

**SYLLABUS**  
**DAYTONA STATE COLLEGE**  
**SPRING SEMESTER - 2018**

**Online**

**SYG 2000:** Introduction to Sociology

**INSTRUCTOR / PROFESSOR:** Michael Flota, Ph.D.

**OFFICE:** Arts and Sciences Building (330), Room 214B: Daytona Campus

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**COURSE DESCRIPTION:** A systematic and scientific study of social behavior, including social organization, culture, deviance, cultural behavior and social institutions. This course meets the Gordon Rule requirement. (Prerequisite or Corequisite: ENC 1101.)

**CREDIT HOURS:** 3 Semester Hours **DEGREE:** A.A. and A.S.

**CONTACT HOURS:** 45 Hours

**TEXTBOOK:** *Sociology*, 7th edition, by John E. Farley and Michael W. Flota

*Sociology Reader*, by Michael W. Flota (online found under CONTENT)

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**Rules and Regulations (Classroom Policies):**

**COURSE POLICIES**

--Plagiarism, copying another person's work, or writing information from a source without citation, is academic dishonesty and will result in failure.

--Students are required to adhere to the Student Honor Code as articulated in the Student Handbook.

Overview of How to Proceed Through the Course:

1. Reading
2. Review

3. Post to Chapter Discussion Board
  4. Completion of all Reading, Reviews and Activities for Unit
  6. Unit Exam Taken
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## DISCUSSION

For each chapter, students must post two SEPARATE posts per Discussion Board (DB):

You are responsible for contributing to class discussion each week. **One post, one response. You may post more than this but this is the minimum quantity for full credit. See the Discussion Board for the list of topics.**

Discussion Board posts are **due by 11:59pm on Friday of the assigned week** (see Course Schedule).

Posts will be graded on the following criteria:

A) **Quality:** What did you contribute to the discussion? Did you meet the length requirements?

B) **Quantity:** How much did you contribute? (2 total post per topic at least)

C) **Community:** Were you open to others opinions and respectful at all times?

You are expected to make a minimum of two postings for each board. Your postings should demonstrate active and serious engagement with the course material and your peers in the DB throughout the week.

Your **first posting** for the week should: 1.) Be at least two paragraphs in length (approx. 8 full sentences minimum); 2.) Clearly address the assigned question or topic; 3.) Demonstrate your engagement with, and understanding of, required readings and/or films.

The **second posting** will be follow-up comments of at least one paragraph (approx. 4 full sentences) in length each in response to other postings made to the board. In order to show your active participation in the follow-up postings you should engage the course material, readings, or films. These are expected to be in-depth responses that demonstrate a genuine effort to contribute to classroom discussion and analysis.

You are encouraged to write above and beyond the minimum requirements, which can ensure that you fully complete the assignment and earn full credit. Sentences such as: "I enjoyed the videos" or "I agree with your post" DO NOT count towards your completing the DB assignments.

Postings that do not fulfill at least the minimal requirements will not be awarded credit for that week's DB assignment.

Posts MUST be in separate messages.

Each post will be monitored to ensure they follow the above guide lines.

All posts must be done in the week they are assigned. For instance posts for Week One must be completed during the first week of classes. Posts for Week Two during the second week, and so on...

Weeks run from Monday to Friday.

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### **Symbols Discussion: Mandatory Attendance Verification**

In order to fulfill Daytona State College's mandatory attendance requirements in this course you will be expected to complete the attendance verification **Symbols Discussion** as well as the course Pre-test during the assigned time period.

They **must** be completed to verify attendance for the College.

**Students who fail to complete these assignments may be dropped from the class!**

After that date, students who stop attending this class will be withdrawn from the class and receive a final grade of W1 (Withdrawn). Attendance includes participating in online or face-to-face environments as required.

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**Communication:** Students may expect responses to email and voicemail within 3 business days. Students may expect assignments grades within one week after submission.

