



INSTRUCTIONAL PACKAGE

SOC 101
Introduction to Sociology

Effective Term
2021 - 2022

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Part I: Course Information

Effective Term: 2021 - 2022

COURSE PREFIX: SOC 101

COURSE TITLE: Introduction to Sociology

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

When our world changes fast, social transitions raise levels of uncertainty for college students. Because sociology examines the forces driving change, students gain real life preparation to confront complex problems from multiple perspectives. Sociology applies scientific principles to the study of human behavior, organizational processes, and public policy. An education in sociology translates into a host of marketable skills from statistical reasoning to intercultural competence. This course helps students see their education as a means to improve society and their respective communities.

COURSE DESCRIPTION:

This course emphasizes the fundamental concepts and principles of sociology, including culture, socialization, interaction, social groups and stratification, effects of population growth, and technology in society and social institutions.

PREREQUISITES/CO-REQUISITES:

((ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or (Multiple Measures English 1) or (SAT Critical Reading 480) or (ACT English 19 and ACT Reading 19) or (Credit level ENG 100 Minimum Grade of C* or Credit level ENG 155 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC or Credit level ENG 101 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC)

***Online/Hybrid** courses require students to complete the [Dli Orientation Video](#) prior to enrolling in an online course.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
[MyHGTC](#) and [college](#) email access.

STUDENT IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain sociology and our society. Students are also encouraged to take notes. This course is designed to foster interaction, active learning and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action.

For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services. As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Instructors are encouraged to cover a minimum of fourteen chapters. As time allows, instructors may include additional chapters and Student Learning Outcomes. Specific chapters, depth of coverage, organization of the units, and assessment tools may vary from instructor to instructor. Listed below are the Course and Student Learning Outcomes. These Learning Outcomes define what knowledge and skills a student is able to "do" or express after successful completion of this course.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

COURSE LEARNING OUTCOMES:

- **Explain the Sociological Imagination.** Sociologists focus on the interconnection between who we are as individuals and the social forces behind larger public issues. Students will determine an individual’s life is truly a shared social experience.
- **Apply Three Sociological Perspectives.** Sociologists operate with assumptions to interpret social facts from three theoretical perspectives: Functional, Conflict, and Symbolic Interaction. Students will compare and contrast sets of assumptions and world-views determining the ways each perspective can be used to explain everyday behavior.
- **Illustrate Empirical Reasoning.** Empirical reasoning refers to becoming familiar with scientific methods and steps of the research process. Students will examine the process by which evidence is produced from a qualitative or a quantitative tradition.
- **Model an Analytical Mindset.** Analytical minds look to proper context, situation, and historical period to determine the accuracy of their ideas. At times, sociological insights will challenge instincts or intuitions. When this occurs, students will organize their assumptions to make sense of competing ideas within their proper context.
- **Build Intercultural Knowledge.** Intercultural knowledge allows for fair treatment of people from diverse backgrounds in a democratic society. Students will examine prejudice and discrimination across various demographic factors. Students will explain the consequences of inequality in opportunity and quality of life.
- **Prioritize Social Justice.** Social scientists share the idea that science ought to contribute to a better quality of life for citizens. Students will evaluate the organizational process within social institutions, and identify the many roles sociologists take in careers, related fields, and organizations.

STUDENT LEARNING OUTCOMES:

*Suggested Outline:

Unit 1	Theory, Methods, and Culture
Materials Covered:	Chapter 1 Sociological Imagination
	Chapter 2 Sociological Research
	Chapter 3 Culture

Chapter One – Sociological Imagination

1. Outline the emergence of sociology as a social science.
2. Apply three theoretical perspectives to explain the world.
3. Illustrate the practice of sociology in careers.

Chapter Two – Sociological Research

1. Identify the steps sociologists take to answer why people think and act the way they do.

2. Classify the techniques sociologists use to collect data.
3. List the ethical concerns sociologists consider while conducting research.

Chapter Three – Culture

1. Identify the reasons why humans create culture.
2. Summarize the components of culture that influence human behavior.
3. Demonstrate how culture both enables and constrains decisions or opportunities.

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.
Unit Exam

Unit 2 Socialization, Structure, Interaction, and Deviance
Materials Covered: Chapter 4 Socialization
 Chapter 5 Social Structure and Interaction
 Chapter 6 Deviance

Chapter Four - Socialization

1. Describe the process of developing the self in everyday life.
2. Explain the agents of socialization role in the socialization process.
3. Show the development of humans and illustrate changes overtime.

Chapter Five – Social Structure and Interaction

1. Interpret the relationship between self and society.
2. Compare and contrast traditional versus modern societies.
3. Outline the elements of social structure in shaping individual action.

Chapter Six – Deviance

1. Discover how groups maintain social control.
2. Evaluate the difference between deviance and crime.
3. Classify the way sociologists explain deviance and crime.

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.
Unit Exam

Unit 3 Families, Education, Religion, Economy and Politics
Materials Covered: Chapter 7 Families
 Chapter 8 Education and Religion
 Chapter 9 Economy and Politics

Chapter Seven - Families

1. Define the family.
2. Examine the means by which people pick partners.
3. Identify the various family forms.

Chapter Eight – Education and Religion

1. Demonstrate how education maintains social order.
2. Explain how education supports the existing system of inequality.
3. Identify the various ways sociologist define religion.

Chapter Nine – Economy and Politics

1. Interpret how economic and political power is organized.
2. Demonstrate how power operates in society.
3. Identify the impact of economic changes over time.

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.

Unit Exam

Unit 4 Social Class, Global Inequality, Gender and Sexuality

Materials Covered: Chapter 10 Social Class
Chapter 11 Global Inequality
Chapter 12 Gender and Sexuality

Chapter Ten – *Social Class*

1. Interpret various definitions of social class.
2. Outline the way social class operates.
3. Identify the consequences of social class.

Chapter Eleven – *Global Inequality*

1. Interpret sociologists' approaches to modernization.
2. Show the significance of global stratification.
3. Summarize the global movement for the development of universal human rights.

Chapter Twelve – *Gender and Sexuality*

1. Interpret changing gender and sexuality shifts over time.
2. Evaluate changes overtime in the opportunities for women in the United States.
3. Appraise the extent gender still shapes access to resources.

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.

Unit Exam

Unit 5 Race, Ethnicity, Population, Health, Environment and Social Change

Materials Covered: Chapter 13 Race and Ethnicity
Chapter 14 Population, Health, and Environment
Chapter 15 Social Change

Chapter Thirteen – *Race and Ethnicity*

1. Show how sociologists define race and ethnicity.
2. Compare and contrast prejudice and discrimination, and how they operate.
3. Appraise the consequences of race and ethnicity for opportunity.

Chapter Fourteen – *Population, Health, and Environment*

1. Interpret the role population dynamics plays in shaping our lives.
2. List the way sociology contributes to something as seemingly biological as health.
3. Summarize the environmental lessons learned from sociology.

Chapter Fifteen – *Social Change*

1. List the factors shaping the success of a social movement.
2. Compare and contrast the reasons for social change.
3. Explain what it means to practice sociology.

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.
Unit Exam

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Exams (2 to 5 Exams including Final Exam if applicable)	40%-80%
Quizzes/Assignments/Discussions	10%-30%
Papers/Projects/Portfolios	10%-30%
Class participation	0%-10%
Total (must add up to 100%)	

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent

(90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #2.

STUDENT TESTING:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu