Course Description, Purpose & Outcomes
The purpose of this course is to acquaint you, undergraduate student with a variety of modern social problems, which may include social inequality, violence, educational issues, crime & imprisonment, prostitution, economic inequality & poverty, racial inequality, gender discrimination, illness and the medical care system. Many of the issues are intensely personal. All are significant and are vital to our present and future. The goal is to become increasingly aware of the social forces that shape our lives; gaining insight into how our social environments penetrate our thinking and views of the world.

Additionally, the course serves an introduction to sociological principles, practices, and concepts to acquaint the undergraduate student with the basic concepts used by sociologists. Most importantly, you will learn how to apply those theories and hopefully look at your own life through a different lens.

The overall objective of this course is for you to understand the "relationship between your individual experiences and the forces in the larger society that shapes our actions..." that is, the Sociological Imagination. Upon completion of this course you should be able to:

- Identify and explain basic sociological theories
- Demonstrate the ability to draw sociological inferences from observations (the Sociological Imagination)
- Demonstrate the ability to critically analyze social issues and problems
- Develop an informed appreciation for diversity
- Develop the ability to critically analyze social issues
Required Textbook

Students should have their textbook on the first day of class. Not having your textbook is not an acceptable excuse for incomplete work.

Course Format
This course will incorporate traditional methods of instruction (i.e. lectures, content and background knowledge given by the instructor). This system is more passive in nature requiring you to retain as much information as possible. So that your learning becomes more active and engaging, I will integrate multiple “flipped” classroom activities or experiential learning. Additionally, I incorporate team-based learning (TBL) which is more of an active learning approach through various projects. On the non-traditional instruction days it will be necessary that you come prepared by either having read and/or watched material in advance of entering the classroom. With this method you are responsible for learning concepts you will be putting into practice, reinforcing your learning. Some class meetings will be used for assessment where you will either, take a quiz, write an essay or participate in some manner that will “test” your knowledge of the material. I trust this interspersed approach will give you greater enjoyment from the class and direct more application of sociology into your everyday life.

Course Abilities
You must be able to read on a college level as well as effectively communicate, in writing and orally. Additionally, you should possess the ability to think critically.

You should be able to write coherently in all written communications related to this course; inclusive of email messages, course assignments, examinations, etc. Your writing should always include editing of work paying particular attention to correct grammar, using spell check, using complete sentences and writing logically. Lack of command of the aforementioned will be reflected in the final grade.

Grades and Course Requirements
I ask that you become engaged in the learning experience by completing reading and various writing assignments. The more engaged you are with the materials, the greater the opportunity for a successful course grade.

Your grade is constructed from a variety of efforts on your part. You will be graded on the following criteria: There may be quizzes covering the readings, lecture materials, weekly assignments, videos and/or in-class activities. Your points may accumulate from quizzes, activities, TBL work, presentations and/or assignments. Letter grades are determined by dividing your total points by the total points possible to determine a percentage, with letter grades based on the following:
A: 100%-90% = Superior work
B: 89%-80% = Meritorious work
C: 79%-70% = Work without marked merit or defect
D: 69%-60% = Unsatisfactory work
F: < 59% = Fail

I do not grade on a curve.

You are expected to track assignment scores and course grades. Please contact me within one week of receiving a graded assignment, in writing, if you suspect an error. Failure to adhere to the one-week time period will result in a loss of opportunity to appeal. You will need to present the original, graded document in order for a grade correction to occur. I am willing to discuss any questions regarding graded assignments or your course grade. In order to maintain privacy, I do not give out grades over the phone or via email.

Department of Sociology, Anthropology, and Crime and Delinquency Studies “C” Policy: Students majoring or minoring in sociology or Crime and Delinquency Studies MUST have a minimum grade of "C" in this course to satisfy his/her degree plans with the Department of Sociology Anthropology, and Crime and Delinquency Studies.

Mid-semester Academic Assistance Check-in
I want my students to be successful not only in this class but in life. In order to accomplish this, some may need help in assessing problem areas (i.e., study habits, note-taking skills, active reading) therefore, I would like to meet with any student who is not maintaining a C average or above in this course. If you fall to a 75% please make an appointment to meet with me immediately to see if we can identify the areas of difficulty and how to improve them. We will work on strategies for success! Please bring your notes and book with you to the conference.

Academic Integrity
All forms of academic dishonesty are prohibited including: plagiarism, the intentional use of the ideas or words of another as one's own in a paper or other academic assignment (includes printed and electronic sources); sharing of work or ideas with another student; cheating during examinations, whether by copying from a fellow student or by using information in the form of unauthorized aids brought to the examination; and/or the submission of work for any assignment that has been prepared by another student.

