

SOCIAL AND BEHAVIORAL SCIENCES
Student Learning Outcome Alignment Form

Course Prefix/Number: SOCI 1301

Course Title: Introductory Sociology

| Core Objective | Course SLO | General Learning Activities | Assessment |
|--|--|---|---|
| Critical Thinking Skills | 7. The student will demonstrate an understanding of sociological inquiry into social institutions such as family, education, and religion. | Working in groups, students will use links to different sources of research data (Census Bureau and Statistical Abstracts) to find information pertaining to patterns of behavior in areas of sociological research. Students will hand in both a group project and individual reports. | Group and individual reports (attached) and attached rubric . |
| Communication Skills | 7. The student will demonstrate an understanding of sociological inquiry into social institutions such as family, education, and religion. | Working in groups, students will use links to different sources of research data (Census Bureau and Statistical Abstracts) to find information pertaining to patterns of behavior in areas of sociological research. Students will hand in both a group project and individual reports. | Group and individual reports (attached) and attached rubric . |
| Empirical & Quantitative Skills | 7. The student will demonstrate an understanding of sociological inquiry into social institutions such as family, education, and religion. | Working in groups, students will use links to different sources of research data (Census Bureau and Statistical Abstracts) to find information pertaining to patterns of behavior in areas of sociological research. Students will hand in both a group project and individual reports. | Group and individual reports (attached) and attached rubric . |
| Social Responsibility | 7. The student will demonstrate an understanding of sociological inquiry into social institutions such as family, education, and religion. | Working in groups, students will use links to different sources of research data (Census Bureau and Statistical Abstracts) to find information pertaining to patterns of behavior in areas of sociological research. Students will hand in both a group project and individual reports. | Group and individual reports (attached) and attached rubric . |

CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

| | Does Not Meet Any Expectations 1 | Meets Few Expectations 2 | Meets Expectations 3 | Exceeds Some Expectations 4 | Exceeds All Expectations 5 |
|---|--|---|--|--|---|
| Explanation of Issues | Did not state issue. | Issue is stated without clarification or description. | Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown. | Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. |
| Evidence | Does not identify the basic components of an issue | Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question | Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis. | Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis. | Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis. |
| Influence of Context and Assumptions | Did not show awareness of the issue. | Show an emerging awareness of present assumptions. | Questions some assumptions. Identifies relevant information when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. |
| Student's Position | Takes no position on issue | Specific position is stated but is simplistic and obvious. | Specific position acknowledges different sides of an issue. | Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position. | Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized. |
| Conclusions and Related Outcomes | Does not use previously learned information in new situations. | Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified. | Conclusion is logically tied to information; some related outcomes are identified. | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly | Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order |

Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

| | Does Not Meet Any Expectations 1 | Meets Few Expectations 2 | Meets Expectations 3 | Exceeds Some Expectations 4 | Exceeds All Expectations 5 |
|--|--|--|---|---|---|
| Quality of Information and Organization | Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized. | Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized. | Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized. | Main points are clear and detailed. Information is linked to presentation topic. Information is well organized. | Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized. |
| Nonverbal Communication | Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience. | Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience.. | Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation. | Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well. | Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively. |
| Quality of Verbal Communication | Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast. | Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast. | Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate. | Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate. | Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate. |
| Visual Tools | Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools. | Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools. | Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools. | Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools. | Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools. |
| Appropriate Use of Vocabulary | Few or no terms are included in the presentation. May or may not be used | Several terms are included in the presentation. May or may not be used | Most terms are included in the presentation. Generally used appropriately. | All terms are included in the presentation. Used effectively. Used in context. | All terms are included in the presentation. Used in unique and creative ways. Used in |

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| | appropriately. Lacks context. | appropriately. May lack context. | Generally used in appropriate context. | | context |
| Precision and Detail in Documents Produced | Written documents have numerous errors and lack detail. Little care taken in the production. | Documents may have some errors and show some detail. Some care has been taken in production. | Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production. | Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production. | Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents. |
| Overall Presentational Effectiveness | The presentation was weak and not effective. | The presentation was average and somewhat effective. | The presentation was good and effective. | The presentation was very good and effective. | The presentation was exceptional and extremely effective. |

