**Course Information**

**Course Title**
SOC 101—Introduction to Sociology I

**Course Description**
This course examines the basic concepts, theories, and principles of sociology, including topics of culture, race, class, gender, sexuality, social groups, and deviance through a local and global lens. Analyzes and interprets socio-historic as well as contemporary issues by using critical thinking skills and linking individual experiences to social structures. This is a statewide Guaranteed Transfer course in the GT-SS3 category.

**GT Pathways Course Statement**
The Colorado Commission on Higher Education has approved SOC101 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

This course is one of the Statewide Guaranteed Transfer courses.

- [SOC101 GT-Pathways Required Syllabus](#)

**Credit Hours**
3

**Suggested Prerequisite Knowledge**
None
CCCOnline Course Policies

The CCCOnline Course Policies page contains information about the student’s role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

All course reading material is available online and linked within the course site. You do not need to purchase any additional materials.

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need regular access to a computer from which you can access the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a critical step, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, select Tools in the course NavBar, and then select System Check.

REQUIRED eTEXT

MAIN eTEXTS


OpenStax. (2014). Introduction to sociology 2e. Retrieved from https://cnx.org/contents/AgQDEnLI@7.10:TrIRM8K@5/Introduction-to-Sociology
COURSE COMPETENCIES AND OUTCOMES

GENERAL COMPETENCIES

GT-SS3: HUMAN BEHAVIOR, CULTURE OR SOCIAL FRAMEWORKS CONTENT CRITERIA

Students should be able to:

a. Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.
c. Understand diverse perspectives and groups.

GT-SS1 COMPETENCIES & STUDENT LEARNING OUTCOMES

COMPETENCY: CRITICAL THINKING:

Students should be able to:

1. Explain an Issue
   a. Use information to describe a problem or issue and/or articulate a question related to the topic.
2. Utilize Context
   a. Evaluate the relevance of context when presenting a position.
   b. Identify assumptions.
   c. Analyze one’s own and others’ assumptions.
5. Understand Implications and Make Conclusions
   a. Establish a conclusion that is tied to the range of information presented.
   b. Reflect on implications and consequences of stated conclusion.

COMPETENCY: DIVERSITY & GLOBAL LEARNING:

Students should be able to:

1. Build Self-Awareness
   a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
2. Examine Perspectives
   a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
3. Address Diversity
   a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.
**Course Learning Outcomes**

A. Explain the basic insight of sociology, including the meaning and importance of the sociological imagination.

B. Compare and contrast major theoretical perspectives in sociology, including conflict theory, functionalist theory and symbolic interactionism and the contributions of Durkheim, Marx and Weber.

C. Explain the primary research methods used for sociological research, as well as their advantages and disadvantages.

D. Analyze the importance of culture in local and global societies, including the ways in which culture affects human interaction and how humans change culture.

E. Explain how key agents of socialization contribute to human development.

F. Identify the ways in which individuals conform to social structure, including statuses, roles, groups and formal organizations.

G. Apply theories of deviance in order to understand the relationship between norms and social control.

H. Explain social stratification locally and globally, and as it relates to social class, gender, aging, sexual orientation, race and ethnicity.

**Required Topical Outline**

I. The sociological viewpoint  
   a. The sociological imagination  
   b. The history of sociology  
   c. Major perspectives; Social Conflict, Functionalism, Symbolic Interactionism

II. Sociological analysis  
   a. Basic concepts of social research  
   b. Major research methods

III. Culture  
   a. Elements of culture  
   b. Cross-cultural comparisons

IV. Socialization and social control  
   a. Nature and nurture  
   b. Development of the self  
   c. Agents of socialization

V. Social groups  
   a. Concepts of social organization  
   b. Formal organizations

VI. Deviance  
   a. Deviance and social control  
   b. Theories of deviance

VII. Social stratification  
   a. Stratification systems  
   b. Social mobility  
   c. Local stratification
d. Global stratification  
e. Theories of social class  

VIII. Race and ethnic Relations  
a. Concepts of race and ethnicity  
b. Racism, prejudice and discrimination  
c. Minority-majority group relations  

IX. Inequalities of gender and sexual orientation  
1. Concepts of sex, gender, and sexuality  
2. Sexism and heteronormativity  

X. Age  
. Social effects of aging  
a. Ageism and its consequences  

The module outcomes that will permit you to demonstrate course competencies are:

**MODULE 1**  

**Outcomes**  
1. Define sociology, and explain the basic insight of sociology.  
2. Explain the meaning and the importance of the “sociological imagination.”  
3. Contrast the views that Comte, Spencer, and Marx held regarding society and the role of the sociologist.  
4. Compare and contrast three major theoretical perspectives of sociology.  
5. Identify the contributions of theory and research to sociological knowledge.  
6. Describe the logic of cause and effect between variables; state the conditions necessary for correlation and for causation.  
7. Explore the advantages and the disadvantages of laboratory and field experiments.  
8. Explore the differences between a population and a sample, and explain the connection between them; specify ways to ensure that a sample is representative.  