° If cheating on an in-class examination is observed, that exam will be surrendered and an “F” will be assigned for the grade.
° Plagiarizing on all take-home work will receive an automatic “F” for the assignment.

When completing an assignment, proper documentation is a must; most papers will require a Reference page (bibliography) listing only those sources which are
directly cited. Parenthetical (in-text) citations are required as opposed to footnotes. You must give such credit each time you use a fact, theory or opinion which you have found in your reading. Whether it is a word-for-word quote or merely paraphrasing the author, citations are required listing the author's last name, the date of publication (and the page number for direct quotes). I strongly encourage you to take advantage of our Writing Center for further assistance.

Example of a citation - One sociologist (Johnson 1950:55) believes that sex role behavior is largely determined by a person's genetic makeup.

Example of a quotation - In the words of one sociologist, "a person's genetic makeup is the main determinant of his or her sex role behavior" (Johnson 1950:55).

Example of a citation - Sociologist George Johnson (1950:55) believes that sex role behavior is largely determined by a person's genetic makeup.


To master the fine points of how to document papers for this course, you are required to utilize the ASA (American Sociological Association) style of formatting for citations and referencing of sources (http://owl.english.purdue.edu/owl/resource/583/2/). Not utilizing ASA when in-text citations and references are needed will result in a 10% reduction of grade. Please the ASA handout with multiple examples.

Your grade will be in part on the care with which you document and reference sources and the ASA formatting style in which you master. The assumption is that if you use another’s data, writing or ideas, you must give them credit and if not, then it is considered plagiarism even if you change a few words or totally reword the thought.

If a student takes a major idea/thought already in print, submitting it as a representation of their own work this will be deemed as academic dishonesty as it is plagiarism. The paper will receive an automatic “F” for the assignment. Second offences will result in an “F” for the course.

FERPA
The Federal Education Rights and Privacy Act (FERPA) protects all student records. Under the law, I cannot, and will not, release your student ID, grades, attendance or other personal information to anyone but you. In order to maintain privacy, I do not give out grades over the phone or via email.

Withdrawing From a Course
You are responsible for officially withdrawing from classes you do not plan to complete. If you stop attending a class but remain on the roster, you will receive an "F" for the course. Students withdrawing from a course may do so on or
before the “Last day to withdraw from a class and receive automatic ‘W’” as reflected on the Academic Calendar (http://www.emporia.edu/regist/calendar/). Following this date, neither you nor I may authorize a withdrawal.

**Disclaimers**
In this course, you may be required to view materials (readings, videos, etc.) that some students may consider to contain offensive content. The ideas expressed in any given situation do not necessarily reflect the views of myself or ESU. Course materials are selected for sociological relevance, or as examples of theories and/or sociological perspectives; they are meant to be examined in the context of intellectual inquiry of the sort encountered in any university level course.

I reserve the right to change any items contained in this syllabus. This is inclusive of but not limited to: course content, scheduled dates, point values of assignments, etc.

**Quizzes and Examinations**
Quizzes may happen on occasions to test your engagement with the required reading materials. Since the course format is one of experiential learning it is necessary for you to come to class prepared to apply what you have gleaned from readings, assignments and/or videos.

**Participation**
Class participation is mandatory. Studies indicate that students who participate in class learn! When there is an environment where students freely converse, sharing ideas, thoughts and knowledge it cannot help but foster a better understanding of course material. Being actively engaged in your learning process exhibits what it means to be a mature learner and thinker.

Participation related to course material is defined as:

- Speaking up in class (verbally), by asking meaningful questions, answering meaningful questions, adding to class discussion, etc. At the end of every class meeting I will provide a participation sheet that must be signed at that time in order to receive credit. If you participated verbally, kindly sign the participation sheet at the end of class so that I have an accurate record. **Note:** taking part in a graded participation activity does not count as “speaking up” in class because you will already be getting credit for it.

- Asking meaningful and thought-provoking questions in writing (on a 3”x5” notecard) either immediately prior to class or immediately after. Ensure to add your name to the card for credit.

- Meaningful and significant participation does not include echoing with a statement such “I agree” or “Way to go” or “Yeah, that’s my thought”.

No points will be awarded for participation however; points will be deducted if you are not actively and meaningfully engaged in class meetings. This course will meet approximately 28 times during the semester for a total of 2,200+ minutes.
This should be adequate time to participate in a significant way for a required minimum of ten opportunities for participation per student.

**Student Responsibilities**
You may enter the classroom at any time prior to class or up to five minutes after the official start of the class time. If you have an obligation prohibiting you from making the five-minute grace period, it is advisable that you enroll in a different section that best fits your schedule. Any in-class activities missed from the beginning of class cannot be repeated. Please remain in the classroom, fully participating (pen in hand taking notes, **NOT** packing up before the session is completed) until class is dismissed.

