

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D: Social Science

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: Soc 101		Course Title: Introduction to Sociology	
Number of Units: 4			
College or Program: <input type="checkbox"/> xxCHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____		Desired term of implementation: <input type="checkbox"/> xxFall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: <input type="checkbox"/> xx face to face <input type="checkbox"/> xx hybrid <input type="checkbox"/> xx fully on-line <i>Soc 101 is delivered in a variety of modalities; I have included 2 syllabi -- a fully online course and a large lecture course.</i>
Course Proposer (please print): Marisol Clark-Ibáñez		Email: mibanez@csusm.edu	Submission Date: 2/15/14

1. Course Catalog Description:


Analysis and description of the structure and dynamics of human society. The application of scientific methods to the observation and analysis of social groups and processes. Students learn the language, tools, findings, and theories of the sociologist at work.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
X	
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

 2/14/14
Course Proposer Date

 2-14-14
Department Chair date

Please note that the department will be required to report assessment data to the GEC annually.

DC Initial

Support Do not support*

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→ see email

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→ see email COBA

Library Faculty	Date	Impacted Discipline Chair	Date
	Support <input type="checkbox"/>	Do not Support* <input type="checkbox"/>	
		Approve <input type="checkbox"/>	Do not Approve <input type="checkbox"/>
Impacted Discipline Chair	Date	GEC Chair	Date

* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Chair, Dr. Sharon Elise Phone: x8640 Email: selise@csusm.edu

Part A: D Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.</p>	<p>Students learn sociological theories and methodologies through lecture, required reading, and additional internet sources (e.g., websites, podcasts).</p> <p>In class we practice several of the methods by doing our own data collection.</p> <p>Students also have activities where they must apply theories – particular in Unit 2.</p>	<p>Unit exams with essay component to address the basic understanding and depth of knowledge / analysis.</p> <p>They must define basic sociology methods concepts and theories; apply the theory to the case study that best fits the theory; and, use a method and a theory to propose their own “sociological research project” based on one of the course materials presented in Unit 0 or from research topics they investigate.</p> <p>In Unit 2, the exam has students identify the best theory of the self and make an argument for its superiority using course material – research studies, documentary film cases, etc.</p>
<p>D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.</p>	<p>Race, class, gender and cultural context are the basis for Unit 1 – the foundation for the course. The course builds upon this unit. It extends through out each unit in terms of examples in lecture, news articles brought in to analyze, and actual sociological articles.</p> <p>I bring in global examples from research and lived realities from around the world.</p>	<p>Every Unit has a comprehensive two-part assessment – assessing basic understanding and then with long essay questions.</p> <p>I ask students to define basic sociological concepts such as race and gender. Then, I ask them to analyze their own race, class, gender along with their historical moment in time and their regional location and</p>

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		<p>compare it with that of others – they can choose between guest speaker that unit, a focus person in one of the documentaries, an example from a news story.</p>
<p>D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments</p>	<p>In Unit 0, Western (US and European) economic and political development is taught through a sociological lens.</p> <p>In Unit 1, we cover the major concepts of “social location” and “sociological imagination” which asks that students consider the ways in which major political, intellectual, psychological, economic, scientific, technological, or cultural developments shape opportunities and conditions for them and others.</p> <p>In Unit 3, students understand the expansive role of culture in a sociological perspective. This includes material culture (e.g., technology).</p> <p>In Unit 2, the self – as seen through the lens of social psychology – is studied and includes</p> <p>In Unit 4, we return to the economic and political development of contemporary society to better understand structural inequality.</p>	<p>Every Unit has a comprehensive two-part assessment – assessing basic understanding and then with long essay questions.</p> <p>Unit 0 asks students to consider the historical, economic and political conditions under which modern / Western Sociology was developed. They are also asked to apply these methods and theories to current case studies.</p> <p>Unit 1 exam questions aim to help student identify the cultural and political developments that have shaped their own (and others) conditions, opportunities, and aspirations.</p> <p>Unit 2 exam questions focus on the social-psychological questions about how different thinkers have answered the question “Who am I? How did I become Me?” Students must not only define and explain theories of the self but also choose a theory and provide the evidence that it’s the best theory. The evidence comes from the course materials.</p> <p>Unit 3 focuses on the many elements of culture, from a sociological explanation. Students are asked to use course material to bring to present and analyze examples of these elements – material / technological, norms, values, etc.</p> <p>In Unit 4, the students must engage in major</p>

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		<p>sociological concepts of inequality to analyze social life and case studies. Economic, cultural and political developments and their outcomes are the focus of many case studies presented in class.</p>
<p>D.4 Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.</p>	<p>Each Unit, students are taught the sociological perspective in some way. Every Unit examines a particular Sociological question in the same way: through lecture (basic foundation), reading (basic foundation), conducting an activity or research project (praxis of sociology), film analysis (analyzing sociology), and reading / discussion “real” sociological research through journal article and – when possible – a guest lecturer.</p>	<p>Every Unit has a comprehensive two-part assessment – assessing basic understanding and then with long essay questions.</p> <p>Each exam, as described above, asks that students think and write as if they are sociologists. (I don’t ask them to “buy into” Sociology but that they can analyze social life from the perspective of Sociology as a social science.</p> <p>The final exam provides a set number of fresh case studies from the year in research, news, and policy reports. They must read all of them and study them by identifying the ways in which the content fit into sociology and, in particular, the specific “Big Questions” that the course asks. On final exam day, they get ONE of the big questions and must write their “answer” to the question using a multitude of the examples from the final exam case study. This long essay is truly a final test to see if they have grasped the sociological analysis and developed a sociological imagination.</p>

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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students share writing with peers and with professor. I feel like my students are exposed to different types of writing but they are doing fairly focused academic writing.	Some in class writing is graded. The students are writing to me / the professor in their exams.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Discussions in class and actual data production / analysis in class. Every documentary film portion of a unit has an analytical exercise.	These activities are used / incorporated in the students long essay portion of each unit exam.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	I provide a multitude of sources for each unit that are policy briefs, sociologists in the news, and actual / real research studies along with guest lectures featuring "everyday sociologists." Alison Carr is a great resource for our students, should they desire more information or seek outside Sociological cases. I have an entire section of my cougar courses devoted to information about the discipline of Sociology.	The unit exams' essays encourage students to use sources based on their exploration of additional sociological sources. The information about the discipline is assessed in Unit 0 of the course.