**Competencies**  
A  
A  
B  
B  
B, C  
C  
C  
C  
A  

**MODULE 2**  

**Outcomes**  
1. Describe the relationship between culture and society.  
2. Distinguish between instincts, reflexes, drives, and culturally learned behavior.  
3. Discuss norms and their importance to society.  
4. Define ethnocentrism and discuss its consequences for a culture.  
5. Explore cultural relativism and its appropriate use.  
6. Indicate how subcultures and countercultures relate to the dominant culture.  
7. Summarize the ways in which culture affects human interaction and the ways humans change culture.  
8. Define socialization.  
9. Describe the ways in which biological predispositions and social influence are intertwined.  
10. Explore the concept of self and how it develops.  

**Competencies**  
D  
D  
D  
D  
D  
D  
D  
D  
E  
E  
E  
E  
E
12 Describe Mead’s theory of the formation of self through symbolic interaction, role-taking, and the generalized and particular other. E
13 Identify the key agents of socialization. E

MODULE 3

Outcomes
1 Identify the characteristics of a group that distinguish it from an aggregate or category. F
2 Contrast the features of primary and secondary groups. F
3 Identify ways in which individuals conform to groups. F
4 Identify the functions of in-groups and out-groups. F
5 Explore the importance of reference groups. F
6 Characterize formal organizations. F
7 Define deviance as a sociological concept. G
8 Explore the concept of stigma. G
9 Identify means of social control and how they work. G
10 Characterize Merton’s five-part typology of deviance. G
11 Identify why mental disorder is classified as a form of deviance. G
12 Identify four functions of deviance. G
13 Identify four dysfunctions of deviance and their effects on society. G
14 Create an annotated bibliography formatted in APA Style to explore the contributions of theory and research to sociological knowledge. B, C

MODULE 4

Outcomes
1 Define social stratification and what it is like in the United States. H
2 Explore the concept of social mobility. H
3 Describe how sociologists use socioeconomic status (SES) as a measurement of social position. H
4 Explain how stratification systems are maintained. H
5 Identify the social classes in the United States and the features of each. H
6 Specify some of the factors that correlate with social-class membership. H
7 Explore the two ways poverty is defined, and indicate which groups in the United States are most likely to experience poverty. H
8 Explore prejudice and discrimination. H
9 Explore minority relations. H
10 Explore globalization and the impacts of it. H
11 Create a detailed outline formatted in APA Style to explore the contributions of theory and research to sociological knowledge. B, C

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Module 5

Outcomes  Competencies
1 Explore biological evidence that addresses the differences between the sexes. H
2 Explore the sex roles and sexism. H
3 Explore the social effects of aging and ageism, and the consequences of it. H
4 Review the course material and determine how sociology applies to your life. A
5 Explain and apply at least one of the three major theoretical perspectives of sociology. A
6 Discuss norms and their importance in this society. D
7 Explore how subcultures and/or countercultures relate to the dominant culture. D
8 Explain the ways in which culture affects human interaction. D
9 Explore how primary and secondary groups fit. F
10 Explain ways in which individuals conform to groups. F
11 Identify and explain the in-groups and out-groups. F
12 Identify and explain means of social control and how they work. G
13 Identify, explain, and apply at least one function of deviance. G
14 Identify, explain, and apply at least one dysfunction of deviance and the effects on society. G
15 Explore the concept of social mobility. H
16 Specify some of the factors that correlate with social-class membership. H
17 Explore minority relations. H
**Grading and Evaluation**

**Methods**
The methods for evaluation include a combination of evaluating discussion participation, project assignments, and a final project. Rubrics are provided for all assignments and discussions.

**Grading Policies**
The schedule is subject to change as needed. This course is not self-paced and is not open-exit. All work is to be completed before 11:59 p.m. MST/MDT of the due date listed in the course schedule.

1. Due dates will be enforced. Please remember, due to the nature of an online course, it is the student’s responsibility to have access to a functioning computer in order to complete the coursework. **Late assignments will not be accepted without prior approval.**
2. No late work is accepted in this course (except in the case of documented emergencies, such as a doctor’s note, military papers, etc.).
3. If you have an emergency resulting in a missed due date, contact the instructor as soon as possible.
4. Initial posts for discussions are to be made within first three days of module (see course schedule) to be considered for full credit, and they can’t be made up even in the case of an emergency.
5. Extra credit is not available.