Please feel free to discuss unique circumstances with me within the first few class periods during my office hours.

You have the right to respectfully disagree with an idea, concept or opinion that is written or expressed by me or other learners. Our classroom is a place in which I want to encourage academic freedom to discuss differences with respect, tolerance, collegiality and active listening.

When another student or myself is speaking, it is a professional discourtesy to use this time to prepare for another class, text or to carry on a secondary conversation elsewhere. I request that you provide the same courtesy to listen attentively when another person is speaking that you would expect to receive. I ask that you also provide this same professional courtesy during videos, group discussion and/or a guest speaker. If respect is not shown, that student will be asked to leave the class.

I reserve the right to ask any student who is disrupting the class through noise, conversation or other unprofessional behaviors to leave the classroom. Failure to comply with this request will result in the campus safety personnel intervening.

If I have not arrived for class by fifteen minutes after the regularly scheduled start of the class and if no further verbal notice is given on my behalf by college personnel, students may consider the class cancelled.

Students should refer to the *Student Code of Conduct*. All ESU rules addressed in the code apply in this classroom.


**Assignments/Late Work Policy**
Students are expected to turn in all assignments completed outside of class in typed format. Handwritten assignments will not be accepted. Assignments **must** follow all of the following guidelines or receive a 10% reduction in points for incorrect layout and/or 10% reduction in points for incorrect parenthetical citation/references in accordance with the ASA format: (a) instructor’s name in the upper left hand corner, (b) student name in the upper right hand corner, (c)
space down two lines, centered, the name of the assignment, (d) text is double spaced, (e) 1 inch margins, top, bottom and sides, (f) 12 point Times-Roman font, (g) stapled in the upper left hand corner, (h) assignment printed in black ink, on white paper, and (i) utilize the ASA of formatting for citations (http://owl.english.purdue.edu/owl/resource/583/2/).

Please see the ASA handout with multiple examples. Not utilizing ASA when in-text citations and references are required will result in an additional 10% reduction of grade. Do NOT use coversheets, folders or binders. A template for an example of assignment/page layout can obtained from me by sending a request via email. I strongly encourage the requests.

Assignments are due at the beginning of the class period. If you plan to be absent the assignment is due prior to the due date. If you are ill on the date an assignment is due please make provisions to submit the assignment on time to the department office. No late work will be accepted, nor will I accept electronic submissions. Technology is not an excuse for late or incomplete work.

Assignments completed in class are required to be on white, ruled, 8 ½ x 11, standard-sized paper (ragged edges must be removed), using either standard blue or black ink. Assignments will not be accepted if not using the required paper, removing the ragged edges or correct ink color.

I will not chat about graded exams or assignments on the day they are returned. You must wait one class period to see me during office hours regarding concerns.

**Technology Statement**
Technology failures are never an acceptable excuse for late or missing work. Computers are unpredictable, and crashes may result in the loss of work. Printers get jammed, run out of ink and paper, hard drives fail and networks go down. These are all the same realities that professionals in field deal with, and just as it is not an excuse for late work in a professional environment, it is not an excuse for late work in the academic environment. Plan accordingly, make multiple back-ups of assignments, and complete your work in time to allow for unexpected technical problems.

The “technology excuse” is a clear example of academic dishonesty (when a student lies about such technological disasters whereby attempting to receive extra time to complete an assignment). The bottom line, students need to protect themselves by managing their time effectively and backing up work. ESU has multiple locations on campus with computer access open for your use.

You are responsible for checking your ESU email and Canvas messages everyday. I may use this mode for announcements, supplemental reading materials, etc.

**Extra Credit**
Opportunities for extra credit may be given during the semester however students need to focus on the baseline components of the course not counting on
it as a supplement. Therefore, you must have completed (and received a grade) for all required course assignments, as extra credit is not intended as a replacement for non-completed assignments. Please do not ask for extra credit as many factors go into determining whether I give a chance for it or not. I am somewhat of the belief that extra credit only dilutes the hard work of those students who have studied to receive high marks. It is not just to 'reward' unmotivated students who may depend on extra credit opportunities.

Electronic Devices
I prohibit all electronic devices (i.e. laptops, iPads, cell phones, tape recorders, etc.) in the classroom as they can be disruptive. As a member of the learning community, we all have a responsibility to others who are members of the community. All such devices must be turned off or put in a silent mode and should not be taken out during class for communication modes such as CALLS, EMAILING, SOCIAL MEDIA and TEXTING.

If due to family situations you need an occasional exception to this policy due to special circumstances please discussed this prior to class privately with me during office hours. No devices will be allowed out during quizzes and examinations, as your test can be taken from you and you will receive a zero for that quiz/exam with no chance to make it up.

