplate, and examine these issues than you, but no one person has all of the answers. A large part of your college education is in providing opportunities for you to learn to do this more difficult process of taking material and synthesizing it with other material to reach new conclusions or insight. The class will be as successful as you and I wish it to be. Understand that the schedule and the course can be amended if needed to more accurately help us reach our objectives.

**University policies and information**

**ADA Statement**:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability requiring an accommodation, please contact the Academic Support Office (ASO).

Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. Phone is 7707205567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms.

**Credit Hours:**

This is a **3-credit** hour course. The following are **minimum** expectation for 3-credit face-to-face course is: Over 15 weeks, students will spend 150 minutes per week in lectures, class discussions, and examinations (37.5 hours for the semester). Instructional time includes a 3-hour final exam. Out-of-class work includes homework and preparation for exams and quizzes and is estimated at around 300 minutes per week (75 hours for the semester).

**Covid 19 statement for syllabus:**

Reinhardt University’s COVID-19 Policy applies to all students, faculty, staff, administration and guests. The policy is subject to changes based on conditions and guidance from CDC, state and local health experts. Current policies and procedures can be found at: https://www.reinhardt.edu/back-to-campus. If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center studenthealthcenter@reinhardt.edu, 770-720-5542 or www.reinhardt.edu/nurse.

Public Safety

Non-Emergency Phone: 770.720.5789 Emergency Phone: 770.720.5911 publicsafety@reinhardt.edu

Dean of Students deanofstudents@reinhardt.edu, 770-720-5540

Office of the Vice President for Academic Affairs VPAA@reinhardt.edu, 770-720-9102

**Course Goals and Objectives**

Course Learning Objectives:

1. To understand the origins of the discipline of Sociology and how it differs from other social and behavioral sciences. PLO 3, 4, & 5
2. To be familiar with the main themes of sociological theorists. PLO 3, 4, & 5
3. To have a more in-depth knowledge of at least one major sociological theorist. PLO 3, 4, & 5
4. To have a grounding in sociological formal writing. PLO 2
5. To understand the contemporary methods of explaining society and social behavior. We will accomplish this through our readings and class discussions. PLO 3, 4, & 5

**More objectives that relate to growth and our class:**

A) I want you to feel comfortable without your phone in your immediate presence. To achieve this, our classroom policy if for all phones to be put away out of site.

B) I want you to feel strong enough that you do not need continual affirmation (insert smiley face, badge, gold star here.) To achieve this, some of your work will not be immediately graded.

C) I want you to learn self-discipline and delayed gratification. To achieve this, see “B”. I will also not be using the gradebook. You have the grading schedule and I will give you your grade for each assignment. You can compute your current standing in the course.

D) I want you to thrive in face-to-face interactions. To achieve this, our class is in-person and I expect you to participate through your body language and verbally.

E) I want you to realize that cheating and collaboration are very similar but different. To achieve this, everything you produce for this class should be your very own work.

F) I want you to develop strong note taking skills from oral interactions. To achieve this, I expect everyone to take class notes.

Students will demonstrate competency for these goals through course discussion, exercises, and exams.

**Schedule**:

|  |  |  |  |
| --- | --- | --- | --- |
| Sociological Theory | Readings | Due dates | Discussion leader |
|  |  |  |  |
| Tuesday, August 15 | Intro. |  | Dr. Gregory |
| Thursday, August 17 | Marx |  | Dr. Gregory |
| Tuesday, August 22 | Marx |  | Dr. Gregory |
| Thursday, August 24 | Durkheim |  | Dr. Gregory |
| Tuesday, August 29 | Durkheim |  | Dr. Gregory |
| Thursday, August 31 | Weber |  | Dr. Gregory |
| Tuesday, September 5 | Weber |  | Dr. Gregory |
| Thursday, September 7 | Simmel |  | Dr. Gregory |
| Tuesday, September 12 | Simmel |  | Dr. Gregory |
| Thursday, September 14 | Hobbes |  | Dr. Gomez |
| Tuesday, September 19 | Locke |  | Dr. Gomez |
| Thursday, September 21 |  | Exam 1 |  |
| Tuesday, September 26 | 12 | Note Cards | Student |
| Thursday, September 28 | 10 |  | Student |
| Tuesday, October 3 | 11 |  | Student |
| Thursday, October 5 | Fall Break |  |  |
| Tuesday, October 10 | 21 |  | Student |
| Thursday, October 12 | 16 | 3-page full sentence outline & more notecards | Student |
| Tuesday, October 17 | 17 |  | Student |
| Thursday, October 19 | 19 |  | Dr. Gomez |
| Tuesday, October 24 | 15 |  | Student |
| Thursday, October 26 | 14 |  | Student |
| Tuesday, October 31 | 23 |  | Student |
| Thursday, Nvember 2 | 24 | Initial paper (2 copies) due in class | Student |
| Tuesday, November 7 | 7 |  | Student |
| Thursday, November 9 | 20 | Peer reviews due | Student |
| Tuesday, November 14 | 22 |  | Student |
| Thursday, November 16 | 26 | Final paper, reviewed copies, and notecards due | Student |
| Tuesday, November 21 | 28 |  | Student |
| Friday, December 1 | 2:30-5:30 | Final Exam |  |

Prior to exam 1, readings will come from our textbook by Berberoglu and from the Ritzer readings made available as a pdf.

After exam 1, our readings will primarily come from Berberoglu. Students will be assigned various chapters to present. They should come with a handout of each chapter that can be used as a study guide. They will be responsible for leading the discussions.

\*\*\*\* The course syllabus provides a general plan \*\*\*\*

\*\*\*\* for the course; deviations may be necessary. \*\*\*\*

**Program and student learning outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fall, 2023 Dr. Gregory's classes |  |  |  |  |
| Program/ student learning outcomes | SOC 105 Intro | SOC 372  Theory | SOC 320 Race & Ethnic |
| 1) Students will demonstrate knowledge of professional ethics. |  |  |  |
| 2) Students will demonstrate competencies by producing written work indicating knowledge of scientific and professional writing. |  | M,A | R |
| 3) Students will demonstrate the ability to explain and analyze diversity. | I | M,A | M |
| 4) Students will demonstrate competency of social psychology and social organizations. | I | M,A | R |
| 5) Students will demonstrate the ability to explain and analyze deviance, social problems, and social control. | I | M,A | R |
| 6) Students will demonstrate the ability to work with others collaboratively and in leadership roles. |  |  |  |
| 7) Students will be engaged in the community and apply their knowledge to the social setting. |  |  | R |
| (I = Introduce; R= Reinforce; M = Mastery; and A = Assessment Opportunity) |  |  |  |  |

**Do you need help?**

If you find yourself in need of help, we are here for you. There is a counselor on campus. If you find yourself with difficulties with paying for housing or food, please see the Dean of Students. If you would like, you can always share any concerns you have with me and I will help get you to the resources you need.