This syllabus belongs to:

**Dr. Donald Gregory - Fall, 2023**

Tuesday & Thursday 9:30 in Dobbs 122

Friday 1-3:30 in Lawson 110

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# Outline:

1. Course Material
2. Course Policies
3. Student Assessment
4. Helpful Information
5. University Policy and Information
6. Course Goals and Objectives
7. Schedule
8. Program and Student Learning Outcomes

1. **COURSE MATERIAL**

**Required Text:**

 Henslin, James M. 2018. *REVEL for Sociology a Down-To-Earth Approach – Combo Access Card.* Pearson Publishing. ISBN: 9780135193471

**Textbook and Interactive websites:**

Textbooks seem to cost a great deal – so let’s be frugal and utilize fully what we have paid for. The bundle I ordered through the bookstore are available through ecampusbookstore. You must have a REVEL code for this course. The online textbook has additional learning aids and an audio recording of each chapter which some students like to listen to a few times. Utilize these resources. Be careful of ordering from another source. Sometimes students purchase a textbook that does NOT include REVEL and find that they have to purchase the material again. You may also be able to buy this directly from Pearson. See below about starting a free 14-day trial.

**REVEL (each section has a unique site.)**

This course uses a Pearson digital product which contains important assignments and resources used throughout the semester. Generally, as you read the text and turn pages, every three or more pages, you will be given a short quiz over the material you just read. This continues through the remainder of the chapter. At the end of the chapter, you will be given a longer quiz that covers all the material from the chapter you have just read.

You may be able to begin using REVEL with a free 14-day account. YOU MUST PURCHASE REVEL. This provides you with the textbook electronically as well as additional study aids. If you start a 14-day trial and later purchase access, make sure you add the purchase to your free account or else you will appear twice and only one set of grades will be utilized.

There are due dates for each chapter that is required. Except for the first week, these readings and quizzes are due prior to us discussing the material in class. This way, you have already interacted with the concepts prior to our discussions in class. The text serves as the surface learning and our class time is the deep learning.

Make sure you sign up for your particular section and not that of another class. If you go to our class on canvas, there will be a link from there to the correct place. This is probably the easiest way to get to Pearson and REVEL.

**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.)

1. **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.

1. **STUDENT ASSESSMENT**

**Grading:** Your final grade will reflect your work on:

Exams 1- 3 (10% each) 30%

Final Exam (Exam 4) 20%

Sociology Scrapbook 23%

1. First 5 pictures 5%
2. Second 5 pictures 5%
3. Social Media 5%
4. Data/table/graphs 5%
5. Reflection 3%

Identities exercise 3%

Faculty door exercise 4%

REVEL quizzes 20%

 My view on grades is that I don’t “give” grades but that they reflect your finished product, not necessarily the time you invested. Grades are earned. I reserve the right to amend the grading schedule with warning to the class. In particular, poor class attendance may be reflected in grading.

I do not use the gradebook feature through eagleweb or canvas. You will receive each of your grades for each assignment and you have the weight of each assignment listed above. I have tried to hide the gradebook from your view. I hope it is not there but if it is, whatever you may see there probably does NOT reflect your course standing. READ WHAT I JUST WROTE. THE GRADES IN REVEL OR EAGLEWEB ARE NOT CORRECT. YOU HAVE EVERY GRADE YOU EARNED EITHER THROUGH THE SOFTWARE OR ON PAPER I HAD BACK TO YOU. YOU MUST USE THE PERCENTAGES ABOVE TO COMPUTE YOUR CURRENT STANDING. Use the scale above and your returned scores. You will have all of the grades I do so you can see your progress.

The REVEL quizzes need to be done throughout the semester. They are due on the date posted. Please do not lose these points needlessly.

Note that I am showing what each portion of the scrapbook is worth. There will be different due dates for different sections. I am spreading these assignments out to help you. Make sure you check the schedule for due dates.

The schedule in this syllabus is the correct schedule. If any changes are made, I will announce them in class and through canvas. My policy is to NOT accept late work.

To calculate your grades multiply each assignment’s number or percentage correct by the percent it represents for your final grade and then add all of those. If you do not understand how to do this, google it or ask an ai.

It seems to come as a surprise to many students that grades are so arbitrary. I am tasked with not only teaching and engaging with you but also assessing how much of the material you have learned given the course objectives, student learning outcomes, and course norms. Then I am asked at the end of the semester to assign you a letter grade that somehow shows your work with excellent, good, satisfactory, poor, and fail. As such, it is my judgment here. The assignments and exams throughout a semester are really tools to help enlighten me and you of your progress. However, the illusion of objectivity and standardization permeates education. This leaves us with our modern default of giving points for a variety of assignments and then tallying them at the end. I don’t like it. I would love to have the ability at the end of a semester to assign each of you to the grade I think you actually ended with. However, we are constrained. As you run your course-wide total, we will utilize the following scale at the end of the semester to compute your corresponding letter grade.