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Part C: GE Programmatic Goals:

The GE program aligns with CSUSM specific and LEAP Goals. All D courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes -- human cultures
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes xx
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes xx
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> xx Yes (please describe): The course begins with asking students to think about their social location and then to compare it to others – students draw on case studies that emerge from lecture, class discussions, readings, and documentaries. They write about these comparisons which leads them to have a better understand, not only of diversity, but of how / why people experience diverse conditions and opportunities.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> xx Yes (please describe): The notion of sociological imagination and social location help students understand the commonalities and differences across cultures, neighborhoods, regions, and countries.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Each unit exam asks that students write 2 pages or more of essays (5 exams). In class, students write about 500 words through out each unit just in class and through their analytical writings after viewing the documentaries. The final exam is a longer essay questions – about 4 pages or so.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	All the essays are given detailed feedback. Students with issues in writing are worked with individually and also coached to use the writing center.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	The text and lecture provide the core information. I also give students "real" sociology to read – and they get to learn from academics in the field (either in person or websites).
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as	Every unit includes multiple opportunities to read research. In each unit, for example, the film analysis asks that students draw upon their sociological content (Sociological readings / lecture) to conduct analysis and

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a resource person to facilitate the information literacy and library use components.	write up their results. Allison Carr is our assigned librarian.
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↑ See the suggestions made by A.C. regarding identifying research in academic or scholarly soc research.

Subject: FW: GE recertification for Soc 101 -- seeking your approval
Date: Thursday, February 20, 2014 2:56:02 PM Pacific Standard Time
From: Linda Astorga
To: Marisol Clark-Ibanez
CC: Mohammad Oskoorouchi

COBA

Hi Marisol:

On behalf of Mohammad Oskoorouchi, I'm responding to your inquiry about SOC 101. We are changing our PBUS core classes for Fall 2014, and will not utilize SOC 101 for the PBUS core. For those continuing students we are going to recommend that they take our new BUS 204 in its place. Previously we accept any course that the Sociology Department approves/authorizes.

Please let me know if you have any further questions.

Linda Astorga

Lead Academic Advisor
College of Business Administration
Markstein Hall, Suite 126
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-001
Tel: 760.750.4230 Fax: 760.750.3027
www.csusm.edu/cobaadvising

From: Mohammad Oskoorouchi
Sent: Thursday, February 20, 2014 11:16 AM
To: Linda Astorga
Subject: Fwd: GE recertification for Soc 101 -- seeking your approval

Hi Linda,

Please follow up.

Thanks
Mohammad

Mohammad Oskoorouchi, Ph.D.

Interim Associate Dean
Interim Director of Graduate Programs
College of Business Administration
California State University San Marcos
Phone: 760-750-4219

Begin forwarded message:

From: Marisol Clark-Ibanez <mibanez@csusm.edu>
Subject: Re: GE recertification for Soc 101 -- seeking your approval
Date: February 20, 2014 at 11:08:20 AM PST
To: Mohammad Oskoorouchi <moskoro@csusm.edu>
Cc: CoBA Advising <cobaadvising@csusm.edu>

Hi there,

I think GEC wants a faculty person to sign off on this...Or, if that is not your practice for curriculum issues, can you please let me know who is a specific person in advising that I could contact? The email I sent to CoBA advising generated a message with the assumption I was a student and would have to wait some time for a response. Thank you, mci

From: Mohammad Oskoorouchi <moskoro@csusm.edu>
Date: Wednesday, February 19, 2014 1:59 PM
To: Marisol Lara <mibanez@csusm.edu>
Cc: CoBA Advising <cobaadvising@csusm.edu>
Subject: Re: GE recertification for Soc 101 -- seeking your approval

Please contact CoBA advisors.

Mohammad Oskoorouchi, Ph.D.

Interim Associate Dean
Interim Director of Graduate Programs
College of Business Administration
California State University San Marcos
Phone: 760-750-4219

On Feb 19, 2014, at 1:47 PM, Marisol Clark-Ibanez <mibanez@csusm.edu> wrote:

Hello Mohammad,

I am applying for GE re-certification for the Soc 101.

I believe I need your signature because your program uses Soc 101 as a possible prerequisite (i.e.g, Business). Could you please review the material via email?

Also, can you please reply by indicating your approval or sending me any questions or concerns?

Alternatively, I would be happy to print them out and walk them over to you, if you prefer.

Also, I am aware that Business is thinking of taking Soc 101 out of the their prerequisite courses offerings but, for now, I believe we are still linked.

Thank you! Marisol

Dr. Marisol Clark-Ibáñez (MCI)

Associate Professor-- Department of Sociology
Email: mibanez@csusm.edu
Twitter: @MCIcsusm

<Soc101_AreaD_GE_recertification_Spring2014.docx><Soc101_syllabus_Fall2011_ONLINE.docx><Soc 101 SYLLABUS
Fall 2013 FaceToFace.docx>

Subject: Re: GE recertification for Soc 101 -- seeking your approval
Date: Thursday, February 27, 2014 9:56:18 AM Pacific Standard Time
From: Marisol Clark-Ibanez
To: Allison Carr

← my response

Hi Allison,

I have attached the new syllabi for you and the added explicit assignments for identifying Sociology research are embedded within the "Doing Sociology" activity description. Before it was an option for them to do and to reflect the new GELO's, I have made it part of their unit work. To ease your work, I have cut/pasted the section below. If this is acceptable to you, can you please send me back your response / approval. Gracias! MCI

it and "do" Sociology

I get a chance to do a small Sociological tasks in the real world. It will be up to you how and when you complete this task. The rest of the request will be reported in your journal assignments. This also includes identifying and reading current sociological research.

PS — Although I have a section on the library and librarians, I added another line to remind students to use your expertise in both syllabi: Remember to utilize our Sociology Librarian, Allison Carr (acarr@csusm.edu) and the Writing Center for your work in this class.

From: Allison Carr <acarr@csusm.edu>
Date: Friday, February 21, 2014 11:31 AM
To: Marisol Clark-Ibanez <mibanez@csusm.edu>
Subject: Re: GE recertification for Soc 101 -- seeking your approval

Hi Marisol,

As far as the form goes, your students would be meeting the GE Outcome for information literacy (students will find, evaluate and use information...) with the Soc SLO "Locating, analyzing, assessing and communicating sociological scholarship." I think that would suffice for that box of the form.

The one piece that I don't see in the syllabus is the "locating" piece. Do you have an assignment where students need to find soc scholarship to supplement what you've given them? An option is to ask them to find a complimenting/contrasting scholarly article for the ones you require they read at the end of each unit and asking them to compare/contrast the two articles.

Let me know if you have any questions or if you want to talk more about it.

Best,
Allison

From: Marisol Clark-Ibanez <mibanez@csusm.edu>
Date: Wednesday, February 19, 2014 8:57 AM
To: allison carr <acarr@csusm.edu>
Subject: Re: GE recertification for Soc 101 -- seeking your approval

Sounds good! The course has been approved in the past and so this is the recert with all the new Slos.

