COURSE TITLE: Contemporary Sociology
COURSE NUMBER: SYG 1010

COURSE DESCRIPTION (with prerequisites):
This course is intended to provide the student with an insight into some of the major social issues and problems confronting American society. The course will have the flexibility to shift the focus on issues and problem areas as they move in and out of the social arena. It will provide students with a multi-cultured, unisex course capable of dealing with any social problem subject area deemed appropriate for study. This course has been designated as an international / diversity course. 3 semester hours credit

NAME(S) OF INSTRUCTORS:
Latresha Bighem-Moore, M.S.
Instructor
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850-526-2761 ext. 3261

EFFECTIVE SEMESTER:
2014-15

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
Macionis, Sociology, ISBN: 9780133777406

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day
Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Information Technology**
Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

**TUTORING RESOURCES:**
Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through Canvas. Additionally, the Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the room entrance.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

SS-1 Identify theories and research that behavioral scientists use to explain and investigate behaviors and social trends.

SS-2 Use appropriate social, historical and psychological methods to analyze contemporary issues in public policy.

SS-3 Identify behavioral, historical, social, political and economic issues from the global perspective.

SS-4 Describe the social, behavioral, historical, political and economic sciences as interrelated disciplines.

SS-5 Explain personal, social and historical implications of technology.

SS-6 Identify ways to promote understanding of differences and commonalities within diverse cultures.
LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR SYG 1010</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</th>
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<tbody>
<tr>
<td>• Learn basic concepts and theories sociologist use to understand stratification</td>
<td>SS-1, SS-2, SS-3, SS-4, SS-5</td>
<td>T, Q, W</td>
<td>Writing Assignment</td>
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<tr>
<td>• Understand the role of education in occupational achievement.</td>
<td>SS-1, SS-2, SS-3, SS-4, SS-5</td>
<td>T, Q, W</td>
<td></td>
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<tr>
<td>• Understand how the educational structure often creates new occupations and alters the occupational structure.</td>
<td>SS-2, SS-3, SS-5</td>
<td>T, Q, W</td>
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<tr>
<td>• Learn the rise of a political state as specialist appear in societies</td>
<td>SS-1, SS-2, SS-3, SS-5</td>
<td>T, Q, W</td>
<td></td>
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<tr>
<td>• Compare political theories of power.</td>
<td>SS-1, SS-2, SS-3</td>
<td>T, Q, W</td>
<td></td>
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<tr>
<td>• Learn the processes of industrialization that prompted migration to the cities and transformed city life.</td>
<td>SS-1, SS-2, SS-3, SS-4, SS-5</td>
<td>T, Q, W</td>
<td></td>
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<tr>
<td>• Learn effective organizations forms and principles require constant reassessment and redesign.</td>
<td>SS-1, SS-2, SS-3, SS-4, SS-5</td>
<td>T, Q, W</td>
<td></td>
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**Assessment Codes**

- **T** = Tests
- **Pre/Post** = Pre- and Post-Tests
- **OT** = Objective Tests
- **UT** = Unit Tests
- **Q** = Quizzes
- **F** = Final Examination
- **CF** = Cumulative Final
- **EX** = Departmental Exam
- **SE** = Nat'l or State Standardized Exam

- **RPT** = Report/Presentation
- **SP** = Skills Performance
- **SD** = Skills Demonstration
- **W** = Writing Assignments
- **E** = Essays
- **DE** = Documented Essays
- **RP** = Research papers
- **J** = Jury
- **R** = Recital

- **Proj.** = Projects
- **Exp.** = Experiments
- **Cap. Proj.** = Capstone Project
- **Cap. Course** = Capstone Course
- **Prac.** = Practicum
- **Intern.** = Internship
- **H** = Homework
- **PS** = Problem Solving
- **DB** = Discussion Board

- **BO** = Behavioral Observation
- **Clin.** = Clinicals
- **CS** = Case Study
- **CP** = Case Plan
- **Port.** = Portfolio
- **Obs.** = Teacher Observation
- **Sk. Check** = Skills Check-off
- **Curriculum Frameworks**
- **JP** = Judged
- **Performance/Exhibition**
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Read all assigned material, including text and articles.
2. Study notes for lectures, presentation and videos.
3. Turn in all homework and writing assignments.
4. Identify and explain concepts in writing assignments.
5. All courses taught under the auspices of the Social and Behavioral Sciences will include an oral component, oral presentations and or classroom discussions.
6. Chapters are as follow:
   - Chapter 1: The Sociological Imagination (Jeff Manza, Lynne Haney, and Richard Arum)
   - Chapter 2: Studying the Social World (Lynne Haney)
   - Chapter 3: Social Interaction (Harvey Molotch)
   - Chapter 4: Social Structure (Jeff Manza and Harel Shapira)
   - Chapter 5: Culture, Media, and Communication (Eric Klinenberg and David Wachsmuth)
   - Chapter 6: Power and Politics (Steven Lukes and Jeff Manza)
   - Chapter 7: Markets, Organizations, and Work (Richard Arum and Jeff Manza, with Abby Larson, Michael Macarthy, and Elizabeth Baker-Smith)
   - Chapter 8: Cities and Communities (Patrick Sharkey with Max Besbris)
   - Chapter 9: Social Stratification, Inequality, and Poverty (Florence Torche, Richard Arum, and Jeff Manza)
   - Chapter 10: Race and Ethnicity (Ann Morning, with Nandi E. Dill, Rachel Garver, and John Halushka)
   - Chapter 11: Gender and Sexuality (Paula England)
   - Chapter 12: Immigration (Guillermina Jasso, with Leslie-Ann Bolden, Carse Ramos, and Harel Shapira)
   - Chapter 13: Families and Family Life (Kathleen Gerson with Stacey Torres)
   - Chapter 14: Sociology of Religion (Gerald Marwell with Adam Murphee)
   - Chapter 15: Education (Caroline H. Persell)
   - Chapter 16: Crime, Deviance and Social Control (Troy Duster and Jeff Manza)
   - Chapter 17: Social Movements and Revolutions (Jeff Goodwin)
   - Chapter 18: Environment Sociology (Colin Jerolmack)
   - Chapter 19: Population, Aging, and Health (Lawrence L. Wu and Jennifer L. Jennings)
   - Chapter 20: Globalization (Vivek Chibber)

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.