

Basic Course Information

Semester	Spring 2022	Instructor Name	Jose J. Plascencia, MSW
Course Title	SOC 101: Introduction to Sociology	Email	jose.plascencia@imperial.edu
CRN #	20327	Office #	Online Via Zoom
Room	Zoom Room: https://cccconfer.zoom.us/j/6504700995	Office Hours	Upon Request
Units	3 units	Office Phone #	(760) 355-6272
Class Dates	02/15/2022-06/10/2022	Emer. Contact	Department secretaries for
Class Days	Tuesdays		Behavioral Science and EOPS
Class Times	6:30PM – 9:40PM	Emer. Number	(760) 355-6144 and 355-6407

Course Description

Introduction to the study of society. Overview of major concepts, methods and theoretical perspectives including: culture, social structure, institutions, socialization, gender, race, social class, inequality, deviance, and social control. Topics include macro and micro theories. (C-ID SOCI 110) (CSU, UC)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Define and apply the basic concepts of sociology including culture, status, roles, norms, institutions, social class, race, gender. (ILO2, ILO3, ILO4, ILO5)
2. Understand that race, gender and family systems are social constructions. (ILO2, ILO3, ILO4, ILO5)
3. Distinguish different major sociological theoretical perspectives that explain social behavior. (ILO2, ILO4, ILO5)
4. Assess both macro social influences and micro social influences in understanding a particular social issue. (ILO1, ILO2, ILO4, ILO5)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe how the sociological imagination helps people understand their own personal lives.
2. Recognize Sociology as a science that approaches the study of human behavior in a systematic manner

3. Identify the six social classes in American society and the structural influence of social class on behavior.
4. List the components of culture and their impact on human behavior.
5. Describe the importance of political forces in understanding our society and the process of social change
6. Identify the causes and processes of deviant behavior and the mechanisms of social control.
7. Define the various forms of marriage and the family.
8. Recognize social problems and social issues in the United States and in cultures throughout the world.

Textbooks & Other Resources or Links

Ferris, K. Stein, J (2018). ***The Real World: An Introduction to Sociology*** (6th/e). New York W.W. Norton & Company. ISBN: 9780393639308



Course Requirements and Instructional Methods

- **Instructor Expectations:**
 - Students who do not participate during week one are automatically dropped. (Participation means turning in week 1 assignment)
 - If you stop attending class, make sure to drop yourself from the class.
 - Work is to be turned in on due date – no late work unless exception is made.
 - You are responsible for knowing and observing due dates for all assignments.
- **What to Expect from your Instructor:**
 - All your assignments will be graded within one week from their due date.
 - To contact me by email: jose.plascencia@imperial.edu; or use the "Inbox" in Canvas to message me.
 - Your emails will be answered within 24-48-hours (emails are typically answered within a few hours).
 - My office hours are by appointment and through Zoom.
 - My goal is to help you succeed, so please reach out to me if you have any question/doubt.

Three Exams (300 pts.)

There will be three exams given throughout the semester. Each exam will cover five (5) chapters. Exams will be posted on CANVAS after every five (5) chapters. They are untimed and you will only have one attempt.

Submitting your exam after the due date will lose points.

Quizzes (150 pts)

There will be a total of 15 quizzes during the semester. These quizzes will be true/false and multiple choice. Quizzes will be posted on each chapter module on CANVAS. They are untimed and you will have two attempts. CANVAS will record the highest of your two attempts.

Submitting quizzes after the due date will lose points

Current Events (150 points)

For each chapter there will a “current event” question that you will be required to write a one-page response to. This “current event” will be an open ended question, to where there will no “right” or “wrong” answer. Due dates will be posted on CANVAS. You can upload your answer or a file directly to CANVAS.

Submitting current events after the due date will lose points

Review Assignments (150 pts)

There will be a total of 15 review assignments assigned throughout the semester. One for each chapter assigned. The topics will be related to the chapter we are covering. These assignments will have five (5) short answer questions. For each question you are to provide two –three sentence answers. You can upload your answer or a file directly to CANVAS.

Submitting review assignments after the due date will lose points

Reaction Papers (100 pts)

There will be a total of nine (9) reaction papers due throughout the semester. Each paper will be worth 10 points. Each will be half a page to one-page in length. Beginning in Chapter 6 and every chapter after that, you will have a video you will be required to view. Once you view it, then you are to write a “reaction paper” meaning how did the video cause you to “react”. Please note, I do not want summaries but your genuine reactions to the video. Due dates will be posted on CANVAS. You can upload your answer or a file directly to CANVAS.