Sent by iMarisol
~ Paz ~ Amor ~ Comunidad ~

On Feb 19, 2014, at 8:02 AM, "Allison Carr" <acarr@csusm.edu> wrote:

Hi Marisol,

This is a crazy week, but I should be able to get back to you by Friday. I'll let you know if I have any questions.

Allison

From: Marisol Clark-Ibanez <mibanez@csusm.edu>
Date: Tuesday, February 18, 2014 1:55 PM
To: allison carr <acarr@csusm.edu>
Subject: GE recertification for Soc 101 -- seeking your approval

Hi Allison!

I am applying for GE re-certification for the Soc 101.

I believe I need your signature. Could you please review the material via email? Also, can you please reply by indicating your approval or sending me any questions or concerns?

Alternatively, I would be happy to print them out and walk them over to you, if you prefer.

Thank you! Marisol

Dr. Marisol Clark-Ibáñez (MCI)
Associate Professor-- Department of Sociology
Email: mibanez@csusm.edu
Twitter: @MCIcsusm

ONLINE

**Soc 101: Introduction to Sociology
A FULLY ONLINE CLASS
Dr. Marisol Clark-Ibanez (MCI)**

"Your learning is my top priority"

Contact Information

Office Phone: 760-750-4631

Office Location: SBSB 4210

Office Hours: Via phone, chat or appointment

Class is found at: cc.csusm.edu

Textbook & Materials

- *The Forest & The Trees* by Allen Johnson...Available at the book store or online (\$)
- Various articles...found on our website, posted as PDFs (free)
- Various films...found linked to our website (free)

Course Student Learning Outcomes & Applications

By the end of the semester, you should be able to...

1) Think Sociologically

How: Each aspect of our class is geared to this important outcome but you will demonstrate this skill in discussion forums and the final exam.

2) Make an analytical argument using Sociological evidence

How: Unit quizzes and forums will help me evaluate this outcome.

3) Read and understand Sociological research

How: You will be assigned "real" sociological research and be tested on your understanding. Also you may draw on sociological research presented in lecture and the reading to complete all the assignments in this class.

4) Write clearly and be familiar with Sociological standards

How: This class is almost ALL writing. I also expect that you begin to learn the way Sociologists write and cite resources used.

5) Be comfortable accessing and evaluating relevant material from the Internet

How: Web quests will help you discern and apply Internet resources in an academic way along with encouraging you to think critically about these materials.

6) Understand the ways in which Sociology applies to everyday life AND may even enhance your life.

How: The films assigned will help you gain insight to our course material and the real world. The discussion forms ("a") help you think about your own experience with the idea you will apply them to the course material for each unit.

How Much Time Will You Spend On This Class?

This is a four (4) unit course.

So, if it were "in class" – the expectation is that four hours are spent in class with the professor and then for every hour of in-class time, two hours of homework/readings/projects. This brings us to...4 hours plus 8 hours = **12 hours per week** that are spent on this ONLINE CLASS.

Please coordinate your own schedule around this type commitment. Research tells us that students choose online courses because they think they will be easier and can be "fit in" around the margins of their lives; yet, the reality is that online classes are much more demanding of your time and organizational skills – they also require quite a bit of self-discipline.

THE OFFICIAL LEARNING OUTCOMES OF THIS CLASS

Soc 101 serves three main purposes at CSUSM. First, it is the foundational class for Sociology majors. Second, it's a General Education class meant to expose sociological thinking to many different majors. Soc 101 is an essential part of the liberal arts education at CSUSM. Third, it also serves as a pre-requisite or elective for other majors.

Sociology Majors should be introduced to...

- 1) Analyzing and interpreting the diversity of social experience using a sociological perspective, especially as they relate to race, class, gender, age, sexual preference, religion and nationality.
- 2) Assessing competing theoretical approaches to societal problems of publics with differing and multiple interests, specify structural or institutional sources of these social problems; and propose and assess policies, interventions and/or modes of advocacy that will enact positive change.
- 3) Locating, analyzing, assessing and communicating sociological scholarship.
- 4) Articulating the applicability of and demonstrate ability to employ a range of research strategies--quantitative and qualitative--to particular research questions, theoretical orientations, and social contexts.
- 5) Articulating the ethical and social justice implications of sociological inquiry.

The Goal of the GE "D" is...

Students will understand the complexities and varieties of social relations and human experiences, as well as the nature, scope, and the systematic study of human behaviors and societies. *Soc 101 is a perfect fit!*

The **outcomes** for a GE "D" class like Soc 101 are that students will...

- 1 - Describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.
- 2 - Analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.
- 3 - Outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments.

Finally, students taking Soc 101 as a GE "D" **must know how to explain the usefulness** of the *Sociological perspective and field of knowledge for social issues and problems.*

Those of you who are taking this class a **requirement or elective for another major**...I assure you that learning the Sociological perspective will enhance the understanding of your present major, and provide fundamental, insightful analysis into your own life and those around you.

Activities for this Class

Each Unit has similar activities but deals with different material. Each Unit asks a simple question and then spends about 3 weeks having you explore and ultimately answer the question.

- Forum “#a”

Write about a paragraph or two. Consists of a warm up to the topic we are covering in the unit. Always done at the beginning of the unit, so no prior knowledge necessary. You post and then you respond to 3 others. Tone is informal but respectful. Full sentences and correct grammar required.

- Lecture

I post a written lecture to introduce us to the topic in the Unit AND to support what you read in our text, *Forest and Trees*. Most students like to read my lecture first, then read the text, and then go back to the lecture if necessary. Does not replace reading!

- Read *Forest*

Our only book for the class. You read one chapter per unit. I will try to put up reading questions because this is not your typical Introduction to Sociology textbook and is much more engaging BUT does not have anything “bolded” or organized like a textbook.

- Take Quiz

There is a quiz the first week of each Unit – this is to motivate you to read the lecture and the book chapter. They are not tricky questions but you need to have completed your work and have your notes ready before taking the quizzes. You only have 1 chance to take the quiz and up to an hour to do so.

- View Films

Each Unit has several films to help us explore the question we are trying to answer. The films range from 10 minutes to 2 hours. Be sure to test out your internet connections AND plan accordingly. Your thoughts on the films will be shared in your journal assignment.

- Web Quest

You will be given an activity on the Internet to complete that is relevant to each Unit. Instructions will be posted. The results of the web quest will be reported in your journal assignment.

- Go out and “do” Sociology

You will get a chance to do a small Sociological tasks in the real world. It will be up to you how and when you complete this task. The results of the web quest will be reported in your journal assignments. This also includes identifying and reading current sociological research.

- Reflection in Journal

The films, web quest, and “doing” Sociology will all be reported through prompts in your journal. I will be checking for completeness.