Attendance and Absences
Most importantly, I do not differentiate between excused and unexcused absences. Actually, I will not be taking roll in this course. An absence is an absence. You need to arrive punctually, staying for the entire duration of each class and not begin packing up to leave until the class is dismissed.

You are expected to attend each class and are responsible for reading in advance, the assigned chapters in the texts. You are responsible for all material in assigned readings, even if that material is not covered in class lecture.

If you miss class, regardless of the reason, you are responsible for obtaining lecture notes or other changes in class that day from a colleague. Please do not e-mail me asking what was missed in class as I tend to not answer these queries.

Record Contact Information from 2 classmates:

Name:__________________________ Name:__________________________
Email:__________________________ Email:__________________________
Num:__________________________ Num:__________________________

There will be various assignments, videos and in-class activities throughout the entire course. These activities cannot be made up.
If it is necessary for you to be away from class due to a university-sponsored activity, it is your responsibility to see me during office hours prior to the absence.

**Inclement Weather/Closings**
Ensure you are signed up for **RAVE Alert**, the university’s emergency text-messaging service which helps students stay informed about campus emergencies and other time-sensitive matters such as inclement weather closings.  [http://www.emporia.edu/alerts/](http://www.emporia.edu/alerts/)

In case of closing/delays due to weather, it is the student’s responsibility to check ESU email for any assignments that may be added due to classes being dismissed during the regularly scheduled semester. If weather forces cancellations/delays during the final examination period, it is the student’s responsibility to obtain rescheduling information.

**PowerPoint Lectures**
Lectures may include a PowerPoint presentation as an outline of the lecture. I do not provide copies of the presentation for the fact that the very act of your viewing, listening and writing the lecture notes will assist in imprinting the material in your brain.

If you find that you are not certain of how to take effective notes (active reading and note taking in advance of lecture), please contact me for assistance.

**Contacting Me**
My email policy for the course is designed to establish expectations for email communication. I receive hundreds of emails each week from various sources, and this email policy is designed to ensure that any communication we have through email is efficient and useful for all parties involved. Please read this policy carefully as I tend to not respond to emails that do not adhere to this policy:

**Email hours:** I check my email regularly during “business hours” (8:00am-4:00pm) Monday through Friday. In general kindly expect a reply from me within one business day, though this may be longer during especially busy times of the semester. You should not always expect email responses from me over the weekend however, I at times do check and may reply. Occasionally I send out reminders, modifications, handouts or other pertinent class information via email. I expect that you will regularly check your university/Canvas messages during the same weekday hours.

**Email formatting:** Kindly be professional in the emails you send to your professors; they should have the following formatting:

*Subject line:* Put your full name and course # in the subject line of your emails to me, followed by a meaningful subject descriptor. E.g.

*Subj:* Jennifer Simon Soc101B: Question about Task #3
**Salutation:** Emails should begin with a formal salutation that includes my name (e.g. Dear Mrs. Taylor or Hello Professor Taylor)

**Tone & Topic:** You should treat an email as a formal business letter. Complete sentences, correct punctuation, and a formal tone should be used. Please be sure to check your syllabus, classmates and on Canvas for any administrative questions (due dates, reading changes, assignments for missed class, my office hours, exam dates, etc.) before emailing me.

**Signatures:** Please sign your email with your first and last name, your class, and your class time. This is especially important and is the most frequent item students forget to include.

Please send correspondence using the ESU email or Canvas system. **Hint:** I generally ignore messages requesting information that is already provided in the syllabus.

All students are issued an ESU e-mail address and are required to use this address. It is a recommended practice that you check this account on a daily basis for all university announcements, closings, billings, assignments, course handout, etc. It is highly suggested that students connect their student email account to their phone. Professors tend to ignore emails that do not clearly identify the sender, the course and/or emails from accounts other than those related to the university.

**My Responsibilities**
I will create and maintain an environment that supports effective learning. I will create and maintain a safe environment for freedom of expression. I will protect student privacy. I will assist you in viewing the world through the sociological lens which will greatly impact your future. I am always eager to learn from my students therefore I am open to your suggestions and input. I endeavor to make every effort to be clear in my expectations regarding readings, assignments, group work, presentations, quizzes, exams, etc. If you are not clear on ANYTHING, please ask. I cannot help you if you do not communicate with me. I want my students to be successful. KINDLY FEEL FREE TO VISIT ME IN MY OFFICE as I welcome one-on-one student conversations!