Final Grades follow the following scale:

A 85+

B 78+

C 68+

D 58+

**I reserve the right to alter the final grading scale at the end of the term but only in your favor. I may feel like the breaking point for certain letter grades are at lower levels.**

The REVEL quizzes are completed on your own, at your pace, and you can use your textbook. The other assignments are all done outside of class. Only 50% of your course grade is comprised of in-class examination.

CAUTION: remember the weight of various items. The final exam alone carries 20% of your final grade. Much of the scrapbook is due near the end of the term. You may start out strong and then lose a great deal of points so your grade at a particular time during the term is not always indicative of where you will end.

Midterm grades are usually reflective of where you are at that point. Use them only as a barometer. As stated above, we will have less than 50% of the final grade completed by then so it will give you an idea of the path you are currently on, not a definitive answer to where you will end up. Midterm grades are mostly used to help alert you to problems and as such, are more of an educated estimate.

**Exams:**

 Exams will be largely, although not exclusively, objective - testing vocabulary, reading, and lecturing material among others. Exams nearly always cover terms. Be sure you know any new or important terms and people. The Final Exam will have a section covering new material and then a comprehensive section.

 I would encourage you to write your own exam questions. This is a good way for you to anticipate what sort of information will be on an exam. You may turn in your exam questions to me the class prior to an exam. I often use student questions. I would encourage you to get with others in the class to create and share these questions. Hey, who wouldn't like to know part of the exam prior to taking it? Just a word of caution, there is no guarantee that I will use your questions, and I most certainly won't if they aren't typed.

 Exams will cover material from class lectures, presentations, and discussion; chapter text readings; and additional material available through the interactive eBook such as articles, video links, audio links, etc.

**REVEL Quizzes**:

 Readings should be completed prior to our discussions in class. You will notice on the syllabus that, except for the first week, your REVEL assignments are due by the beginning of class on the day we are scheduled to begin speaking about the chapter content. Each chapter will become available a minimum of two weeks prior to when we are scheduled to discuss them in class. This provides you the opportunity to work ahead if you foresee a particularly difficulty week or travel.

 When you purchase your text, you will receive a “card” if it is from our bookstore or perhaps only a code, especially if it is from the publisher. You then register and add your code and you have access. See below about starting with a free trail so you do not fall behind. Remember your log in credentials. I have no control over the REVEL software or learning environment.

 For each chapter there will be small reading quizzes as you go through the chapter and at the end of each chapter a chapter quiz. On the smaller quizzes (that appear every few pages) you will have one attempt after an incorrect answer, but the second correct answer will receive one point rather than three. The chapter-wide quiz at the end of each chapter will only allow you one attempt per question but the book can be right in front of you. These questions are worth 5 points each.

 You should follow the honor code when completing your REVEL assignments. **This means that you should not ask or get help from someone else when answering your quizzes.**

 Please plan accordingly. Each set of exercises and/ or quizzes need to be completed by the due date and time – no exceptions.

 In computing your final grade, the percentage of points you earn out of the total possible will reflect 20% of your grade. In other words, some chapters may be longer and have a few more points in them than others. Your 20% final grade contribution reflects the total percentage of possible points you earned from throughout the semester. These should be relatively easy points for you (I hope.) Work these readings and quizzes into your weekly academic routine.

**Sociology Scrapbook:**

 Let’s apply information from our course to the world around you. We are going to do a few exercises that will help you develop skills and deal with information. The point of all of these assignments are for you to realize that you have new tools to help you in the rest of your life regardless of career or circumstances.

 A. You will complete two different photograph assignments. The first assignment is due prior to mid-term and the second assignment prior to the final exam.

 For each assignment, you will be given a set of concepts that we have learned and discussed in class. You will need to use your phone to take a picture of your world that illustrates or demonstrates that concept. You will then explain what the concept is and how your pic illustrates it. In the old days, students would place the term at the top of a page, then the pic, and then write a paragraph or two and then move on to the next page and concept. We will be submitting them electronically, but you will basically do the same thing in your document.

 ALL PICTURES must be taken this semester. Ideally, you will be taking the pic. You can be in the pic but I must be able to tell that it is from this semester. The only exception to this rule is using a family photo for one of the concepts. Otherwise, take the pics yourself. Also, be careful of doing this with a friend. If you do, frame the shots differently enough that there is no question you are taking it. Or better yet, each of you can appear in the shot separately. One of you pose and take the photo and then the other. Do NOT use pics from someone else and do NOT get images off of the internet. Seriously, many of us are snapping pics all the time. Just do that but with the concepts of the class in mind.