- Read Real Sociology Research

I will post a pdf of some of my research or others’ that have inspired me. You will read this the last week of each unit. The research will be in the form of peer reviewed, academic formats. The idea here is to INSPIRE your sociological imagination and let you see what it is your professors do when they are not teaching!

- Forum “#b”

This the last forum that is meant to “wrap up” the unit. You will be expected to write 4 to 5 paragraphs and use diverse / multiple sources of course material. You will post your work and then respond to 3 others. YOUR RESPONSES MUST ALSO CONTAIN COURSE MATERIAL. Meaning, this assignment is meant to be academic, analytical, and formal.

POINT DISTRIBUTIONS

Please remember that at any point, you can calculate your current grade by adding up the points available so far by the points you earned.

Introductory Activities....10 points total

Forum 0 = 5 points

Quiz 0 = 5 points

Regular Unit Work

Forums 1a, 2a, 3a, & 4a = 5 points each, totaling 20 points

Forums 1b, 2b, 3b, & 4b = 20 points each, totaling 80 points

Quizzes 1, 2, 3, & 4 = 10 points each, totally 40 points

Reflection Journal 1, 2, 3, & 4 = 10 points each, totally 40 points

Final Exam....20 points

TOTAL POINTS POSSIBLE FOR CLASS = 210

Important Considerations

- If you have any type of disability that may affect your success in this class, please contact me immediately. You also need to be working with the Office of Disabled Student Services (DSS) is located within Craven Hall in Suite 4300. The DSS staff are available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. Individuals wishing to call DSS can do so by dialing (760) 750-4905 or (760) 750-4909 (TTY) and the fax number is (760) 750-3445. Email inquiries can be sent to dss@csusm.edu.
- For now, there is no planned extra credit but I always keep an open mind for your suggestions or try to find opportunities as we go through the semester. Also, I may offer spontaneous and time-sensitive extra credit through my email feedback messages. So, be on the look out for those!
- The Cougar Courses "gradebook" is a great resource to keep track of grades. You should be checking it regularly to make sure of accuracy and to keep track of your own progress.
- Late work ... Not accepted unless you have a SERIOUS issue and/or have contacted me previously. Note, I offer a lot of flexibility in this class given the structure and fast paced of online classes. Please use your time wisely!!!!
- Civility ... CSUSM is launching a great new campaign for creating a more civil campus and I think its principles apply to online teaching.
 - Care- Consideration of others
 - Respect- Esteem for others
 - Empathy- Recognize and share feelings of others
 - Culture- Experiences from others different than ourselves
 - Humanity- Our world population / diversity
- Help / Stress / Worries ... Our campus just created an amazing new service for helping you figure what to do and where to go when life (or classes) get too much. This office, SOAR, will take you by the hand and get you help, answers, etc. Call 760-750-7627 or email: soar@csusm.edu. If you have worries or stress (big or little), you might as well reach and see how they can help!
- Finally, I am here to help you!!! Please do not wait until even a few weeks into class to contact me. Do it the first or second week. You can introduce yourself via email or ask questions. Don't wait too late to get help in this class!!

NOTE THAT THE SEMESTER SCHEDULE FOLLOWS THIS PAGE BUT AFTER, THERE ARE SEVERAL MORE IMPORTANT PAGES FOR YOU TO REVIEW. THIS SYLLABUS IS LONG BUT HOPEFULLY HELPFUL! ☺

Semester Schedule

(There may be changes to our schedule to unforeseen events, such as fires.)

UNIT 0: INTRODUCTION

Learning Goal: Feel comfortable with the online environment, the class, & each other

Week 1 Monday, August 29 – Sunday, September 4th

- Introduction Power Point
- Read syllabus
- Read the two short articles: “Roper” and “TIPS”
- Take self-assessment for online classes (linked on our Cougar Courses page)
- Take Academic Honesty Quiz (linked on our Cougar Courses page)

Week 2 Monday, September 5 - Sunday, September 11th

- Lecture: What the Heck is Sociology?
- Forum 0
- Quiz 0

UNIT 1: ARE WE ISLANDS?

Learning Goal: Introduction to Sociological thinking.

Week 3 Monday, September 12 - Sunday, September 18th

- Forum 1a
- Lecture
- Read Forest, Chapter 1
- Take Quiz 1

Week 4 Monday, September 19 - Sunday, September 25th

- View Films
- Web Quest 1
- Go out and “do” Sociology
- Reflection in Journal #1

Week 5 Monday, September 26 - Sunday, October 2nd

- Read Real Sociology Research
- Forum 1b

UNIT 2: HOW DO I BECOME ME?

Learning Goal: Realize the ways in which we are shape by interactions with others.

Week 6 Monday, October 3 - Sunday, October 9th

- Forum 2a
- Lecture
- Read Forest, Chapter 5
- Take Quiz 2

Week 7 Monday, October 10 - Sunday, October 16th

- View Films
- Web Quest 2
- Go out and “do” Sociology
- Reflection in Journal #2

Week 8 Monday, October 17 - Sunday, October 23rd

- Read Real Sociology Research
- Forum 2b

UNIT 3: WHY DO I DO THE THINGS I DO?

Learning Goal: Identify the role that culture plays in our lives – how we think, what we do, etc.

Week 9 Monday, October 24 - Sunday, October 30th

- Forum 3a
- Lecture
- Read Forest, Chapter 2
- Take Quiz 3

Week 10 Monday, October 31 - Sunday, November 6th

- View Films
- Web Quest 3
- Go out and “do” Sociology
- Reflection in Journal #3

Week 11 Monday, November 7 - Sunday, November 13th

- Read Real Sociology Research
- Forum 3b

UNIT 4: WHY ARE THINGS UNEQUAL?

Learning Goal: Understand that inequality is STRUCTURAL and not typically caused by individual factors.

Week 12 Monday, November 14 - Sunday, November 20th

- Forum 4a
- Lecture
- Read Forest, Chapter 3
- Take Quiz 4

Week 13 Monday, November 21 - Sunday, November 27th

- View Films
- Web Quest 4
- Go out and “do” Sociology
- Reflection in Journal #4

Week 14 Monday, November 28 - Sunday, December 4th

- Read Real Sociology Research
- Forum 4b

Week 15 Monday, December 5 - Sunday, December 11th

Wrap Up, Inspirational Sociologists, and Study Guide

FINAL EXAM: The final exam will be available from Sunday, December 11 to Wednesday, December 14th.

Questions About the Quality of Your Work

The grade you receive is typically the grade you earn. However, if you feel there has been an error in evaluating your work, email me immediately to address the issue or make an appointment with me. I encourage you to work with me to discuss the quality of your work, with the goal of improving your work for next time. You have 48 hours to alert me to an issue. I will not review or correct an error after this period. It's your responsibility to be on top of your work and vigilant of your grades.

