

**Eastern Illinois University
Revised Course Proposal
SOC 1838G, Introductory Sociology**

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

- 1. Course prefix and number, such as ART 1000:** SOC 1838G
- 2. Title (may not exceed 30 characters, including spaces):** Introductory Sociology
- 3. Long title, if any (may not exceed 100 characters, including spaces):** N/A
- 4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
- 5. Term(s) to be offered:** ☒ Fall ☒ Spring ☒ Summer ☐ On demand
- 6. Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2012
- 7. Course description (not to exceed four lines):** Scientific description of the regularities and patterns of behavior that characterize our society and the larger global environment. Sociological analyses of the social forces that affect our daily lives.
- 8. Registration restrictions:**
 - a. Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). None
 - b. Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. None
 - c. Who can waive the prerequisite(s)?**
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. Co-requisites** (course(s) which MUST be taken concurrently with this one):
 - e. Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
 - f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
 - g. Degree, college, major(s), level, or class** to be excluded from the course, if any:
- 9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] General education course : cultural diversity & social science.

10. Grading methods (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☒ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- a. Discuss sociological perspectives (critical thinking, citizenship)
- b. Explain the role of theory in the conduct of inquiry (critical thinking)
- c. Identify strengths and weaknesses of major research strategies (critical thinking)
- d. Summarize their understanding of society through the scientific description of the regularities and recurring patterns that characterize social life (critical thinking, citizenship)
- e. Report on our nation’s place in the larger global environment paying particular attention to the interdependence and interrelationships among societies (critical thinking, global citizenship)
- f. Challenge common assumptions, determine and weigh appropriate evidence, and develop reasoned conclusions (critical thinking)
- g. Explore sociological explanations of the social forces that shape and control individuals’ lives (critical thinking, global citizenship)
- h. Describe how societies are established and change (global citizenship)
- i. Explain the social diversity of the United States and incorporate the variables of sex, race, ethnicity, social class, and age in developing an understanding of our social world (critical thinking, citizenship)
- j. Discuss the influences of social relationships on individual’s attitudes and behavior

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

All objectives are incorporated in course and designed to help students achieve goals.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

N/A

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

OBJECTIVE	Test 1	Test 2	Test 3	Final Exam
Discuss sociological perspectives (critical thinking, citizenship)	✓			
Explain the role of theory in the conduct of inquiry (critical thinking)	✓			
Identify strengths and weaknesses of major research strategies (critical thinking)	✓			
Summarize their understanding of society through the scientific description of the regularities and recurring patterns that characterize social life (critical thinking, citizenship)	✓			✓
Report on our nation's place in the larger global environment paying particular attention to the interdependence and interrelationships among societies (critical thinking, global citizenship)		✓		✓
Challenge common assumptions, determine and weigh appropriate evidence, and develop reasoned conclusions (critical thinking)	✓	✓	✓	✓
Explore sociological explanations of the social forces that shape and control individuals' lives (critical thinking, global citizenship)		✓	✓	✓
Describe how societies are established and change (global citizenship)			✓	✓
Explain the social diversity of the United States and incorporate the variables of sex, race, ethnicity, social class, and age in developing an understanding of our social world (critical thinking, citizenship)			✓	✓
Discuss the influences of social relationships on individual's attitudes and behavior			✓	✓

3. Explain how the instructor will determine students' grades for the course:

Performance on three tests (60%) and one final exam (40%) will be the basis for determining grades for the course.

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
 - a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** Sections of this course are conducted online within the course management software environment. Organization, motivation, and strong time-management skills are critical for a student's success in this course. Although the class does not meet face-to-face, students will meet in asynchronous spaces (e.g., using course management software). As in any other "traditional" course, students are part of an active, vital learning community. The course will combine on-line discussion and assignments will correspond to both the discussions and course readings. On-line discussion will be focused on clarification and critique of key concepts and application to salient historical current events. Technology-delivered courses do allow a flexible schedule; however, students must meet course objectives and assignment deadlines as they would for an on-campus course.
 - b. **Describe how the integrity of student work will be assured:** The content and assignments will be similar to those utilized in the traditional course presentation. Examinations will be administered on-line with a time limit, random presentation of questions, and random presentation of response choices. Security measures available within the course delivery system will be utilized to ensure access only by enrolled students. Login and logout time for each on-line learning activity is tracked via course management software. Points are awarded accordingly.
 - c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** The content will be delivered by a distance modality. A course management software delivery system will be utilized. Class participation will occur through discussion board for on-line delivery. When available, other distance delivery mechanisms will be added to provide synchronous and asynchronous content delivery and discussion. For each unit, students will be provided with objectives, learning activities, as well as other appropriate materials such as links to content-related websites. Email and discussion functions of a course management software system will be utilized for instructor/student interactions. The instructor will maintain virtual office hours as well as traditional office hours to enhance student access.
5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
 - a. **course objectives;** N/A
 - b. **projects that require application and analysis of the course content; and** N/A
 - c. **separate methods of evaluation for undergraduate and graduate students.**
N/A
6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)** N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

The first section of the course focuses on the foundations of sociology. The second section addresses the foundations of society. The third section focuses on social inequality in the United States and throughout the world along a number of dimensions. The last section covers social institutions and social change. Social diversity is embedded throughout the material.