 You then must write a short explanation (around 2 paragraphs) of the photo in sociological terms. How does it represent what you say? How is it constructed? **The key is to use sociological terms**. This should be different from how a non-sociologist might describe the photograph.

 You only need one photo per theme, but you must have different themes or concepts. You can include more than one pic per concept but you must do the minimum number of concepts for each assignment. Also, if you do deviance, do not post any pics of illegal activity or nudity – please.

 B. You will also use social media. I’ll be honest, this one is new for our assignment. You will need to “get” the required minimum number of social media posts and explain how they are illustrating or dealing with sociological concepts. Similarly to the pics, you will need to capture the media post and then discuss it. This will be submitted electronically. This is a rapidly evolving area so the list of appropriate apps will be changing but these include youtube, Instagram, twitter, tiktok, flipboard, and facebook. More information will be provided in class and/or on canvas.

 C. It is vitally important that you are comfortable with numbers and the basics of statistical analysis. We will touch on this in this course. For this portion of your scrapbook, you will need to locate your own tables or graphs, share them, and then discuss them. The information must be related to sociology. The easiest way to do this is to get a table from the census, for example, choose two different numbers and write about each. Write a complete sentence for each. I am looking at whether the information is related to our course (you will find this rather easy to achieve) and then at least two different sentences that accurately describe two different data points. You will find and describe five different tables or graphs. More information will be provided in class and/or on canvas.

 D. Course reflection. This one is easy. At the very end of the semester, I want you to write a three-page reflection about our course. What did you learn that was most meaningful, most surprising, or that challenged you the most? Has your perspective on any part of the world or your life changed? What would you like to tell me? When grading this, I will be looking that you are actually doing a reflection including touchpoints from our class. I will also look at the length and writing style also. As long as you do this correctly, you will be in good shape for this. Just be honest.

**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.

1. **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.

**Studying for Exams**:

 I provide a few pointers above when I wrote about our exams, but here are a few more. Our questions will usually focus on one of two types – a memorization or application type. I suggest you begin with memorizing the important terms and so forth. Then you should be able to apply that term to a real situation or if give a situation, differentiate among possible answers the correct application. The application questions can be a little more difficult. You know there are going to be some on the exams so you should study for them ahead of time.

 My expectations and yours might not jive when it comes to the work effort for exams. REVEL will help you keep abreast of the reading. If you are taking great notes, you will have information organized and the class discussions covered. You still must KNOW all of it. When I create an exam, I try to have the exam fairly represent the breadth of what we studied. If we spend three classes on one concept and one day on another, I try and reflect that weighting in the exam. This also means that you will have some question that covers everything. Realize that I cannot cover everything in the text in our class, so make sure you study the text. You should know the assigned material even if I do not speak about it in class. I will tell you, I try to be really fair in every aspect of our class.

**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.
1. **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

1. **Course Goals and Objectives**

1. To develop a sociological perspective on social behavior that is based on the scientific principle rather than on common sense.

2. To gain insight into the social behavior of people in other cultures and adopt a position of cultural relativism.

3. To understand the process of socialization and how we become social (human) beings.

4. To become aware of the different ways in which people act, feel, think, and define their situations based on such social characteristics as their sex, social class, age, ethnic group, geographical region, or nationality. The major **social forces.**

5. To identify fundamental patterns of conflict that is present in social life on the interpersonal level and among groups and nations.

6. To begin to understand some of the underlying causes of what we call social problems and to see how sociological data enter into policy decisions.

7. To become a more informed consumer of social science data.

8. To introduce students to the academic discipline of sociology through lecture, discussion, debate.

9. To introduce students to the theoretical perspectives that guide and influence sociological thought, the social construction of society, and the sociological imagination.

10. To introduce students to critical thinking about cultural by-products including inequality in the U.S. and throughout the world, using sociological research and perspective; social problems with regard to these foundations will be used to deconstruct them and to discuss the social development of human rights.

11. To help students develop an understanding of the sociological approach to issues affecting social life and the individual, to understand the connection between the biographical and the historical; to understand the affects of social institutions on individual free will and expression.

12. To introduce the student to the broad spectrum of issues addressed by sociologist and to deconstruct these issues, and discuss alternative approaches using theory and critical analysis.

13. To facilitate and provide practice in developing the scholarly ability ofcritical thinking and to convey that thought into written and verbal analysis.

14. Students will be introduced to college classroom customs. Students will practice self-responsibility, vital for success in both higher education and the workforce.

15. Students will increase their grasp of civility useful to college, workplace, and wider society.

16. Students will understand what constitutes science and the strength and extent to truth claims of science.

17. Students are introduced to social science, how it differs from opinion, and how we can use the scientific method to learn more about society.