Academic Honesty

The quality of any educational environment depends on academic integrity and academic honesty. To that end, CSUSM does not tolerate academic dishonesty or disruption of the educational process. Please read the current CSUSM Course Catalog Policies on Student Discipline and Academic Honesty.

All written work and oral presentation assignments must be original work. *This means no "double dipping" papers or presentations from other classes.* All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

A partial list and description of academic dishonesty follows...

Cheating includes but is not limited to:

- Submitting material that is not yours
- Using unauthorized materials during exams
- Cooperating with or helping another student cheat

Plagiarism includes but is not limited to:

- Directly quoting the words of others without using quotations marks to identify them
- Using sources of information without identifying them
- Paraphrasing materials or ideas of others without identifying the sources; paraphrasing means altering the sentence patterns and changing the words

Bottom Line: If it's not your idea, cite it correctly!

Students who are confused or unsure about specific situations should consult the professor for clarification. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

For those of you hungry for more information on academic honesty and proper citations, click on these links!

[American Sociological Association citation style](#) ~ [Test your knowledge of plagiarism](#) ~ [Cases of plagiarism](#)

Remember to utilize our Sociology Librarian, Allison Carr (acarr@csusm.edu) and the Writing Center for your work in this class.

Online Etiquette: A Brave New Electronic World¹

Welcome to the world of online, Web-based courses. If you're like many people, this is your first experience with an online course. You may have taken some courses before, and you may also have had experience with some form of electronic communication, but a Web-based course is a newer area of social interaction, and as such it has its own rules for interacting with others.

Disembodied Discussions

A key distinguishing feature of an online course is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points:

Tone Down Your Language: Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Keep A Straight Face: In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

Be Forgiving: If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and is best cleared up by the instructor.

The Recorder Is On: Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

Test For Clarity: Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

Netspeak: Although electronic communication is still young, many conventions have already been established. **DO NOT TYPE IN ALL CAPS.** This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read. This class is academic and so refrain from using "texting" language or acronyms in formal forum discussions and your papers.

¹ Retrieved by Dr. Clark-Ibáñez on June 1, 2012. Adapted from the University of Wisconsin, <http://online.uwc.edu/technology/onletiquette.asp>

Emoticons can be helpful to convey feelings in your academic writing. Some common ones include:

Acronyms

FYI = for your information

b/c = because

w/ = with

BTW = by the way

F2F = face to face

FAQ = frequently asked questions

Emoticons

:-) = smiley face: happiness, pleasure

:(= frowning face: displeasure

;-) = wink

:O = shock, surprise

:/ = skepticism, unease, apologetic

Missed Exams and Late Work

This is a fast paced class. You must be "online" everyday!

Course activities cannot be made up for reasons other than a documented medical or family emergency. Reasons such as out of town trips are not excuses for not doing the work. This is the beauty and the curse of online courses -- they can go with you. Make arrangements now for daily Internet access if you want credit for participation while you are out of the area.

I cannot stress to you how important communication is in any class, but especially an online course. I will not know what is going on with you unless you actively tell me, there will be no way for me to figure these things out on my own. Use the "Help!" forum located on Cougar Courses which sends messages and replies to all students.

Online teaching and learning sometimes has problems that are beyond our control. Sometimes the system goes "down" and other times your computer goes haywire. We must be patient with *each other* and the technology.

I will allow for 2 late forum replies. You still must do the work but I understand there may be delays that are outside of your control.

Incomplete Policy @ CSUSM

It would be very easy in an online course, such as this one, to fall behind on reading or graded work. **DO NOT LET THIS HAPPEN.** However, if for a justifiable reason, a long-term illness or death in the family, for example, you need to take an incomplete in this course you must notify me as soon as possible so that proper arrangements can be made. Access to the materials for this online course are restricted after the course session is over, therefore, any incomplete work will have to be made up in an alternate manner.

If you are near enough to completion of the course (in other words, you just need to take the last exam), arrangements can probably be made.

If you are taking an incomplete that requires you to complete *more than the final exam*, you cannot pass this class and you will be required to retake the course. All incompletes at CSUSM must be completed for a final grade within one year or the Incomplete becomes an 'F'. I cannot change the grade at that time.

A failing or low grade is not a justifiable reason for requesting an incomplete. Incompletes will not be given for this reason.

Extra Credit

There is no extra credit planned for this class.

Questions / Comments / Concerns About the Course

An online course is extremely different from a traditional course in some ways. You won't ever see your classmates, you probably won't ever see me. But don't forget we are out there. You are not taking this class alone. You need to remember to utilize everyone as resources when you have a problem. Remember, use the **Help!** Forum.

If you have questions comments concerns or praise about assignments, lectures, readings, or anything else related to the course material and content, please either contact me via Course Mail or post a question to the Help Discussion Forum tool if you think your classmates may be able to help you with it. I will not know you have a question unless you ask it, so please ask.

If you have questions comments concerns or praise about a technical part of class, something to do with email or the web pages, how to post, etc. please contact the CSUSM help desk.

Students from other universities, please take note of these resources!

CSUSM Help Desk Email: coursehelp@csusm.edu

CSUSM Help Desk Call: 760-750-6505 or 760-750-4790

The best way I can help you is by letting me know immediately if there is a problem with accessing our course material or if something is not working. I can call the faculty help line. Let's work together!!!

Library Resources

Please note that we have our own Sociology librarian, Allison Carr (acarr@csusm.edu) and an amazing Ethnic Studies librarian, Melanie Chu (mchu@csusm.edu). And, on our library website, there is always a librarian "on call" via chat or phone (<http://biblio.csusm.edu/>). I have created numerous videos for this class to help you with your library research. 😊 They will be linked to our course.

LAST NOTE: Please do not rely on the "gradebook" of Cougar Courses to keep track of your running average. It is a good place to see what your points are for each forum, quiz, etc.

FILMS TO VIEW STREAMING & ONLINE

Here is an advanced list of the films you will need to view online. Remember, the films' contents will be used for the discussion forums and the quizzes so take good notes!

Note that the "Media That Matters" and "Ted.com" films are typically under 10 or 20 minutes. The "30 Days" and "Frontline (PBS)" are about an hour long or a bit less. Plan your time wisely! ☺

Unit 1: Are We Islands?

Immersion

<http://www.mediathatmattersfest.org/films/immersion>

Rules of the Game

http://www.mediathatmattersfest.org/films/the_rules_of_the_game

Superstar

<http://www.mediathatmattersfest.org/films/superstar>

Still Standing

http://www.mediathatmattersfest.org/films/still_standing

30 Days: Immigration

<http://vimeo.com/11155073>

Unit 2: How Do I Become Me?

