**Sociology 1001
Introduction to Sociology**

 **Online Course**

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We will do our best to respond to all emails within 24 hours during the week and by Monday for emails received over the weekend. If your questions are about any of the course material or logistics, we encourage you to ask them on the "Course Related Questions" threaded discussion (listed under Week 1). Before you post a question please check and see if others have asked the same question and what our answer was.

**Support and Technical Information**
If you have questions about D2L (Desire 2 Learn) or other general technological issues, please contact OIT at (303) 735-4357. If you have specific questions that are unique to your situation (and thus not suitable for the "Course Related Questions" threaded discussion) feel free to contact Professor Wadsworth or Ms. Bittel.

**Course Description**

This course provides an introduction to sociology as a social science. Using a variety of theoretical perspectives and analytic approaches we will examine patterns of social behavior, the institutions which influence such behavior, and the social problems our society faces. This course is intended to help you better understand the world you live in and the social forces that shape that world.

**Course Materials**

Course Website: Given the nature of an online course, virtually everything you do will revolve around the course website. This is where you will watch lectures and films, participate in discussions, find readings, etc. A requirement for taking the class is very reliable access to the internet.

Required Readings and Films: *Sociology: Exploring the Architecture of Everyday Life – Brief Edition (2nd Edition)* by David M. Newman. This book is available at the CU Bookstore or can be found through a variety of online sources. If you purchase the text somewhere other than the CU Bookstore, make sure that you get the correct edition (the one we are using is an older edition because it is much less expensive). All other required readings can be downloaded from the D2L website.

There are also movies that you are required to watch for the course. These can be viewed on the course website by clicking on the titles.

Optional Readings and Films: There are a number of suggested readings and films that are listed in the course schedule. While you will not be tested on this material I encourage you to check it out if you have time, and feel free to bring it in to the class discussions and/or your weekly papers.

**Course Requirements**

Assigned readings and films: Completion of the assigned readings and films is absolutely critical to your success in the class and your final grade will depend greatly upon you having read/watched, written about, discussed, and taken exams on all of the course materials. All assigned readings and films need to be completed by the date for which they are listed on the syllabus.

Writing Assignments: Every couple days (eight times in total—exact dates indicated in the course schedule), I'd like you to sit down and spend some time talking to us—on paper—about what you've just read and how it relates to the lectures, to the other readings, and to your own experiences.

You should begin by discussing the main points of the different readings—what do the authors want you to know? But you should not stop there. Try to make sense of the main points in light of what you've previously known about the subject, the lectures and the other readings in the course. You may want to respond to some of the following:

* Was there anything that you did not understand or that was unclear to you?
* What connections to previous reading or information do you see in this material? Does it alter earlier opinions you may have formed? Does it deepen your understanding of the subject? Does it present examples that illustrate other arguments that have been made in the class.
* What seem to be the major concepts or key terms in the reading? Why does the author thing that these concepts are important contributions to the study of sociology?

These are just a few of the hundreds of questions you can ask of your reading. For each writing assignment I will also post some specific questions which you can respond to in your papers for the following week IF YOU WANT TO. Responding to my questions is NOT required but it is a place to start if you are feeling stuck. You don’t have to come to any hard and fast conclusions; instead think of this as exploratory writing, a chance to record your initial reactions. This should, however, be connected prose, not just bullet points or scattered notes. The main point of this kind of writing is to use it to examine readings in a more thorough way than most people do when they simply read the last page, close the book and go about their business. In this writing it may help sometimes to think of yourself as responding to the authors you've just read.

Some Goals of the Papers:

* to encourage regular writing
* to make connections between class material, lectures, and personal observations
* to raise questions and issues that can fuel discussions
* to generate ideas for future lines of inquiry
* to provide a forum for inquiry, analysis, and evaluation of ideas

Do:

* write regularly
* approach the exercise with the intention of being challenged
* present your ideas in a coherent and thought-provoking manner
* try to touch on all of the assigned material each week

Do not:

* ignore basic rules of grammar and punctuation
* wait until the last minute to do the writing
* confuse these papers with a personal diary. The main focus should be on the class material that you have been asked to read (or watch). Try not to focus too much on your personal feelings, such as whether or not you liked the reading or the film. Instead concentrate on why we assigned the material.
* simply summarize. Avoid just describing what you have read. This can be a good starting point, but what you really want to do is analyze the readings in the context of the course and the other course materials

While the length of your papers may vary you can think of 2-3 pages (1.5 spacing and 12 pt font) as a general guideline. While you need to submit at least 7 of the 8 possible papers you will receive feedback and a grade on 5 of them (chosen at random). Your final paper grade will be based on the average of your best 4. If you turn in fewer than 7 papers you will lose 10 points from your final paper grade for each one that you do not turn in. All papers must be turned in through D2L by the deadline listed in the course schedule.

Exams: There will be a midterm exam on June 23rd and a final exam on July 7th. Both exams will include multiple choice and short answer questions.