Submitting reaction papers after the due date will lose points

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Grading Process

Grading Scale

1. Exam #1	(100)	765-850 pts.	A
2. Exam #2	(100)	680-764 pts.	B
3. Exam #3	(100)	595-679 pts.	C
4. Quizzes	(150)	510-594 pts.	D
5. Current Events	(150)	Below 509	F
6. Review Assignments	(150)		
7. Reaction Papers	(100)		

Attendance

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class.

Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped.

For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped. This class is Online-Zoom, so not logging on to Zoom for one (1) consecutive week can also be considered to be excessive absences and can also lead to being dropped.

In this course, there will be weekly quizzes, current events and discussion questions. Your attendance is gauged by you logging on to CANVAS and completing these assignments. There will be weekly Zoom meetings (Tuesdays from 6:30PM – 9:40PM)

If, after reviewing the syllabus and orientation unit, you feel this is not the right course for you, please let me know ASAP, so that you can be dropped from the course and another student can be added in your place. Students who miss more than two graded assignments (lessons, discussions, drafts, peer reviews, or conferences) may be dropped from the course. In addition, students who fail to log in to the course for 7 consecutive days' risk being dropped from the course. If you are struggling, experiencing access issues, or are seriously ill, please contact me immediately so we can develop a success plan together.

What does it mean to “attend” an online class?

Attendance is critical to student success & for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Deadline to drop all full-term classes with a “W” is MAY 14, 2022.

How Am I Expected to Act in an Online “Classroom” (like Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1. BE RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2. FIND A QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around and pets barking can be a distraction.

3. EAT AT A DIFFERENT TIME

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4. ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

5. POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6. BE READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

7. USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise MUTE your laptop.

8. REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor’s directions about using the “raise hand” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

9. REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

10. PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video

Academic Honesty

Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to 'cite a source' correctly, you must ask for help.

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 or when campus reopens, in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or when campus reopens, in the building 1536 for appointments or more information.

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link (IVC online Tutoring). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- **Library Services.** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you

with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!

- **Career Services Center**. The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **Child Development Center**. The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and

economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

- We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

What if I need to borrow technology or access to Wi-Fi?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>

Anticipated Class Schedule / Calendar

<u>Date or Week</u>	<u>Activity, Assignment, and/or Topic</u>	<u>Assignments Due</u>
February 15	Introductions and Review of Syllabus	No Assignment Due
February 22	Chapter 1: Sociology and the Real World Chapter 2: Sociology’s Family Tree: Theories and Theorists	No Assignment Due
March 1	Chapter 3: Cultural Crossroads	See Canvas Module
March 8	Chapter 4: The Self and Interaction Chapter 5: Separate and Together: Life in Groups	See Canvas Module
March 15	Chapter 6: Deviance and Conformity Video #1: “Fixing the System”	See Canvas Module
March 22	Exam #1: (Chapters 1 – 5)	See Canvas Module
March 29	Chapter 7: Social Class: The Structure of Inequality Video #2: “The Game of Life”	See Canvas Module
April 5	Chapter 8: Race and Ethnicity as Lived Experiences Video #3: “Meltdown at Dixie”	See Canvas Module

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April 12	Chapter 9: Constructing Gender and Sexuality Video #4: "The Trans List"	See Canvas Module
April 19	Spring Break!	See Canvas Module
April 26	Chapter 10: The Macro-Micro Link in Social Inst: Pol, Educ & Rel Video #5: "Subprime Education"	See Canvas Module
May 3	Exam #2 (Chapters 6-10)	See Canvas Module
May 10	Chapter 11: The Economy, Work, and Working Video #6: "Food Chains"	See Canvas Module
May 17	Chapter 12: Life at Home Video #7: "Wedding Advice"	See Canvas Module
May 24	Chapter #14: Health and Illness Video #8: "Fed Up"	See Canvas Module
May 31	Chapter 13: Recreation and Leisure in Everyday Life Chapter 15: City & Country: The Natural World & the Social World Video #9: "The Plagues & Pleasures at the Salton Sea"	See Canvas Module

June 7	Video #9 – “Fed Up” Exam #3 (Chapters 11-15)	See Canvas Module
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