**Deadlines**
This course is not designed to be self-paced. Within the schedule of the course, though, you have great flexibility with your study time. For the most part, the course is organized according to the week of the semester. Assignments are spread throughout the course, and they have specific deadlines; you must submit each assignment before its deadline expires.

It is strongly recommended that you do not wait until the last minute to complete or submit assignments/exams. There are many things that can and do go wrong: your internet connection might go down, your computer's hard drive may crash, or you may get ill. You are welcome (and encouraged) to work ahead of schedule to submit work before it is due. Please contact the instructor if you have any questions about what is being asked in any assignment or discussion question. The goal here is learning. Keep that in mind, and enjoy the course.
**COMMUNICATING DIFFICULTIES/ABSENCES**

It is your responsibility to contact your instructor in a timely manner if you become ill or have scheduling or computer problems that would keep you from participating in course activities for an entire week.

**KEEP A COPY OF ALL SUBMISSIONS**

Be sure to save copies of everything you send to the instructor, including both emails and assignments. Murphy's Law of the Computer seems to be that what can go wrong, will.

**RUBRICS**

Submissions will be graded using rubrics. You will be able to review grading feedback from the instructor in order to improve future submissions. Be sure to review the *Rubrics* posted in the *Tools* dropdown menu.

**SUMMARY OF GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Icebreaker (1 @ 50 points each)</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Discussions (10 @ 30 points each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Module 5 Discussion 2 is a reflection assignment and will use a different rubric. Be sure to refer to the rubric specific to this assignment for grading.</em></td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Module Project Assignments (4 @ 75 points each)</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project: My Ideal Society: Annotated Bibliography (1 @ 50 points each)</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Final Project: My Ideal Society: Detailed Outline (1 @ 100 points each)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project: My Ideal Society</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL 1000</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale**

A = 90 to 100%  B = 80 to 89%  C = 70 to 79%  D = 60 to 69%  F = 59% and below

**DISCUSSIONS**

**OVERVIEW**

Each module contains two academic discussions. After researching the topic, respond to the discussion question. Then, share with your classmates what you learned by writing a post about the topic. The post should be a minimum of 150 words. After you post your initial message, respond to the posts of two other students. Response posts should further the discussion by adding educational concepts and asking clarifying questions in a minimum of 75 words.
Discussions are a vital part of this class experience and cannot be made up after each week’s discussion ends, as posts to your classmates are meant to benefit you and them. When you and your classmates move to a new academic week, it does not benefit you or them to return to previous discussion threads.

**Quantity**

You will develop an initial post, plus respond to, at minimum, the posts of two other students. In the discussions, please do not post excessively or carry on conversations totally unrelated to the topic at hand. Posting more than others will not guarantee you a higher grade, just as constantly talking in class would not be a good learning strategy.

**Frequency**

Continuous interaction throughout the module discussion helps us all to meet the learning goal of building community. Enhanced learning will occur through interaction with your peers and the instructor. Spread your posts over different days during the time the module discussion is open. Posting all discussions in the same day or meeting the quantity requirements on the last two days of any module discussion will earn minimal points. **Students must post within the first three days of the thread for consideration of full credit.**

**Quality**

A quality post includes efforts to synthesize your course learning by using course terms and concepts in your replies. Critical thought is expected. To enhance the discussion, draw connections between material covered in current and past units, other courses you may be taking or have taken, personal experiences, current events, online resources, etc. Do not echo (i.e., repeat or re-answer a question that has already been addressed); rather, expand on the topic! Avoid gratuitous comments such as "I agree" or "That's interesting"; these are inappropriate and add little to the conversation unless these comments are accompanied by quality information. Expand the conversation by saying what you agree with in your peer's post or find interesting about your peer's post!

**Critical Thinking**

The key thing to remember is that you should strive for a high level of quality in the majority, if not all, of your posts. Doing so will improve your scholarship as a learner and your ability to comprehend the course information. Though **critical thinking** is a popular term, a definition of a critical thinker may still be useful. A critical thinker is someone who analyzes and synthesizes information effectively for solving problems by using reasoning. A critical thinker is open-minded in his or her thinking, and is able to evaluate the implications and differences of alternative points of view. Furthermore, the critical thinker is able to effectively communicate with others on complex matters (The Foundation for Critical Thinking, 2015).
COMMUNITY

Community building is especially important in the online classroom. Refer to the CCCOnline Course Policies section of the Start Here! module for a brief explanation of and link to the CCCOnline Mutual Respect Policy. In addition to this policy, community is demonstrated by integrating the comments of your peers (including the instructor) in your elaboration on a question. This expands the discussion, which should be interactive rather than a series of monologues!