**Interaction:** Group and class interaction is at the heart of this course.

**Classroom Etiquette**

- 1) Conversation in this course should be serious and scholarly. The purpose of conversation is to facilitate learning and the communication of ideas.
  - 2) Frivolous or inappropriate conversation is discouraged. Students are asked to think before they write. “Flaming” (using the Internet to insult or taunt) is a serious issue and will be dealt with appropriately by College authorities.
  - 3) Web chat and the discussion board are not the appropriate channels for personal complaints about grading, assignments, or other issues. If you have a complaint about a fellow student, an assignment, or the class you should send an e-mail directly to the instructor.
  - 4) It is your responsibility to submit each assignment on time. You are expected to leave yourself sufficient time to cope with any technical problems that may arise. You should keep a backup copy of each assignment.
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**EXAMS:** Will be online. Each exam is 25 questions and covers only the material from each unit, though some material builds on that from previous units. They are found under the [Quizzes](#) link above. You will have 38 minutes complete each Exam.

\*\*An Optional Comprehensive Final exam can be taken to makeup a missed exam (you can only miss one exam) or to attempt to replace a low grade on one of the three regular exams.

If you are happy with your regular exams **you do not have to take the Comprehensive Final.**

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## **REACTION PAPERS--Writing Assignment:**

Introduction to Sociology has been identified as an English reinforcing class. In this context, according to the State of Florida Gordon Rule, each student **must demonstrate college level writing in this course.**

**REACTION PAPERS:** Students will be required to write two reaction papers focusing on a major sociological concept from the reading (KEY TERMS at the end of each chapter) and your personal experience and/or reaction to it. You only need to choose one term, say "Cultural Lag" from the chapters you have read, and write a three-four page paper about your experiences with it.

Thus, you have great latitude to say how it has impacted your life, what you think about it, how its broadened your perspective, etc. Since, its only one key term, most of the paper will be about

your own experiences and the great thing about that is, no one knows those better than you. That makes the paper much easier to write. So, you have a lot of flexibility.

My advice is to write about one of the topics in this course that speaks to you. I can't tell you what that is because you are the only person who knows. If you do that, write at a college level, be sure to cite anything you use from the Textbook and Reader, you will pass.

\*Papers must be a minimum of three **full** pages each (roughly 750 words minimum).

\*Papers (typed, double-spaced, with 12-point font, reasonable margins, no spaces added between paragraphs, etc.)

\*Papers must include a **parenthetical in-text citation** that includes the page number for the citation (see below for example).

\*Papers must have a separate **Works Cited page** (see below for example).

\*Must be **submitted electronically** (via Falcon Online in the Assignments drop box).

Are **due** by **the date listed in the Assignment Tab**. Additionally, in formulating their Reaction paper, students may **only** utilize their class materials and textbook. ***The use of outside references (secondary literature; online resources not provided by the instructor; other individuals, including classmates; etc.) is strictly prohibited.*** The violation of this policy, or any incidence of academic dishonesty (see Academic Dishonesty section below), will result in a score of "0" for the paper.

Papers must be submitted electronically and will be evaluated by "**Plagiarism Detection**" software. Assignments that are found to be plagiarized will be penalized accordingly, and will result in one or more of the following: "0" for the assignment; grade penalty; failure of the course; formal charges of academic dishonesty; other).

**Each paper must score 20% or below on its Originality Score (the "Blue" range)** or it will not be graded (you will see this score once you have submitted your paper). Typically, you can expect your Originality Score to be up within 30 minutes after submission.

Late Papers: Papers coming after the deadline will see a -10% deduction for each day they are late. After nine days, no points will be awarded.

If your paper scores above a 20% on its **Originality Score**, you must turn in a new version below 20%. The late paper penalty will apply to the new version if it comes in after the deadline.

**\*Tips for writing your Reaction Paper:**

**a. What does the Key Term have to do with you, personally, and with your life (past, present or future)?** It is not acceptable to write that the term has NOTHING to do with you, since just about everything humans can write has to do in some way with every other human.