Empirical and Quantitative Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

The ability to formulate an inquiry that is scientific or mathematical in nature, and then manipulate and analyze numerical data and/or follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry and create informed conclusions.

| | Does Not Meet Any Expectations 1 | Meets Few Expectations 2 | Meets Expectations 3 | Exceeds Some Expectations 4 | Exceeds All Expectations 5 |
|-----------------------|---|---|---|--|---|
| Identification | The purpose, components, and variables of the investigation/project are not identified. | The purpose, components, and variables of the investigation/project are somewhat identified. | The purpose, components, and variables of the investigation/project are mostly identified | The purpose, components, and variables of the investigation/project are clearly identified.. | The purpose, components, and variables of the investigation/project are clearly identified. |
| Assimilation | The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present. | The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present. | The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present. | The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present. | The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present. |
| Analysis | Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated into the final product. Any notation is not consistent and not defined. | Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined. | All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/ technology were mostly used and somewhat integrated into the final product. Any notation is mostly consistent and defined. | All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and mostly integrated into the final product. Any notation is consistent and well defined. | All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and well integrated into the final product. Any notation is consistent and well defined. |
| Presentation | A summary of the analysis is either inadequately presented or not presented at all. The presented information is mostly incorrect, and/or of poor quality, and/or the | A partial summary of the analysis is presented. The presented information is somewhat correct, of adequate quality, and the terminology/figures are somewhat accurate and | A summary of the analysis is presented. The presented information is mostly correct, of good quality, and the terminology/figures are mostly accurate and easy | A good summary of the analysis is presented. The presented information is correct, of good quality, and the terminology/figures are accurate and easy to | A concise summary of the analysis is presented. The presented information is correct, of high quality, and the terminology/figures are accurate and easy to |

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| | terminology/figures are inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings. | relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings. | to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings. | understand. Most visual representations of evidence are well-scaled and/or well represent the analysis findings.. | understand. All visual representations of evidence are well-scaled and well represent the analysis findings. |
| Application | The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument. | The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement. | The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement. | The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement. | The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement. |

Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

| | Does Not Meet Any Expectations 1 | Meets Few Expectations 2 | Meets Expectations 3 | Exceeds Some Expectations 4 | Exceeds All Expectations 5 |
|---|---|---|--|--|--|
| Intercultural Competence | Does not demonstrate understanding of how others may see, interpret, and experience the world differently | Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures. | Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures. | Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. | Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. |
| Knowledge of Civil Responsibility | Provides no evidence of her/his experience in civic engagement activities. | Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity. | Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity. | Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment... | Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action. |
| Demonstrates an ability to engage effectively in regional, national and global communities | Does not demonstrate an understanding of the connection between the individual and the community. | Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level. | Demonstrates an understanding of how communities function at the regional, national, and global levels. | Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels. | Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence |

| Student Learning Outcomes by Course | | | | | | |
|--|--|---|----------------|--|--------------------------|---------------|
| | Course Number/Name: SOCI 1301/Introductory Sociology | | | | Semester/Date: Fall 2013 | |
| Program Area: Behavioral Science | | | | | | |
| Student Learning Outcomes (SLO) | Assessment Tool | Desired Measurable Results | Actual Results | Use of Results | New Action Plan | Justification |
| 1. The student will be able to describe the historical roots of sociology. | Post-Test Score | Correct answers on post-test for 60% of students. | | Desired Results Met: Continue Existing Plan | | |
| 2. The student will be able to discuss science and sociological research. | Post-Test Score | Correct answers on post-test for 60% of students. | | Desired Results Met: Continue Existing Plan | | |
| 3. The student will be able to analyze the nature/nurture debate. | Post-Test Score | Correct answers on post-test for 60% of students. | | Desired Results Met: Continue Existing Plan | | |
| 4. The student will be able to identify major sociological theories. | Post-Test Score | Correct answers on post-test for 60% of students. | | Desired Results Met: Continue Existing Plan | | |
| 5. The student should understand the concepts "culture" and "socialization." | Post-Test Score | Correct answers on post-test for 60% of students. | | Desired Results Met: Continue Existing Plan | | |
| 6. The student should recognize the significance of social structure and social interaction. | Post-Test Score | Correct answers on post-test for 60% of students. | | Desired Results Met: Continue Existing Plan | | |
| 7. The student will demonstrate an understanding of sociological inquiry into social institutions such as family, education, and religion. | Post-Test Score | Correct answers on post-test for 60% of students. | | Desired Results Met: Continue Existing Plan | | |
| 8. The student will comprehend the importance of group influences (i.e.: race, ethnicity, social, class) on individual behavior. | Post-Test Score | Correct answers on post-test for 60% of students. | | Desired Results Met: Continue Existing Plan | | |