**Addressing Professors**
Always assume formality. Whether at the college level or university, it is generally best to address a professor formally and adjust accordingly when corrected. While some professors, be it lecturers, instructors, teachers, etc., like to be addressed by their first name, never make the assumption. It is better to be too formal and be corrected, than too informal and considered rude. I prefer the formality and practice such with my current as well as former professors. As a last and lighter note, “Hey You” does not work for me either.
# Course Calendar & Outline for Course Readings & Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1; Course Introduction; Syllabus; Q&amp;A; Why Sociology? Sociological imagination; Social location</td>
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<tr>
<td>2</td>
<td>Chapter 1; Applying the sociological imagination and social location; Social constructs</td>
<td></td>
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<tr>
<td>3</td>
<td>Chapter 1; Social Problems or Personal Troubles; Objective conditions and Subjective concerns</td>
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<tr>
<td>4</td>
<td>Chapter 1; Theoretical Perspectives Lecture; <em>Theoretical Perspectives</em>; Application of theories; Suessology</td>
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<tr>
<td>5</td>
<td>Chapter 3; Social problems in film – Race and Ethnic Relations; TBL applying theories</td>
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<tr>
<td>6</td>
<td>Class discussion on film regarding Race and Ethnic Relations; Reading – Chapter 9; Social problems in film – Educational issues; TBL applying Functionalism</td>
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<tr>
<td>7</td>
<td>Continuation of film on Educational issues; TBL and class discussion</td>
<td></td>
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<tr>
<td>8</td>
<td>Chapter 13 &amp; 14 (additional readings will be provided); Social problem – “Cradle to Prison Pipeline”; <em>Breaking the Pipeline</em></td>
<td></td>
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<tr>
<td>9</td>
<td>Spring Break – No Classes Monday-Friday, March 14-18</td>
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<tr>
<td>10</td>
<td>Chapter 13 &amp; 14 (additional readings will be provided); Social problems in film – “Prison Industrial Complex”; TBL applying the Conflict theory</td>
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<tr>
<td>11</td>
<td>Chapter 2 &amp; 7; Social problem – Inequalities in social class; TBL applying Symbolic Interactionism</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Chapter 4 &amp; 12; Social problem – Not fitting into the BOXES; Social problems in film – <em>Two Spirits</em>; TBL applying theory</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Readings will be provided; Social problem – Too much privilege?</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Chapter 3. View – <a href="http://www.blacklivesmatter.com">www.blacklivesmatter.com</a> &amp; <a href="http://www.youtube.com/watch?v=gGLe5148wVU">www.youtube.com/watch?v=gGLe5148wVU</a>; Social problem – Which Lives Matter: All, Brown, Asian, Muslim, LGBT? Who?</td>
<td></td>
</tr>
<tr>
<td>15, 16 &amp; Finals Week</td>
<td>Music presentations</td>
<td></td>
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</tbody>
</table>

I reserve the right to change any items contained in this syllabus. This is inclusive of but not limited to: course content, scheduled dates, point values of assignments, etc.
**Assignments/Evaluation**
Throughout the semester, you will participate in writing assignments, activities and projects (individual and TBL) that will allow you to exercise your and your colleagues’ sociological imagination, apply theory and/or use your research skills.

Your course grade will come from in-class activities, writing prompts, quizzes and/or critical reflections/analyses writings that may be based on individual work and/or TBL experiences. Kindly remember this course will integrate “flipped” classroom activities or experiential learning format. For all class meetings, please come prepared by either having read, completed assignments and/or watched material in advance of entering the classroom as we may be putting into practice and reinforcing your learning. Some class activities will be used for assessment where you will either, take a quiz, write an essay or participate in some manner that will “test” your and/or your team’s knowledge of the material. PLEASE BE PREPARED!

**Notes Regarding Team Based Learning (TBL)**
TBL encourages student interaction and engagement with the core material. TBL assists in developing life skills such as critical thinking and analysis, oral communication as well as creates a climate of community in the classroom through collaboration and mutual support. These are skills that will benefit you as you move through the university experience and into your careers.

Individual Responsibility: You must make preparations before attending class. Students must complete preparatory materials before a class meeting such as reading all required materials, print-off and bring to class required readings, view visuals or complete delegated assignments.

Team Responsibility: In many instances, class time will be used for the team to work together collaboratively on assigned tasks. However, there will be times when work will need to be completed outside of class either through delegation, volunteerism or to meet as a team either F2F or via electronic means. No matter all work must be completed and submitted on the designated due dates. All members of the team will share the same grade for team tasks.

Benefits: Learning accountability to others. Concentrated interaction with others. Working with others to compete assigned tasks. Work on decision-making skills. Application of materials. You can learn from other students sharing diverse ideas, views, opinions and feedback. Team tasks can also be advantageous in that it may assist in improving individual grades which would not have been possible by an individual effort since the group is sharing their combined knowledge.