**b. How much does the term agree or clash with your view of the world, and what you consider right and wrong?** Use several quotes as examples of how it agrees with and supports what you think about the world, about right and wrong, and about what you think it is to be human. Use quotes and examples to discuss how the term disagrees with what you think about the world and about right and wrong.

**c How did you learn, and how much were your views and opinions challenged or changed by this concept, if at all?** Did the term communicate with you? Why or why not? Give examples of how your views might have changed or been strengthened (or perhaps, of why the concept failed to convince you, the way it is).

**d. How well does it address things that you, personally, care about and consider important to the world?** How does it address things that are important to your family, your community, your ethnic group, to people of your economic or social class or background, or your faith tradition?

(Adapted from: <http://utminers.utep.edu/omwilliamson/engl0310link/readerresponse.htm>)

### **Examples of Citations (APA style):**

\*APA parenthetical In-text citation Example:

One of the most memorable quotes is when he says, “You are going to live a good and long life filled with great and terrible moments that you cannot even imagine yet!” to Augustus (Green, 2012, p. 272).

\*APA Works Cited Format:

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

\*APA Works Cited Example:

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

**\*How to Cite the Reader:**

Online Lecture Notes:

When citing online lecture notes, be sure to provide the file format in brackets after the lecture title (e.g. PowerPoint slides, Word document).

\*APA Example:

Hallam, A. *Duality in consumer theory* [PDF document]. Retrieved from Lecture Notes Online Web site: <http://www.econ.iastate.edu/classes/econ501/Hallam/index.html>

*Examples adapted from Purdue OWL.*

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## **A NOTE ON DEADLINES:**

**For Exams:** you can only makeup one exam with the Comprehensive Final. I do not make exceptions to this rule.

**For discussions:** No late discussions will be accepted. No exceptions. (See the Class Schedule below).

**For Reaction Papers:** I take -10% off per day they are late. So, after nine days it's too late to receive any points.

\*\*\*If you miss the deadline to turn in your late paper, you will receive a zero for that assignment. Again, NO EXCEPTIONS.

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## **Evaluation / Assessment and Grading methods:**

Students will be assessed as follows:

Exams: 5 @ 10% each = 50%

Discussion/Attendance: 20%

Reaction Papers: 2@ 15 each = 30%

Pre-test/Post-Test: 5% (Extra Credit--must take pre-test first)

## **Grading Scale**

90% - 100% A

87 - 89% B+

80% - 86% B

77 - 79% C+

70% - 76% C

60% - 69% D

0% - 59% F

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# Class Schedule

*Weeks run Monday to Friday. All work due Friday night.*

**\*Week One:**

Read Chapter 1 in the TEXT.

Read "Introduction to Sociology" through Chapter 2 in the READER and Post your symbol.

Discussion #1:

A) Post your **Symbol** in the Symbols Discussion Board and comment on at least **three** others. (Participation in this discussion will determine your attendance in the course for financial aid purposes).

B) Please fill out your **Profile** under Class list and supply your picture for your profile. You may substitute your symbol for the profile picture.

Discussion #2:

Do you believe that truth is in the eye of the beholder? Or do you believe there is one definitive truth? If so, how? If not, why do people disagree about what is true? If we can't be certain about our "truths" then why seek truth? Is it better to just leave it alone?

**\*\*\*Don't worry about using one of the sociological theories this week. We'll be reading about them next week and start using them then.**

**\*Week Two:**

Read Chapter 3 in the TEXT and Chapters 3 & 4 in the READER.

Discussion:



What are the central assumptions of the three major perspectives (conflict, functionalism, symbolic interactionism/microsociology)? What do you see as the major strengths and weaknesses of each?

Which, if any, is your favorite and why?

**EXAM 1---DUE** (Chs 1 & 3; Intro to ch 4)

**\*Week Three:**

Read Chapter 4 in the TEXT and review Chapters 2 and 3 in the READER.

Discussion:

See the "Chosen People" under CONTENT

**\*Week Four:**

Read Chapter 5 in the TEXT and Chapters 4 (review) and 5 in the READER.