Brené Brown: The Power of Vulnerability

http://www.ted.com/talks/brene_brown_on_vulnerability.html

Country Boys (Frontline)

http://www.pbs.org/wgbh/pages/frontline/countryboys/view/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid

I am not a Boy

http://www.mediathatmattersfest.org/films/im_not_a_boy

Secrets of the Wild Child

http://www.ovguide.com/movies_tv/nova_secret_of_the_wild_child.htm

Unit 3: Why Do I Do The Things I Do?

Marcel Dicke: Why Not Eat Insects

http://www.ted.com/talks/marcel_dicke_why_not_eat_insects.html

Young & Restless in China (Frontline)

http://www.pbs.org/wgbh/pages/frontline/youngchina/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid

Growing Up Online (Frontline)

http://www.pbs.org/wgbh/pages/frontline/kidsonline/view/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid

Merchants of Cool (Frontline)

http://www.pbs.org/wgbh/pages/frontline/shows/cool/view/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid

Unit 4: Why Are Things Unequal?

Shukla Bose: Teaching One Child at a Time (India)

http://www.ted.com/talks/shukla_bose_teaching_one_child_at_a_time.html

Jose Abreu: On Kids Transformed by Music (Venezuela)

http://www.ted.com/talks/jose_abreu_on_kids_transformed_by_music.html

Dr. Seyi Oyesola: Tours a Hospital in Nigeria

http://www.ted.com/talks/dr_seyi_oyesola_tours_a_hospital_in_nigeria.html

College, Inc. (Frontline)

http://www.pbs.org/wgbh/pages/frontline/collegeinc/view/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid

Close to Home (Frontline)

http://www.pbs.org/wgbh/pages/frontline/closetohome/view/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid

A Class Divided (Frontline)

http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html?utm_campaign=viewpage&utm_medium=grid&utm_source=grid

Rubric for Discussion Forums

Description of Activity: This activity allows you to “dig in deeper” and share your opinions along with demonstrating both your personal perspective AND your sociological knowledge.

Forums that have “a” in the number are for personal perspectives (and not necessarily relying on academic knowledge).

The forum assignments with “b” are ACADEMIC and need to be taken seriously and use course material in both the posting and replies.

Meaning of Grades for Personal Forums (“a”)

These are worth 5 points each. There really is no wrong answer – you need to just make sure you do thorough job with your own post and the 3 replies. So, post about a paragraph or two...reply in a short paragraph or longer.

5 points = Addressed the prompt in the posting by writing at least a solid paragraph with vivid examples and details; wrote thorough responses back in all three responses.

4 points = Addressed the prompt in the posting by writing at least a solid paragraph with vivid examples and details; wrote three responses back to others and the quality was a bit uneven.

3 points = Addressed the prompt in posting but not very thorough; may have only responded to 2 others well OR responded to 3 in more general ways (as opposed to being very engaging).

2 points = Vague, too general, and/or too brief postings and/or replies.

1 point = Did not address the prompt correctly and work in general is incomplete.

Meaning of Grades for Academic / Analytical Forums (“b”)

There are “wrong” and “right” answers here! And, it is essential that you use all the course material required as stated in each prompt. Replies are weighted more because you do 3 of them; you only post your own once. Aim to write at least three paragraphs for your own posting and at least one solid paragraph for replies. Use quotes! Cite readings, lecture and other materials from the unit.

BIG HINT: If you don't explicitly use course material, you cannot earn more than a “C” minimum for each forum assignment.

20 points: Completed the required amount of posting / replies. Wrote thoughtfully. Wrote clearly. Included course material. Demonstrated keen Sociological insights. Created new ideas or thoughts.

18 points: Completed the required amount of posting / replies. Wrote thoughtfully. Wrote clearly. Included course material. Had some keen Sociological insights.

16 points: Completed the required amount of posting / replies. Wrote thoughtfully. Wrote clearly. Included course material. Demonstrated adequate Sociological knowledge or insights.

14 points: Completed the required amount of posting / replies. Wrote thoughtfully. Wrote clearly. Did not include course material. Had uneven but evident Sociological insight.

12 points: May not have completed the required amount of posting / replies. Wrote clearly. Did not include course material.

10 points: Did not complete the required posting. Did include some Sociological insights. No evidence of course material.

8 points: Did not complete the required posting. Did not demonstrate Sociological insights. No evidence of course material.

**Online Teaching Philosophy
Sociology of Education
Marisol Clark-Ibáñez, Ph.D.**

Interaction = Learning

My goal as your teacher is to create a class that will stimulate your learning, expand your critical analysis abilities, and further develop your sociological imagination.

In our class, you will mainly engage in student-centered, interactive activities on the discussion board. You will probably participate more in this class than you have in a face-to-face course. This is a good thing because research shows the more actively you participate, the more you learn. This usually translates into better grades.

Interaction requires that you keep up with course material and maintain an open mind. For me, this means that I must work to establish a learning environment that allows you to grow and construct assignments that are clear and creative.

Learning = Application

This course requires you to apply a limited amount of sociological knowledge in various ways. You will analyze your own life experiences. You will apply sociological concepts to current research and case studies. You will read about the lives of people very different from you and apply sociological theories to their experiences. Finally, you will apply all this knowledge and write an in-depth analysis about one topic in education and inequality.

Why so many applications? Research shows that students need on the average of 18 chances to apply a concept before they truly learn it.

Shepherd = My Teaching Personality

If I were to live in a Medieval Kingdom, I would be a shepherd. (This is according to a job personality test called, www.kingdomality.com, which I encourage you to take!)

Shepherd fits me perfectly! As a teacher, I tend to my human flock. I work hard to understand the needs of those for whom I am responsible. Shepherds are vigilant and reliable. I realize my obligation and commitment to the well being of those entrusted to my care. Shepherds are very dependable. I try to engender a feeling of comfort and stability to those within my charge. I also must keep errant or distracting members "in line" for the good of our flock. Shepherds can be empathic, caring, understanding, practical and realistic. I strive to embody these attributes.

As members of my flock for this class, I see you as students with intellectual curiosity, dreams, and your own strengths and weaknesses. My job is to provide the ideal learning environment to help you fulfill your own goals and do well in this class.

**CONGRATULATIONS!
YOU MADE IT TO THE END OF THE SYLLABUS.
HELPFUL HINT: REMEMBER MY "KINGDOMALITY"**

Soc 101 ~ Fall 2013
Course Number: 46005
Dr. Marisol Clark-Ibanez (MCI)

"Your learning is my top priority"

Contact Information

Email: mibanez@csusm.edu

Phone: 760-750-4631 *Note: Emailing is better unless you are calling me during office hours.*

Office: SBSB 4210 Office Hours: Mondays, 3 – 5pm, and by appointment

Introduction to Sociology from Course Catalogue

Analysis and description of the structure and dynamics of human society. The application of scientific methods to the observation and analysis of social groups and processes. Students learn the language, tools, findings, and theories of the sociologist at work.