My Responsibility: I will facilitate assigned tasks, answering any questions and/or making clarifications. I will be a resource to each team to guide you through the rough spots. I will offer feedback and graded materials in a timely fashion.
## Grade Sheet

<table>
<thead>
<tr>
<th>Assignments, Activities &amp; Examinations</th>
<th>Points Possible</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonus Assignment – Be A Changemaker(^1)</td>
<td>25 Bonus Points</td>
<td></td>
</tr>
<tr>
<td>Assignment – Social Problems and Music(^2)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Assignment – Sociological Imagination 1(^3)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Assignment – Sociological Imagination 2(^4)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Assignment – Visual/Photo Essay(^5)</td>
<td>100</td>
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<td>Assignment –</td>
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<tr>
<td>Assignment –</td>
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<tr>
<td>Assignment –</td>
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<tr>
<td>Film Analysis 1 (TBL)(^6)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Film Analysis 2 (TBL)(^2)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Film Analysis 3 (TBL)(^2)</td>
<td>10</td>
<td></td>
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<tr>
<td>Film Analysis 4 (TBL)(^2)</td>
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<td></td>
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<tr>
<td>Film Analysis 5 (TBL)(^2)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Applying Theories in Dr. Seuss (TBL)(^2)</td>
<td>25</td>
<td></td>
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<tr>
<td>Social Problems &amp; Solutions (TBL)(^7)</td>
<td>75</td>
<td></td>
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<tr>
<td>Five-Minute Music Presentation(^8)</td>
<td>25</td>
<td></td>
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<tr>
<td>Quiz</td>
<td></td>
<td></td>
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<tr>
<td>Social Problems &amp; Art(^9)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
<td></td>
</tr>
</tbody>
</table>

To calculate your grade, add up your total points earned on assignments, activities and exams. Divide that number by the total points possible. This will give you a grade percentage.

\[
\text{Percentage Grade} = \frac{\text{Total Points Earned}}{\text{Total Points Possible}}
\]

A:100%-90%  B:89%-80%  C:79%-70%  D:69%-60%  F:<59%

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\(^1\) Due the last Friday of April \\
\(^2\) Due April 14 \\
\(^3\) Due January 28 \\
\(^4\) Due February 11 \\
\(^5\) Due April 26 \\
\(^6\) Due at the end of class \\
\(^7\) Due March 24 \\
\(^8\) Presentations scheduled April 26-Finals week \\
\(^9\) Due February 18
Emporia State University Policies

Disability Services: Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, Disability Services, and the professor will be strictly confidential.

3D.0701 ACADEMIC DISHONESTY POLICY (FSB 95002 approved by President 1/31/96; FSB 03002 passed by Faculty Senate 1/20/04; approved by President 2/9/04; FSB 05002 passed by Faculty Senate 1/17/06; approved by President 2/7/06; title update approved by President of the Faculty 8/22/2010; FSB 10007 passed by Faculty Senate 3/15/2011; approved by President 3/21/2011).

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question, or for any components or requirements for that course. Departments, schools, and colleges may have provisions for more severe penalties. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the student’s major or from the University. In addition, acts of academic dishonesty shall be grounds to deny admission to a department or program. In addition to the penalties above, the faculty member shall notify in writing his/her department chair and the registrar of the infraction. The department chair shall forward a report of the infraction to the Provost and Vice President for Academic Affairs and Student Life. The registrar shall block the student from withdrawing from the course to avoid the penalties that result from the infraction. The Provost and Vice President for Academic Affairs and Student Life shall act as the record keeper for student academic infractions. The Provost and Vice President for Academic Affairs and Student Life will notify the student in writing that an infraction has been reported and inform the student of the right to appeal and of the appropriate appeal procedures. The Provost and Vice President for Academic Affairs and Student Life shall notify the student, the department chair, and the faculty member that initiated the proceedings, of any additional action taken beyond those already imposed by the faculty member. Should a single infraction be so egregious, or should a student have a record of multiple infractions, the Provost and Vice President for Academic Affairs and Student Life may impose additional penalties, including expulsion of the student from the University. The student has the right to appeal the charge of academic dishonesty (see Student Conduct section). If after an appeal it is found that the student did not commit an act of academic dishonesty, no penalties will be imposed on the student. 3-65 A chair of a department or director of a program may request from the Provost and Vice President for Academic Affairs and Student Life a list of all currently enrolled ESU students within that major or program who have committed acts of academic dishonesty. This request may be a standing request to be filling automatically
during each semester until the chair or director rescinds the request. In addition, a chair of a department or director of a program may submit to the office of the Provost and Vice President for Academic Affairs and Student Life a list of applicants to a program or major and the chair or director may be informed if any of the applicants has committed any acts of academic dishonesty. Prior to the beginning of the next academic year, the office of the Provost and Vice President for Academic Affairs and Student Life shall send to the Chair of the Academic Affairs Committee of the Faculty Senate a list containing nonspecific student identifiers, such as Student 1, Student 2, etc., their specific academic infraction(s) reported to the Provost’s office, the total number of infractions that have been reported for each student, and any actions taken by the Provost and Vice President for Academic Affairs and Student Life.