Discussion:

See the "Lost...and Found!" under CONTENT

**EXAM 2---DUE** (Chs 4 & 5; chs 2-5)

**\*Week Five:**

Read Chapter 6 in TEXT and Review Chapter 4 in the READER.

Discussion:

Early sociologists were often optimistic that prospects of positive social change (well, Weber wasn't!) were inevitable. Do people share this optimism today? How might cynicism about the possibility for change contribute to the maintenance of the status quo?

**\*Week Six:**

Read Chapter 6 in TEXT and Chapter 6 in READER

Discussion:

Following in the footsteps of Functionalists like Davis and Moore (1945), some people argue that without a small group of super-rich folks at the top of society no one will be around to be the first adopters of new technology, like expensive electric cars that are good for the environment (think Tesla Motors) or the big brick cell phones of the 1980s that cost a fortune. By purchasing these early, very expensive technologies the rich pave the way for later, much cheaper technology that the rest of us can afford, they argue.

How might a Conflict theorist respond to this argument?

Which side of this argument (conflict or functionalist) do you think makes the most sense and why?

**\*Week Seven:**

Read Chapter 7 in TEXT and Chapter 7 in READER

Discussion:

Most people will easily accept the argument that those of us born in wealthy countries compared to those born in the poorest countries have unearned advantages based on where we were lucky enough to be born. The same can be said for someone born into a family of billionaires compared to someone born into a family of poor farmers. So, why is it so hard for people to accept that different racial groups may also have unearned privileges, as many sociologists argue, in societies that are racially unequal? This is a controversial topic, please be respectful in your responses and interactions.

**\*Week Eight:**

Read Chapter 8 in TEXT and Chapter 8 in READER

Discussion:

Given that understandings of gender vary across time and place (Mead, 1935; Murdoch, 1935; Nordstrom, 1992; Udry, 2000), why are we so committed to the notion that gender differences are narrowly determined by biology? How might a symbolic interactionist see the socialization process impacting our views on gender and gender roles?

## **Reaction Paper 1 Due in Assignments drop box**

### **EXAM 3---DUE (Chs 6, 7 & 8)**

#### **\*Week Nine:**

Read Chapter 10 in TEXT

Discussion:

The beauty standard for men has stood unchanged for nearly all of human history with tall, strong and muscular with a minimum of flab being the near-universal standard. But for women, the ideal of beautiful has changed drastically. Women, that by today's standards might be considered "plump," were the ideal in Michelangelo's time, for instance. If you were a rich, elite woman this was the body type you desired to have. This was during a time of relative food scarcity.

But today, with relative food plenty (at least in wealthy countries) the standard for rich, elite women is almost anorexic (look at all the high-end fashion magazines or fashion models). Why do you think the standard for women has changed, but for men it has not? Why are women pressured to be thin in a time of plenty and plump in a time of scarcity? Which theoretical perspective (conflict, functionalism or symbolic interactionist) can give us the best answer to these questions?

#### **\*Week Ten:**

Read Chapter 12 in TEXT. Review for Exam 2.

Discussion: See the "Baby in the Box" under CONTENT

### **EXAM 4---DUE (Chs 10 & 12)**

#### **\*Week Eleven:**

Read Chapter 9 in TEXT and Chapter 9 in READER

Discussion: See "Alien Technology" under CONTENT

**\*Week Twelve:**

Read Chapter 11 in TEXT and Chapter 10 in READER

**Reaction Paper 2 Due in Assignments drop box**

No Discussion this week.

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**\*Weeks Thirteen and Fourteen:**

Continue Reading Chapter 11 in TEXT and Chapter 10 in READER

Discussion: See the "Save the Future!" under CONTENT

**\*Week Fifteen:**

Read Chapter 15 in the TEXT

Discussion:

Functionalists argue that social change in societies happens because of the need to adapt to *outside* events. Conflict theorists argue that social change happens because of conflicts *inside* societies. While both sides, undoubtedly have a point, which side has the strongest argument? In other words, pick a side and defend it.