Textbook & Materials

- *The Forest & The Trees: Sociology as Life, Practice and Promise* by Allen Johnson
- Various articles and films...found on our website, posted as PDFs

The Activities / Work for this Class¹

Each unit poses a "big picture" question that we will strive to answer and explore in a variety of ways. I have structured this class to have a "parallel structure" to enhance and deepen your Sociological learning. (Please note: For all classes at CSUSM, each hour in class means 2 more hours spent outside of class on reading, writing, homework, etc.)

Attendance / Participation – Coming to class and being there in mind and body. Thinking, taking notes, and asking questions. Sharing thoughts via email and in person discussions.

Reading – College level skills for understanding, digesting, and making connections between the readings and with your own life / community. Lectures, "real" Sociological publications, and our book chapters constitute most of our readings. I also enjoy sharing current news stories or blog essays. Please send items along to me as well!

Film Analysis – We will watch some films in class and most are linked on Cougar Courses for you watch independently. This material is meant for you connect the Sociological ideas and research to documentaries and popular culture. Yet another way to practice applying your Sociological insight!

Digging in Deeper – Helping us "go deeper" into a topic that week. It may involve inviting someone from the community to speak to our class or doing a social experiment. You will have a published Sociological study to read that day.

Everyday Sociology – Giving you a "taste" for what Sociologists do in real life – the research we do. Allow for enough time to read the assigned full-length journal article. This also includes finding and identifying relevant Sociological research. Plan to discuss your thoughts on it in lecture and for exams.

Exams – You have an exams at the end of each unit that is designed for your to knowledge and participation. To earn an "A" on these exams – at minimum – you need to be in class, read, and otherwise be fully engaged. The essays for our exams are where we will do the most writing in this class and likely exceed the CSUSM Writing Requirement of 2500 words.

¹ If you do not take the syllabus quiz and are not present in class Week 1, you will be dropped from this class.

POINTS POSSIBLE IN THIS CLASS

Syllabus Quiz	10 points
Exam 0, 1, 2, 3, and 4	20 points each, 5 exams = 100 points
Final Exam	50 points

Total = 160 points

You can keep track of your grades on Cougar Courses grade book.

ACADEMIC HONESTY

Research tells us that most of academic dishonesty, plagiarism, or cheating is because students did not realize what it was about or that they were too stressed. I can help you with educating you on what it is. See below and click around on the links.

Here is part of the policy at CSUSM:

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university.

Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Some major tips to avoid plagiarism: Do your own work. Do not "double dip" papers, as in use the same or parts of papers for different classes. **Cite any ideas** – whether paraphrased or direct quotes – that are not yours.

Kick it up a notch! Read the entire CSUSM Academic Honesty policy. Take an academic honesty quiz. Read the *research* on college academic dishonesty. If you are writing a paper and you are unsure of how to properly site or paraphrase a source, consult me or see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html> prior to the assignment being due. If you are seriously wanting to know even **more**, take a quiz at this website and earn a certificate!
<https://www.indiana.edu/~istd/>

My Goals for You

By the end of the semester, you should be able to...

1) Think Sociologically.

How: Each aspect of our class is geared to this important outcome but you will demonstrate this skill in class discussions, exams, and the final.

2) Make an analytical argument using Sociological evidence.

How: Unit exams and class discussions will help me evaluate this outcome. Analysis will be the main essay prompt of each exam.

3) Read and understand Sociological research.

How: You will be assigned "real" sociological research and be tested on your understanding. You will be exposed to sociological research in each day of class. You will also be asked to find and identify Sociological research.

4) Write clearly and be familiar with Sociological standards.

How: Writing, thinking and even "citing" the Sociological way is embedded in all of our work. We will likely exceed the CSUSM Writing Requirement of 2500 words.

5) Understand the ways in which Sociology applies to everyday life AND may even enhance your life.

How: The films assigned will help you apply our course material to the real world. The discussions in "digging in deeper" and lecture will help you think about your own experience by applying them the course material.

TAKE A MOMENT HERE TO REFLECT...

- Why are you taking this class?

- What have you heard about Sociology?

- What are your pet peeves in terms of professor?

- What are some questions that you already have about this class?

THE OFFICIAL LEARNING OUTCOMES OF THIS CLASS

Soc 101 serves three main purposes at CSUSM. First, it is the foundational class for Sociology majors. Second, it's a General Education class meant to expose sociological thinking to many different majors. Soc 101 is an essential part of the liberal arts education at CSUSM. Third, it also serves as a pre-requisite or elective for other majors.

Sociology Majors should be introduced to...

- 1) Analyzing and interpreting the diversity of social experience using a sociological perspective, especially as they relate to race, class, gender, age, sexual preference, religion and nationality.
- 2) Assessing competing theoretical approaches to societal problems of publics with differing and multiple interests, specify structural or institutional sources of these social problems; and propose and assess policies, interventions and/or modes of advocacy that will enact positive change.
- 3) Locating, analyzing, assessing and communicating sociological scholarship.
- 4) Articulating the applicability of and demonstrate ability to employ a range of research strategies--quantitative and qualitative--to particular research questions, theoretical orientations, and social contexts.
- 5) Articulating the ethical and social justice implications of sociological inquiry.

The Goal of the GE "D" is...

Students will understand the complexities and varieties of social relations and human experiences, as well as the nature, scope, and the systematic study of human behaviors and societies. *Soc 101 is a perfect fit!*

The **outcomes** for a GE "D" class like Soc 101 are that students will...

- 1 - Describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.
- 2 - Analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.
- 3 - Outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments.

Finally, students taking Soc 101 as a GE "D" **must know how to explain the usefulness** of the *Sociological* perspective and field of knowledge for *social issues and problems*.

Those of you who are taking this class a **requirement or elective for another major**...I assure you that learning the Sociological perspective will enhance the understanding of your present major, and provide fundamental, insightful analysis into your own life and those around you.