3D.07 STUDENT CONDUCT (FSB 01011 approved by President, 4/29/02).
Excessive absenteeism is defined as a number of absences beyond which the faculty member has determined on his/her syllabus that a student cannot complete the course without the academic integrity of the course being compromised. Emporia State University is committed toward development of sensitive and responsible individuals and believes this goal is best achieved through a sound educational program and reasonable policies concerning student conduct, both in and out of the classroom. Operating from this concept, recognition is given to the importance of an honest approach to learning which ideally is shared by the instructor and the student. Faculty members may make the disposition of any cases of disruptive behavior, excessive absenteeism, or academic dishonesty within their classes as they deem appropriate. Following such cases, the faculty member shall make available to the chair of the department and to the office of the Vice President for Student Affairs a record of such student absenteeism or disruptive behavior and the action taken by the faculty member. (This information will be helpful in dealing with those students who may have had similar problems in other classes or departments.) If the problem is not settled between the faculty member and the student, assistance will be given from the office of the Vice President for Student Affairs. If the problem cannot be resolved at this point the student may request a hearing. This request must be in writing. If a case of dishonesty, excessive absenteeism, or disruptive behavior also involves a disagreement regarding a grade, the student may be referred to the committee which hears academic appeals. If the behavior is such that broader disciplinary action by the school/college is recommended, a hearing board shall be established by the President of the University to make disposition of the case. (In all cases of disciplinary action the office of the Vice President for Student Affairs is available for assistance.) At any point where student conduct directly interferes with the health, safety, or well being of individuals in the campus community, the University may apply sanctions or take other appropriate action. Since the University is responsible for the subsidiary duties of maintaining property, keeping records, providing living accommodations, and sponsoring a variety of nonclassroom activities, it is necessary that a climate supportive of such duties be maintained. Student status will not be a basis for any special consideration from the University when a community, state, or national law has been violated, although every effort will be
made to assist with the rehabilitation of a student violating such laws. This is done by working with law enforcement or other agencies, and ordinarily further sanctions are not applied after such a case is closed. No disciplinary sanction as serious as suspension, probation, or adverse notation on permanent records (available to other than official personnel of the college) will be imposed without proper notification given to the student in writing. This notification will state the charges and will give the accused the opportunity to appear alone, or with appropriate representation before the proper committee, judicial council, court, or official. Included will be the nature and source of evidence and the encouragement for the student to present evidence in turn. Following this review final disciplinary action will be taken by the University. Students may also request that such 3-64 appearance before committees, councils, courts, or officials be waived and the case be determined in conference with appropriate campus officials. The University conduct policy commits all individuals serving on any of the above named groups dealing with student problems to a code of confidence. Failure to comply may lead to sanctions from student, faculty, or administrative governing bodies, or officials. Students, faculty, and administration shall have the opportunity to participate fully in the formulation of policies and rules and their enforcement. Penalties for men and women shall be based equally; like penalties following like violations.

4E.13 FACULTY INITIATED STUDENT WITHDRAWAL (FSB 76006; FSB 95008 approved by President 5/9/96; FSB 09016 approved by President 5/3/2010). If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal.

A statement of the class grading system: Refer to faculty syllabus

A statement of the attendance policy for the course: Refer to faculty syllabus
General Education

Purpose: Emporia State University is committed to providing a liberal education for all its students. One important component of this liberal education is the completion of all designated general education requirements. This general education core curriculum is the heart of the college experience at ESU and is integral to the student’s major program. The goals of this general education program reflect the mission of this institution and are common to all student programs, regardless of majors and career goals. The general education curriculum provides the intellectual background and skills necessary to be “an educated person,” as it improves and enhances quality of life.

As a result of completing the general education program, graduates of Emporia State University will be knowledgeable of our pluralistic society; be able to think with breadth and comprehension, to communicate effectively, to understand what it means to be human, and to function with skill and knowledge in the everyday world.

Goals: The general education curriculum ensures that students will:

1. Develop proficiency in written and oral communication, and in mathematical computation, reasoning and problem solving. Graduates of ESU must achieve proficiency in basic skills. Our goal is to significantly raise the basic skills of Emporia State University students.
2. Learn the basic concepts and principles, the history, and the mode of inquiry of the various general education disciplines: the fine arts, history, literature and philosophy, the social behavioral sciences, and the life and physical sciences.
3. Learn how to make connections between the disciplines within the general education curriculum, apply knowledge from the perspective of these disciplines, think critically, analyze issues, and clarify values.
4. Understand cultural diversity in the contemporary world, and increase their awareness and acceptance of similarities and contrasts in people of different cultures, nationalities, religions, races, and genders. Develop a commitment to scholarship, intellectual curiosity, lifelong learning and the life skills necessary to function as healthy and effective citizens.
**Sociology Program Learning Goals and Objectives**

**GOAL 1:** To provide educational experiences that permit students to think sociologically. By completing the program students should be able to:

1.1 Understand how the self develops sociologically and to explain the relationship between the individual and society. The students will examine the differences between sociology and other social behavioral sciences in terms of how each discipline explains individual and social behavior.