Syllabus: Introductory Sociology

Course Number: SOCI 1301

Semester & Year: Fall 2013

Instructor Information

Name: Alyce B. Bunting, Ed.D.

Office: SS - I

Telephone: (903) 823-3222

E-mail: alyce.bunting@texarkanacollege.edu

Office Hours: Mon. and Wed. - 8:30 – 9:30 am; 12:30 – 1:00 pm

Tues. and Thurs. – 8:30 – 9:30 am; 11:00 – 12:30

Friday, 10:30 – 12:30 noon

Please contact me only during my office hours. I DO NOT have office hours between classes.

I. Textbook Information:

Sociology a Down-to-Earth Approach: Core Concepts, (5th ed). , James M. Henslin

(ISBN 9781256195412) (The fourth edition of this textbook may also be used, ISBN 0-205-69830-1.)

II. Student Learning Outcomes for the Course:

Specific learning outcomes for this course include a study of:

- (1) the historical roots of sociology;
- (2) the use of science in sociological research;
- (3) the nature/nurture debate;
- (4) major sociological theories;
- (5) the concepts “culture” and “socialization”;
- (6) the significance of social structure and social interaction;
- (7) major social institutions, and
- (8) group influences on individual behavior.

III. Behavior expectations for me and you for our class this semester:

I will come to class prepared to teach you everyday. In return, I ask that you do three simple things:

- (a) Come to class on time;

- (b) Give your full attention to me during class;
- (c) Leave when I tell you class is over.

These 3 easy behaviors will help insure your success in this class. If you don't plan to show up on time, and you don't intend to pay attention to my lecture and classroom activities, and don't intend to stay in the classroom until I tell you class is over, please don't bother to show up.

Cell phones, tablets, and laptop policy:

There may be occasions when you are allowed to use one of these devices to find information for the class. I will tell you when those times occur. I will also give you the opportunity to check your cell phone each

class day. **AT ALL OTHER TIMES, THESE DEVICES ARE TO BE PUT AWAY!** Violation of this policy will result in the loss of all 75 of the participation, attendance and behavior points.

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Please read the information available at our class homepage, "Student Responsibilities." It contains information to help maximize your college experience.

IV. Student Requirements for Successful Completion of the Course:

(1) TESTS - Sources for test questions include lectures, textbook, films, and any other material discussed in class. Tests will be multiple choice questions. You will need a scantron and a pencil for the tests. **YOU MUST BRING YOUR OWN SCANTRONS AND PENCILS ON TEST DAY. I WILL NOT PROVIDE THEM FOR YOU. IF YOU TAKE THE SCANTRON TEST WITH A PEN, YOU WILL RECEIVE WHATEVER GRADE THE SCANTRON MACHINE GIVES YOU.**

You will be allowed to use 2 pages of notes, original copies, in your own handwriting, when you take the tests. Paper used should be standard notebook size (8 - 1/2" x 11") in size, and you can write on the front and back of the pages. Your name should be legibly written on the top of both pages of notes, and I will take up the notes when you turn in your completed tests. ANYONE VIOLATING THESE RULES WILL BE CONSIDERED TO BE CHEATING AND WILL BE DROPPED FROM THE COURSE WITH A GRADE OF "F."

(2) ASSIGNMENTS - Several assignments will be given this semester. Each assignment will be announced and explained when the chapter it pertains to is discussed. Assignments handed in late will be graded at **half credit** if they are handed in one class day late, and receive **no credit** if handed in after that.