**EXAM 5—DUE (on Chaps 9, 11, and 15).**

**\*Week 16:**

Complete Post-test (if you have not already done so).

**COMPREHENSIVE FINAL EXAM---DUE (Chs 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15)**

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**Exams:** Will be online and can be taken only once. Each exam is 25 questions and covers only the material from each unit. These exams are analytical in nature and may build on material from previous units. Exams stay open until their deadline. They must be taken in order. You will have 38 minutes to complete each exam.

**Comprehensive Final is 75 questions, you will have 113 minutes to complete it.**

**\*\*You get ONE TRY at these exams. If you are worried about the reliability of your connection come to campus to take your exams!**

**\*Pre-Test (Required to take the Post-test!!!--Must take Pre-test in first week of class)**

**\*Post-Test: Closes MAY 9th (counts toward grade--MUST have taken pre-test)**

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## Reading/Exam Schedule:

**Exam 1: Text chapters: 1 & 3; Reader Chapters: Intro, 1 & 4**

**Exam 2: Text chapters: 4 & 5; Reader Chapters: 2, 3 & 5**

**Exam 3: Text Chapters: 6, 7, 8; Reader Chapters: 6, 7, 8**

**Exam 4: Text Chapters: 10, 12;**

**Exam 5: Text Chapters: 9, 11, 15; Reader Chapters: 9-10**

**Comprehensive Final Exam---DUE MAY 9th (Chs 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15);  
Reader Chapters: All**

\*Exam dates are found under the Quizzes tab

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## MAJOR LEARNING OUTCOMES: (General Education Skills)

The student will be able to:

1. Demonstrate a general knowledge and understanding of the process of socialization and how we become social beings. (*critical/creative thinking, cultural literacy*)
2. Demonstrate a general knowledge and understanding of the different ways in which people act, feel, think and define their situations based on their race, social class and gender. (*critical/creative thinking, cultural literacy*)

3. 3. Demonstrate a general knowledge and understanding of the fundamental concepts of the conflict perspective. (*critical/creative thinking*)
4. 4. Demonstrate a general knowledge and understanding of the fundamental concepts of the functionalist perspective. (*critical/creative thinking*)
5. 5. Demonstrate a general knowledge and understanding of the fundamental concepts of the symbolic interactionist perspective. (*critical/creative thinking*)

### **CLASS FORMAT & REQUIRED SKILLS FOR SUCCESS IN THIS COURSE:**

**Taking a course via distance learning is somewhat different from your typical classroom experience. Our online classroom provides you with the various tools by which to meet the course objectives including discussion forums where you can ask questions. Please take advantage of all that our online classroom has to offer. Make sure you visit our online classroom several times a week, read all posts, work through the chapter content, and ask questions. Our online classroom is provided and serviced by Falcon Online**

<http://online.daytonastate.edu/>

**Class Withdrawal Process:** Students can withdraw from this class prior to the date listed in the Academic Calendar. It is not necessary to have approval from the instructor to withdraw from the course, but you should discuss the situation with the instructor prior to any action. Many times issues and concerns can be resolved with communication. Please review Refund/Repayment Policy in the current college catalog and also check with the Office of Financial Aid to determine how this withdrawal might affect your current and future aid eligibility.

**Sensitive Materials:** Course content aims to enable students to reach course goals and objectives. As such, students will often be introduced to a wide range of topics and ideas that may differ from familiar understandings and beliefs. Some content could be considered sensitive or offensive or disturbing (or all of the above) by some students.

### **Student Rights & Responsibilities**

Students are responsible for reading and following all college policies outlined in the Student Handbook. Some of the most important are summarized below. The Handbook can be accessed at <http://www.daytonastate.edu/academics.html> under “Student Resources.”

### **Academic Integrity**

In order to preserve academic excellence and integrity, the College expects you to know, understand, and comply with the Academic Integrity Policy, which prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. Grades conferred

by instructors are intended to be, and must be, accurate and true reflections of the coursework actually produced and submitted by you.