Important Considerations

- If you have any type of disability that may affect your success in this class, please contact me immediately. You also need to be working with the Office of Disabled Student Services (DSS) is located within Craven Hall in Suite 4300. The DSS staff are available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. Individuals wishing to call DSS can do so by dialing (760) 750-4905 or (760) 750-4909 (TTY) and the fax number is (760) 750-3445. Email inquiries can be sent to dss@csusm.edu.
- For now, there is no planned extra credit, but I always keep an open mind for your suggestions or try to find opportunities that directly relate to our class as this semester. In this case, I could offer *spontaneous* and *time-sensitive* extra credit.
- The Cougar Courses “gradebook” is a great resource to keep track of grades. You should be checking it regularly to make sure of accuracy and to keep track of your own progress.
- Late work ... Not accepted unless you have a SERIOUS issue and/or have contacted me previously. Please use your time (and my good nature) wisely!
- Civility ... CSUSM has a campaign for creating a more civil campus and I think its principles apply to *large lecture* hall classes. This is a LARGE class and your respectful civility will go a long way to making it a safe and engaging place for learning.
 - Care- Consideration of others
 - Respect- Esteem for others
 - Empathy- Recognize and share feelings of others
 - Culture- Experiences from others different than ourselves
 - Humanity- Our world population / diversity
- Help / Stress / Worries ... Our campus just created an amazing new service for helping you figure what to do and where to go when life (or classes) get too much. This office, SOAR, will take you by the hand and get you help, answers, etc. Call 760-750-7627 or email: soar@csusm.edu. If you have worries or stress (big or little), you might as well reach and see how they can help!
- On “Digging in Deeper” days, you are welcome to bring in Sociological studies that fascinate you. Please note that we have our own Sociology librarian, Allison Carr (acarr@csusm.edu) and an amazing Ethnic Studies librarian, Melanie Chu (mchu@csusm.edu). And, on our library website, there is always a librarian “on call” via chat or phone (<http://biblio.csusm.edu/>). I have created numerous videos for this class to help you with library research. ☺ They will be linked to our course.
- Finally, I am here to help you!!! Please do not wait until even a few weeks into class to contact me. Do it the first or second week. You can introduce yourself via email or ask questions. Don’t wait too late to get help in this class! (See the end of this syllabus more about my *teaching* style.)

Soc 101
Fall 2013 ~ Course Schedule
(Please check Cougar Courses for any updates or changes)

UNIT 0 ~ Introductions: You, Me and Sociology

Monday August 26

First Day of Class

- Expectations of the Large Lecture Class
- Your TA's
- Me: MCI
- Getting to know you

Due the Syllabus Quiz this week. It's an online quiz linked on Cougar Courses.

Wednesday August 28

Lecture: What the heck is Sociology?

In class discussion: Sociology versus Common Sense

Read for today: Review the pre-semester readings (above)

Monday, September 2

Holiday ~ No Class

Wednesday, September 4

Lecture: Theories and Methods – An Overview

Read for today: Dr. Tammy Lewis, "Theory and Methods" (located on Cougar Courses)

Monday, September 9

Exam 0 (see link on Cougar Courses)

UNIT 1 ~ Are We Islands?

Wednesday, September 11

Lecture: Are We Islands?

Read for today: Chapter 1 in *The Forest and the Trees*

Monday, September 16

Digging in Deeper

Wednesday, September 18

Sociological Film Analysis (30 days – immigration)

See films linked on Cougar Courses

View *at least one of them before* coming to class today

Monday, September 23

Everyday Sociology

Complete Reading on Cougar Courses: "No Couple is an Island"

(quantitative study of the effects of social networks on romantic couples)

Wednesday, September 25

Exam 1 (in class)

UNIT 2 ~ How Do I Become Me?

Monday, September 30

Lecture: How Do I Become Me

Read for today: Chapter 5 in *The Forest and the Trees*

Wednesday, October 2

Digging in Deeper

Monday, October 7

Sociological Film Analysis (Genie)

See films linked on Cougar Courses

View *at least one of them before* coming to class today

Wednesday, October 11

Everyday Sociology

Do Reading on Cougar Courses: "Being Bad" (research study of inner-city children that uses visual sociology and ethnography as primary methods)

Monday, October 14

Exam 2

UNIT 3 ~ Why Do I Do the Things I Do?

Wednesday, October 16

Lecture: Why Do I Do the Things I Do?

Read for today: Chapter 2 in *The Forest and the Trees*

Monday, October 21

Digging in Deeper

Wednesday, October 23

Sociological Film Analysis (Fat)

See films linked on Cougar Courses

View *at least one of them before* coming to class today

Monday, October 28

Everyday Sociology

Scripts and Norms (an activity)

Do Reading on Cougar Courses: "Tattooing in East LA" (a research study that uses community ethnography and interviews)

Wednesday, October 30

Exam 3

UNIT 4 ~ Why Are Things Unequal?

Monday, November 4

Lecture: Why Are Things Unequal?

Read for today: Chapter 3 in *The Forest and the Trees*

Wednesday, November 6

Digging in Deeper

Monday, November 11

Holiday ~ No Class

Wednesday, November 13

Sociological Film Analysis

See films linked on Cougar Courses

View THREE of them before coming to class today

Monday, November 18

Doing Sociology

Identify and locate one Sociology research article to share in class (guidance provided on Cougar Courses and in class)

Wednesday, November 20

Exam 4

FINAL UNIT ~ Putting It All Together & Sociology's Promise

Monday, November 25 ~ online

Lecture: Sociology's Promise

Read for today: Chapter 6 in *The Forest and the Trees*

Wednesday, November 27 ~ online

Sociological Film Analysis

Film and discussion prompt linked on Cougar Courses

Monday, December 2

Overview of Final Exam

Evaluations

Wednesday, December 4

Drop in discussion in class

FINAL EXAM

Monday, 1.30 – 3.30 in our class

Teaching Philosophy
Marisol Clark-Ibáñez, Ph.D.

Interaction = Learning

My goal as your teacher is to create a class that will stimulate your learning, expand your critical analysis abilities, and further develop your sociological imagination.

In our class, you will mainly engage in student-centered, interactive activities even though this is a large lecture setting. You should *expect to be thinking while in class* and may even be called on! This is a good thing because research shows the more actively you participate, the more you learn. This usually translates into better grades.

Interaction requires that you keep up with course material and maintain *an open mind*. For me, this means that I must work to establish a learning environment that allows you to grow and construct assignments that are clear and creative.

Learning = Application

This course requires you to apply a specific sociological knowledge in various ways. You will analyze your own life experiences. You will apply sociological concepts to current research and case studies. You will read about the lives of people very different from you and apply sociological theories to their experiences.

Why so many applications? Research shows that students need on the average of 18 chances to apply a concept before they truly learn it.

Shepherd = My Teaching Personality

If I were to live in a Medieval Kingdom, I would be a shepherd. (This is according to a job personality test called, www.kingdomality.com, which I encourage you to take!)

Shepherd fits me perfectly! As a teacher, I tend to my human flock. I work hard to understand the needs of those for whom I am responsible. Shepherds are vigilant and reliable. I realize my obligation and commitment to the well being of those entrusted to my care. Shepherds are very dependable. I try to engender a feeling of comfort and stability to those within my charge. I also must keep errant or distracting members "in line" for the good of our flock. Shepherds can be empathic, caring, understanding, practical and realistic. I strive to embody these attributes.

As members of my flock for this class, I see you as students with intellectual curiosity, dreams, and your own strengths and weaknesses. My job is to provide the ideal learning environment to help you fulfill your own goals and do well in the class.

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