(3) PARTICIPATION, ATTENDANCE AND BEHAVIOR – Students are expected to be prepared to participate in classroom discussions, attend class, and follow classroom rules. Failure to do so will result in the loss of some or all of these points. You are allowed **4 absences** before being dropped from the course, but each absence will result in the loss of points. The use of cell phones or viewing of messages on cell phones when not allowed during class will result in the loss of all 75 points. This also applies to other devices, like tablets, that are not to be used in this class unless we are doing research as a class.

(4) TEST REVIEW WORKSHEETS - Of the 10 textbook chapters, we will cover 9, in part or in whole. There will be four test review worksheets, given in class, which will include review questions for the tests. Each worksheet will be worth **5 points**, for a total possible 20 points. These worksheets will serve as reviews for the exams. If you are absent the day a worksheet is handed out, you

can get one when you return. **However, you must be in class the day the worksheets are handed out to earn any of the points.**

(5) POST-TEST – I am required to administer a post-test to evaluate course delivery. The post-test will be made available at the end of the semester. The grade you make on the post-test will not count as a grade in this class; you will, however, earn "15" points for taking the post-test, and it is a part of your required work.

V. Student Assessment:

You have the following possibilities for earning points:

- (1) 4 Tests (100 points each)400 total points
- (2) Assignments125 total points
- (3) Participation, attendance and behavior.....75 total points
- (4) Test Review Worksheets20 total points
- (5) Post-Test.....15 total points

635 total possible points

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VI. Grading Scale:

Grades by total points or grades by grade average (total points divided by 6):
total points or 90 – 107 average

A: 540 - 635

B: 480 - 539 total points or 80 – 89 average

C: 420 - 479 total points or 70 – 79 average

D: 360 - 419 total points or 60 – 69 average

F: below 360 total points or below 60 average

Please check your grades at the Engrade link (at our class homepage) often. Any errors in grading or posting need to be noted before the end of the semester!

VII. Class Schedule and Due Dates:

Textbook material to be covered in the course is divided into 4 units, with a test given for each unit. Refer to the test review worksheets for pages covered in each chapter.

UNIT I:

Chapter 1 - The Sociological Perspective

Chapter 4 – Social Structure and Social Interaction

Chapter 5 – Social Groups and Social Control

TEST 1: Chapters 1, 4, and 5

Unit 2:

Chapter 2 – Culture

Chapter 3 - Socialization

TEST 2: Chapters 2 and 3

Unit 3:

Chapter 6 – Deviance and Social Control

Chapter 7 – Social Stratification

TEST 3: Chapters 6 and 7

UNIT 4:

Chapter 8 - Sex and Gender

Chapter 9 - Race and Ethnicity

TEST 4: Chapters 8 and 9

IMPORTANT DATES:

| | |
|---------------------------------|-------------------------|
| Thanksgiving Break | November 25 - 29 |
| Mid-Semester | October 18 |
| LAST DAY TO DROP CLASSES | November 22 |
| Final Exams | December 12 - 18 |

VIII. Absentee Policy:

Attendance is expected. Roll will be checked each class day with a sign-in sheet. **SIGNING ANOTHER STUDENT'S NAME ON THE ROLL IS CONSIDERED CHEATING, AND WILL RESULT IN THE STUDENT WHO SIGNS ANOTHER NAME BEING DROPPED FROM THE CLASS WITH A GRADE OF "F."** You are allowed **4** absences. **STUDENTS WHOSE ABSENCES EXCEED THIS LIMIT WILL BE DROPPED FROM THE COURSE BY THE INSTRUCTOR. JOBS, FAMILY AND ILLNESS ARE NOT EXCUSES.** THE ONLY EXCUSED ABSENCES ARE FOR SCHOOL-RELATED EVENTS, MILITARY DUTY, OR HOLY DAYS. It is the student's responsibility to keep up with absences, and to check with the Admissions office to see if they have exceeded their absences and have been dropped from the course.