Introduction Weeks 1 & 2

Introduction and discussion of the sociological perspective.

Overview of the conduct of inquiry. The role of theory in the research process. Methods used in sociological research. Presentation of major theoretical perspectives in sociology: structural functionalism, conflict theory, and symbolic interaction theory.

Foundations of Society Weeks 3-8

Week 3

Culture: the definition and elements of culture (language, values, norms, and sanctions).

Cultural integration and diversity, including diversity in the U.S. and globally. The production of culture.

Week 4

Social structure and social interaction, the nature of social structure, elements of social structure (statuses, roles, norms, groups, institutions, societies). Illustrations from the U.S. and other nations.

Week 5

Socialization: the role of socialization, the nature and nurture debate, development of the self.

Theories of the self and assessing the role of personality. Consideration of the agents of socialization and socialization across the life course.

Week 6

Social interaction explained from sociological theories of social interaction, including explanations of structural influences on interaction. The making of social structure and what makes structural change possible.

Week 7

Groups and organizations. Consideration of topics including types of groups and organizations, social diversity and groups, formal organizations, and bureaucracies.

Week 8

Social control. Consideration of topics including conformity and obedience, informal and formal social control, and law and society.

Social Inequality Weeks 9-12

A number of chapters in the text address social inequality. For example, the text listed for this course has six chapters focusing on social inequality in the United States and throughout the world. Faculty will, therefore, emphasize different aspects of the stratification system depending upon expertise and interest. Faculty may select areas to investigate in more depth (e.g., social stratification and mobility, social class, global stratification, race and ethnicity, gender, aging and the elderly).

Week 9

Social stratification and mobility. Understanding sociological theories of stratification and systems of stratification. Description of stratification in the U.S. and the American class system. Topics include social mobility, the distribution of wealth and income, and poverty in the United States.

Week 10

Social inequality worldwide. Stratification within and across nations, introducing a comparative perspective. Social policy and issues global inequality (e.g., universal human rights, global power of multinational companies).

Week 11

Gender. Topics include how and why gender is an important element of social stratification, illustrations of the importance of gender in American culture and society, and gender in a global perspective.

Week 12:

Race and ethnicity. Topics include defining minority, racial, and ethnic groups, studying race and ethnicity, explaining prejudice and discrimination, understanding social policy relevant to race and ethnicity.

Social Institutions Weeks 13 & 14

Faculty may select different institutions to investigate in more depth. The text selected for this course includes the economy and work, family, education, health and medicine, religion, and politics and government. Weeks 13 and 14 will each include definition of the selected institution, sociological theories explaining the role of that institution, its historical development, and current debates on issues surrounding that institution.

Social change Week 15

Faculty may select different aspects of social change. The text selected for this course includes the areas of demography, collective behavior and social movements, and modernity and post-modernity.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

Sociology is a social and behavioral science, and therefore belongs in that segment of the general education program. As noted in the outline, sociology helps to train students in critical thinking by laying the foundation for the description of social phenomena. The course addresses social and cultural diversity throughout the presentation of material. Equally important, it teaches students about the interrelationships and interdependency of our society and what is happening in other parts of the world.

- b. If the course or some sections of the course may be technology delivered, explain why.**

Teaching online gives the instructor and student freedom and flexibility to maintain the course when convenient while also providing opportunities to meet and communicate with any student who is interested. This course will be offered in an on-line format designed to: benefit the university and students because of the larger classroom size, provide a lower-level, survey-type class with no prerequisites.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This introductory course is the gateway course for the sociology major and its numbering should reflect both its content and its place in the major's sequencing of courses.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. N/A**
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. N/A**

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. This will be a required course for sociology majors and minors.**

- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.** This course will not be available for graduate credit.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

The course may be assigned to Dr. Reed Benedict, Dr. Bill Lovekamp, or any qualified faculty member in the Department of Sociology.

2. Additional costs to students:

There are no additional costs for this course.

3. Text and supplementary materials to be used (Include publication dates):

Macionis (2009). *Sociology, 13th*. Pearson/Prentice Hall: Upper Saddle River, NJ.

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: September 20, 2011

Date approved by the college curriculum committee: September 30, 2011

Date approved by CAA: October 13, 2011

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors

equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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