Cases of suspected academic dishonesty may be reported to the Judicial Affairs Office for resolution.

*Honor Pledge:* I, as a member of the DSC community, pledge that I will neither give nor receive unauthorized aid in my work nor will I present another's work as my own, nor will I tolerate anyone who does. For more information on academic integrity, view [Honor Code](#).

### **Forms of Academic Dishonesty**

**Cheating:** Cheating can be defined as: receiving or giving unauthorized assistance on a quiz, test, exam, paper, or project or unauthorized use of materials to complete such; collaborating with another person(s) without authorization on a quiz, test, exam, paper, or project; taking a quiz, test, or exam for someone else or allowing someone else to do the same for you.

**Plagiarism:** Plagiarism can be defined as: submitting work in which words, facts, or ideas from another source are used without acknowledging that the material is borrowed whether from a published or unpublished source. For specific information on how to document information from other sources, students should check with their instructors, academic departments, or a recognized writing manual, such as the MLA or APA.

**Fabrication:** Fabrication can be defined as: listing sources in a bibliography that one did not actually use in a written assignment; presenting false, invented, or fictitious data/evidence in a written assignment.

### **Other Academic Misconduct**

Other Academic Misconduct might include, but is not limited to:

In a testing situation, conduct, such as, looking at a classmate's test, talking to a classmate, or leaving the classroom without the instructor's or proctor's permission.

Obtaining by the theft/purchase OR selling/ giving part or all of a test.

Entering an office or building for the purpose of changing a grade on a test, assignment, or in a grade book or for the purpose of obtaining a test.

Altering or attempting to alter academic records of the College which relate to grades; being an accessory to same.

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## Support Services

**Students with Disabilities:** The Student Disability Services (SDS) Office provides tools and resources to students with documented disabilities. Students who self-disclose a disability and provide the required documentation to the SDS Office can receive confidential and reasonable accommodations to assist in their academic success. If you need accommodations, please contact the SDS Office at (386) 506-3238. To call Florida Relay dial 7-1-1, or the appropriate toll-free number: 1-800-955-8771 (TTY), 1-800-955-8770 (Voice). You can also find more information at <http://www.daytonastate.edu/sds>

**Veterans:** If you are currently serving or have ever served in the U.S. Military, please feel free to visit the Veterans Center in the Lenholt Student Center (Bldg. 130, room 124) for any assistance or phone 386.506.3065. Please visit <https://www.daytonastate.edu/admsvet/>

**Academic Support Center:** The Academic Support Centers (ASC) assist students on every campus to achieve their potential by providing the resources they need to become successful, independent learners. For more information please go to <http://www.daytonastate.edu/asc/> or email [ASC@Daytonastate.edu](mailto:ASC@Daytonastate.edu).

**Writing Center:** For assistance with all stages of the writing process please visit the Writing Center (appointments recommended) [www.daytonastate.edu/cwc](http://www.daytonastate.edu/cwc)

**Library and Research Services:** The Daytona State Library offers a variety of services and resources to support your academic success. Visit the library website at <http://library.daytonastate.edu/>

**Technical Support** is available for FalconMail, printing, web usage, Falcon Online, and more. Students may call 386-506-3950 or e-mail [Helpdesk@daytonastate.edu](mailto:Helpdesk@daytonastate.edu). Information can be found on the Student Self-Service Help page at <http://daytonastate.edu/help/> under Tech Support.

For Falcon Online 24/7 support of course tools, view the Help/Resources on the Falcon Online navbar or call the Helpdesk at 386-506-3950, option 2. General Help information for Falcon Online can be found on the Student Self-Service Help page at <http://daytonastate.edu/help/> under Falcon Online Technical Help.

**Safety on Campus:** Check your FalconMail after you register for information on accessing and updating your free Daytona State College Rave Alert account. You can also visit <https://www.getrave.com/login/daytonastate>

**The Center for Men and Women:** The Center offers a range of additional support services for students in need. Go to <https://daytonastate.edu/centerforwomenandmen/index.html> for more information.