18. Students will learn basic vocabulary, the three major theoretical perspectives, concepts and long standing theories, as well as be introduced to various current topics within Sociology.

19. Students will increase their ability to reason analytically and critically about societal issues.

**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. Readings, class activities, Year of Understanding events, REVEL assignments, and class discussions are means through which students can engage to meet these competencies. Students: realize that I have designed the course to meet these objectives, and some other, largely non-cognitive objectives. Each reading, exam, or assignment is a means by which I am assessing your progress in reaching these objectives.

1. **Schedule**

\*\*\*NOTE: The schedule, grading system, and attendance policy are subject to change.\*\*\*

\*\*\*I reserve the right to make alterations or include addendums to the course as deemed necessary by me.\*\*\*

Readings are due on the first day for which they are scheduled. Please have the material read PRIOR to our class time.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Readings | REVEL | Projects  | Exam |
|  |   |  |   |   |
| Tuesday, August 15 | Intro and Syllabus |  |   |   |
| Thursday, August 17 | Ch. 3 |   |   |   |
| Tuesday, August 22 |   | Ch. 3 |   |   |
| Thursday, August 24 | Ch. 2 |   |   |   |
| Tuesday, August 29 | Emerging Culture | Ch. 2 |   |   |
| Thursday, August 31 |   | Ch. 4 | Roles & Identities |   |
| Tuesday, September 5 | Ch. 4 |  |   |   |
| Thursday, September 7 |   |   |   | Exam 1 |
| Tuesday, September 12 |   | Ch. 5 |   |   |
| Thursday, September 14 | Ch.5 |   | Faculty Doors |   |
| Tuesday, September 19 |   | Ch. 6 |   |   |
| Thursday, September 21 | Ch. 6 |   |   |   |
| Tuesday, September 26 |   | Ch. 7 |   |   |
| Thursday, September 28 | Ch. 7 |   | Scrapbook 1 - Pics |   |
| Tuesday, October 3 |   |  |   | Exam 2 |
| Thursday, October 5 | Fall Break |   |   |   |
| Tuesday, October 10 |   | Ch. 8 |   |   |
| Thursday, October 12 | Ch. 8 |   |   |   |
| Tuesday, October 17 |   | Ch. 9 |   |   |
| Thursday, October 19 | Meet via teams\* |   |  Meet via teams\* |   |
| Tuesday, October 24 |   | Ch. 10 |   |   |
| Thursday, October 26 | Ch. 10 |   |   |   |
| Tuesday, October 31 |   |  |   | Exam 3 |
| Thursday, Nvember 2 |   | Ch. 11 |   |   |
| Tuesday, November 7 | Ch. 11 |  |   |   |
| Thursday, November 9 |   | Ch. 12 |   |   |
| Tuesday, November 14 | Ch. 12 |  |   |   |
| Thursday, November 16 |   | Ch. 13 | All Remaining Scrapbook Assignments |   |
| Tuesday, November 21 | Ch. 13 |  |   |   |
| Monday, November 27 | 11:15 - 2:15 |   |   | Final Exam |

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| --- | --- | --- | --- | --- |
|  | Readings | REVEL | Projects  | Exam |
|  |   |   |   |   |
| Friday, August 11 | Ch. 3 |   |   |   |
| Friday, August 18 | Ch. 2 & Emerging Culture | Ch. 3 | Roles & Identities |   |
| Friday, August 25 |   | Ch. 2& 4 |   |   |
| Friday, September 8 |   | Ch. 5 |   | Exam 1 |
| Friday, September 15 |   | Ch. 6 | Faculty Doors |   |
| Friday, September 22 |   | Ch. 7 |   |   |
| Friday, September 29 |   |   | Scrapbook 1 - pics | Exam 2 |
| Friday, October 6 |  Fall Break |   |   |   |
| Friday, October 13 |   | Ch. 8 |   |   |
| Friday, October 20 |  Meet via Teams\* | Ch. 9 | Meet via Teams\* |   |
| Friday, October 27 |   | Ch. 10 |   |   |
| Friday, November 3 |  | Ch. 11 |  | Exam 3 |
| Friday, November 10 |   | Ch. 12 |   |  |
| Friday, November 17 |   | Ch. 13 | ALL remaining Scrapbook assignments |   |
| Friday, December 1 | 11:15-2:15 Final Exam |   |   |   |

\*\*\*NOTE: The schedule, grading system, and attendance policy are subject to change.\*\*\*

\*\*\*I reserve the right to make alterations or include addendums to the course as deemed necessary by me.\*\*\*

1. **Program and student learning outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fall, 2023 Dr. Gregory's classes |  |  |  |  |
| Program/ student learning outcomes | SOC 105 Intro | SOC 372Theory | 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.