Online Discussions: You are expected to participate in small group (5-10 people) threaded discussions on various topics throughout the course. New discussions will begin every Tuesday and run for three days (discussions will begin on Tuesday at 6:00am and will end at 5:00pm on Thursday), except for the last week during which the discussion will begin on Wednesday and run for only two days. Your contributions to the discussion will be graded both on content, relevancy, grammar, and accuracy. For each discussion you will receive a score of 0-5 based on the following criteria:

**5:** Your contribution to discussion directly relates to course material either from lecture, the readings, or videos.  You do more than just restate a fact or idea presented in the course material by relating different articles or concepts or positing your own original insight.  Most importantly, your comment insightfully responds to the question(s) posed in the discussion.  For contributions following other students’ comments, your comment directly responds to another student’s comment while remaining relevant to the original question. You have demonstrated that you have listened to, read, and thought about the course material.

**4:**  Your contribution relates to the course material however may be partially inaccurate, or unrelated to the initial question.  If your citation of course material is accurate, it may simply restate a basic or obvious idea from the text or lecture without adding anything new.  You may receive this grade if you do not fully address the question, or do so in a way that is not based in the course material. You demonstrate that you have listened to and read at least some of the course material.

**3:** Your contribution lacks thought or effort.  You do not provide a contribution related to any of the course material, nor do you respond to other student’s comments.  You will receive this grade if your contribution is not fully thought out, is unclear, or full of grammatical errors.  You will also receive this score (or lower) if your comment is in any way disrespectful to other student’s contributions.

**0**: You did not participate

Depending on when your contribution falls within the duration of the discussion, you may either want to make one, large contribution to the discussion, or multiple smaller comments.  If you choose to make only one contribution, it is advised that you address more than one aspect of the prompt and present your ideas in depth.  If you choose to make multiple smaller contributions, make sure each comment still contributes substantial ideas to the discussion and that each comment presents a new or different contribution.

REMEMBER, these are discussions, not just everyone posting their response to the material. Do not start a new topic/thread (unless you are the first to respond) and think about what others have written before responding.

ZOOM Meetings: We will schedule a number of ZOOM Meetings during the third and fourth weeks of the course. These are opportunities for us to meet online in small groups to discuss the material. To get full participation points you should sign up and participate in at least one of these (though you can sign up for two if you like). If you absolutely cannot participate there will be another way to get credit which will be announced in a news item later in the semester. Sign-ups for ZOOM meetings will be announced via D2L notes, and you will sign up in a google spreadsheet. Directions for downloading the ZOOM software are included in the course contents section of our D2L page.

**Work that is missed cannot be made up.**
 **The only times we will accept late papers, or give make-up exams is when you provide us with written documentation of a death in your family or a medical emergency. All documentation must be supplied within one week of the situation.**

Your final grade will be based on the course requirements as listed above. The point distributions are as such:

**Online Discussion: 15%**

**Writing Assignments: 40%**

**ZOOM Participation: 5%**

**Exam 1: 20%**

**Exam 2: 20%**

Final Comments on Grading: I do not grade on a curve. Your final grade will reflect your success in demonstrating your knowledge of the material and will not be influenced by the performance of others. To do well in this class, most of you will need to work hard and apply sustained effort over the course of the five weeks. That said, working hard does not guarantee an “A”— your final grade is based on the quality of your work. If you find that you are not doing as well as you would like in the course please talk to us AS SOON AS POSSIBLE. There will be no extra-credit at the end of the semester to boost up low grades.

The Workload: An average fall or spring semester class meets for 2.5 hours a week for 16 weeks, for a total of 40 hours, and the general guideline for time expectations is that instructors can expect students to complete 2 hours of work outside of class for every 1 hour in class. That equals a total of 80 hours a week outside of class or 120 hours combined for in and out of class work. Spread out over 16 weeks that is about 7.5 hours a week. However, in Summer A-term we only have 5 weeks to cover the same amount of material (which gives you the same number of credits). Based on the same math this means you should expect about 24 hours per week of work for A or B semester summer class. I give you this information so you can have an honest assessment of how much of your time you are going to need to devote to the class if you want to succeed.

**Policy Issues**

**Online Discussions:** Online discussions provide a wonderful way for all members of a class (even the shy ones) to participate in class discussion and debate. That said, there is a lot of evidence that civility and respect for others can breakdown when people feel a sense of anonymity. While I would encourage participants to feel free to engage in debates and to intellectually challenge other people's ideas when they feel it is appropriate this MUST be done with civility and respect, just as we would expect in a traditional classroom.

**Academic Dishonesty**: Cheating and plagiarism are both violations of the student code and will be treated with utmost seriousness. Evidence of either of these behaviors will result in an automatic failure in the course and the matter will be turned over to university officials. To be clear, plagiarism refers to using the work, ideas, or knowledge of other people as your own. It includes all forms of exam or quiz cheating, using other people’s work, copying all or sections of papers from the web, and “borrowing” (without citing) from published sources. Please do not give us ANY reason to suspect this type of behavior. If you are unclear about the rules regarding plagiarism, paraphrasing, quoting, or collaboration, please ask for further clarification. You are also required to adhere to the University Honor Code which you can find at<http://www.colorado.edu/academics/honorcode/>

**Special Needs:** If you qualify for accommodations due to disability please let me know during the first two weeks of the semester. It is your responsibility to contact Disability Services and obtain documentation. The Disability Services Office is in Willard 322 and can be contacted at (303) 492-8671 or through <http://www.colorado.edu/disabilityservices>.