CITATION

Refer to the CCCOnline Course Policies section, which is posted in the Start Here! section of the course, for an explanation of plagiarism. It is, at the very minimum, expected that you make a strong effort to acknowledge sources of any information you quote or paraphrase in discussions or elsewhere, including information that comes from course lectures, text, etc. Citations and references should be formatted using APA Style. See the APA Toolkit through the CCCOnline Library for help with APA Style.

PROJECT ASSIGNMENTS

In Modules 1 through 4, you will develop essays that explore different aspects of society. You will examine the course content and evaluate how it applies to both a practical society and an ideal society.

- Module 1: You will explore what makes an ideal society, and you will compare the differences between today’s society and an ideal society.
- Module 2: You will explore how culture and socialization impact society.
- Module 3: You will explore the impact of groups.
- Module 4: You will explore social classes, minorities, and deviance.

FINAL PROJECT: MY IDEAL SOCIETY

You will develop an ideal society as the project for this class. The project addresses two main questions: what is an ideal society, and how would an ideal society look when put into practice? Utilizing the main concepts, theories, and individual aspects from our class, develop a healthy and thriving society. You will develop this project in Modules 3, 4, and 5.

In Module 3, you will research academic sources and complete an annotated bibliography. Creating an annotated bibliography allows you to collect, organize, and evaluate sources. This is a draft, and you are not obligated to cite these sources in your final paper, but you will receive feedback from your instructor regarding proper citation and appropriateness of the sources.

During Module 4, you will develop a detailed outline. An outline allows you to evaluate your content, organize the information, create a flow, and integrate
sources. A skeleton outline (i.e., a few words for each heading and subheading) does *not* meet the objective of this outline. Content should be more in-depth than just a few keywords and should include references to sources consulted. Once you complete this step, you will have a good start for the final paper.

Final submission of your ideal society project is due in Module 5. Make sure you incorporate any feedback you receive on the annotated bibliography and detailed outline in your final paper.

**REFERENCES**

COURSE SCHEDULE

The schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the module assignment pages. If you have questions, check there and/or send the instructor an email.

This course is not self-paced and is not open-exit. All assignments, papers, quizzes, discussions, etc., are to be completed by no later than 11:59 p.m. MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline Calendar.

MODULE 1

Reading/Assignments/Exams Due Dates
Student Icebreaker
Introduction to Sociology 2e, Chapters 1 and 2
Exploration of What Makes an Ideal Society?
Discussion 1: What Makes an Ideal Society?
Discussion 2: Sociological Imagination
Module 1 Project Assignment: What Makes an Ideal Society?

Vocabulary Exercise (on the Exploration page)

MODULE 2

Reading/Assignments/Exams Due Dates
Introduction to Sociology, Chapters 5 and 6
Introduction to Sociology 2e, Chapters 3 and 5
Exploration of How Do Cultural Norms Impact Society?
Discussion 1: Culture
Discussion 2: Biology and Social Influence
Module 2 Project Assignment: Ideal Society: Impacts of Culture and Socialization
Vocabulary Exercise (on the Exploration page)
MODULE 3

Reading/Assignments/Exams
Introduction to Sociology, Chapter 8
Introduction to Sociology 2e, Chapters 6 and 7

Exploration of Are Social Groups and Deviance Necessary?
Discussion 1: Society, Groups, and the Individual
Discussion 2: Deviance
Module 3 Project Assignment: Ideal Society: Groups and Deviance

Module 3 Final Project: My Ideal Society: Annotated Bibliography
Vocabulary Exercise (on the Exploration page)

MODULE 4

Reading/Assignments/Exams
Introduction to Sociology 2e, Chapters 9-11
Exploration of How Do Social Classes Structure Society?
Discussion 1: Globalization
Discussion 2: Social Classes
Module 4 Project Assignment: Ideal Society: Social Classes

Module 4 Final Project: My Ideal Society: Detailed Outline
Vocabulary Exercise (on the Exploration page)

MODULE 5

Reading/Assignments/Exams
Introduction to Sociology 2e, Chapters 12 and 13
Exploration of Creating an Ideal Society
Discussion 1: Peer Feedback on Ideal Society
Discussion 2: Wrap Up and Review
Module 5 Final Project: My Ideal Society
Vocabulary Exercise (on the Exploration page)

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