1.2 Provide examples of how culture and social structure shape individual lives. Students will explore social problems such as poverty, racism, discrimination, inequality, etc. from different theoretical perspectives to examine their possibilities and limitations in explaining social and individual behavior.

1.3 Demonstrate critical thinking skills, including analysis and synthesis of key sociological concepts and theories by providing an original analysis of a social problem or issue.

1.4 Raise a sociologically relevant question and outline a process and method by which the question might be researched and answered.

1.5 Critically evaluate published quantitative and qualitative research reports, scholarly articles, policies, and media information. Student should be able to evaluate the argument and evidence presented, the assumptions underlying the arguments, missing information, etc.

1.6 Learn about the practical relevance and importance of sociological knowledge for understanding public opinion polls, governmental policies, and mass media reports by using different methodological techniques available in sociology.

1.7 Identify practical and ethical issues involved with the study of human behavior by studying the ASA Code of Ethics, and through the incorporation of the ASA “Teaching Ethics Throughout The Curriculum” into the sociology curriculum, specifically into the Professional Development course (SO440).

1.8 Effectively express and communicate sociological knowledge inside and outside the classroom.

**GOAL 2:** To provide opportunities for students to think sociologically and practice sociology by engaging in active learning projects and opportunities outside of the classroom. To achieve this goal students can participate in the following activities:

2.1 Working at an internship or practicum through a community agency of their choice to develop a better understanding of the social forces that influence the behavior and decisions of those in the social service field, and to learn how social organizations and institutions operate. This also is an opportunity for the students to practice professional and ethical behavior in the work place.

2.2 Become a member of one the Recognized Student Organizations (RSO) in the program including AKD (Sociology Honor Society), the Sociology Club, or any other RSO available on campus. Among other things, through their membership, sociology majors have an opportunity to engage in leadership roles, social advocacy, and in facilitating group interaction.

2.3 Engage in field work experiences such as the summer archeological dig, conduct professional interviews, attend academically-based field trips and conferences, engaging in authentic research with a faculty member and
participate in departmental academic extra-curricular activities. Through these and other opportunities students can improve their communication and social skills, and could learn to critically think like sociologists by doing sociology.

2.4 Conduct an independent study under the supervision of a faculty member or contracting an honor course. These academic options give students an opportunity to improve their research skills by designing and engaging in a research project that would meet their particular academic interests and needs. At the same time, for some students these options provide an opportunity to prepare themselves for attending graduate school in sociology or related field.

2.5 Participate in study abroad opportunities. Through this experience, students should be able to become aware of their own personal biases and reactions to people who are of a culture or background. It also is a way of practicing their cultural competency skills including respect, effective inter-cultural communication, and empathy.

GOAL 3: To assist students in the development of the ability to interact with people of different cultures and socio-economic backgrounds. Through the program curriculum, students should be able to:

3.1 Gain knowledge about how social factors such as race, gender, sexuality, social class, and age, interact to structure and culturally frame social interaction and perceptions at the local, national, and global levels.

3.2 Participate in in-class and outside the classroom learning activities that will provide for student’s interaction with people from different cultural and socio-economic backgrounds. Through this experience, students should be able to become aware of their own personal biases and reactions to people who are of a culture or background. It also is a way of practicing their cultural competency skills including respect, effective inter-cultural communication, and empathy.

3.3 Critically examine their belief and value systems in light of current sociological and anthropological literature. Students will have the opportunity to examine the beliefs and values that shape their perception of reality by gathering information and analyzing data using the scientific method.

3.4 Understand and apply cultural and theoretical perspectives on community issues and social problems. The students will be able to learn how to gather relevant information and data and how to analyze the evidence collected using the most appropriate scientific method. In addition, students will be able to learn about methods of disseminating their research findings to the public, the government and professionals in their area of investigation.

3.5 Be informed about the American Sociological Association's Code of Ethics, and other professional codes of conducts in the social service field. The students will have the opportunity to explore ethical issues in sociology and related fields by discussing the ASA Code of Ethics, and through the incorporation of the ASA “Teaching Ethics Throughout The Curriculum” into the sociology curriculum, specifically into the Professional Development course (SO440).