IF YOU LEAVE AND RETURN DURING CLASS, OR LEAVE BEFORE CLASS IS OVER, THAT WILL COUNT AS AN ABSENCE. For your Participation, Attendance, and Behavior grades, points deducted for absences are as follows:

- 1 absence - 10 point deduction
- 2 absences - 20 point deduction
- 3 absences - 40 point deduction
- 4 absences - 75 point deduction

From the Texarkana College Student Handbook:

“Texarkana College’s absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she **may** be considered absent. Three tardies constitute one absence. It is the student’s responsibility to check the syllabus for each instructor’s tardy policy.

In some workforce/vocational areas, such as nursing and cosmetology, certification requirements necessitate an absentee policy that is more stringent than the institutional policy. In these instances, the matter of certification takes precedence over local policies, since certification policies are established by the State of Texas.

Faculty members **are not** obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student’s absence from class. The institution is not required to take attendance with the exception of workforce/vocational areas, where certification requirements require taking attendance. However, experience demonstrates that regular attendance enhances academic success. As such, students are expected to attend each meeting of their registered courses.

A student should not stop attending a class without formally withdrawing from the course by the institutions published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student **may** receive a grade of “F” in the class. The instructor will submit the last date of attendance for students receiving a grade of “F” or “W”.

Withdrawal from a course(s) **may** affect a student’s current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

EXCUSED ABSENCES

A student’s absence due to school trips and/or school business will not be counted against a student’s allowable number of absences. Military duty and absences for Holy Days (FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by Texarkana College. Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty or

religious holy days when students follow the correct notification procedures. Instructors are not required to allow students to make up work for absences due to other reasons. Make-up policies are listed in each instructor’s syllabus.”

IX. Make-up Policy:

Tests - Make-up tests will be given in the Testing Center for students who miss the scheduled tests. Make-ups will be taken through our class Texarkana College Online site. If you miss a classroom test, you will go to the Testing Center, log on to Texarkana College Online, go to our class site, and click on the link for the test you need. Testing Center personnel will supply the password required to access the test. Students who miss either Test 1, Test 2 or Test 3 will have **two weeks** after the scheduled test date to take the make-up test in the Testing Center. **FAILURE TO TAKE THE MAKE-UP TEST IN THE TIME ALLOWED WILL RESULT IN A GRADE OF "0" FOR THAT TEST. Students are not allowed to use notes for the make-up tests. When going to the Testing Center to take a make-up test, be sure you are able to log into our class at TC Online before you go to take the test! The Testing Center personnel will not do that for you!**

Assignments - Assignments handed in late will be graded at **half credit** if they are handed in one class day late, and receive **no credit** if handed in after that.

Test Review Worksheets – Test Review Worksheet points cannot be made up. You must be in class the day the worksheets are handed out to earn any of the points.

X. Academic Dishonesty Policy:

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an “F”.

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu/PDFFiles/CurrentStudents/studenthandbook.pdf>.

XI. Disability Act Statement:

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations..

XII. Financial Aid:

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

Sociology 1301, Exercise #3A

For this exercise, you will need to go the 2012 Statistical Abstracts located at <http://www.census.gov/compendia/statab/>. Once there, from the “Browse Section” on the left-hand side of the page, you will select the topic indicated and double-click on the topic. A list of tables will then appear, and you will select the correct table as indicated by the Table # for each question. That table will contain the information you need to answer the question.

Education:

1. Give the percent of individuals in each group who were high school graduates in: (Table # _____)
 - (a) 1970: men (all races) –
women (all races) –
 - (b) 2010: men (all races) –
women (all races) –
2. In 2009, what was the mean earnings by highest degree earned for: (Table # _____)
 - (a) White male, high school graduate -
 - (b) Black male, high school graduate -
 - (c) White male, bachelor's degree -
 - (d) White female, bachelor's degree -
 - (e) Black male, bachelor's degree -

Birth, Deaths, Marriages, and Divorces:

3. In 2008, what was the life expectancy for: (Table # _____)
 - (a) the total U.S. population -
 - (b) males –
 - (c) females –
 - (d) black males –
 - (e) black females -
4. In 2008, what was the total fertility rate (per 1,000 women) for: (Table# _____)
 - (a) whites –
 - (b) blacks –
 - (c) Asian or Pacific Islander –
 - (d) Hispanic –

Income, Expenditures, Poverty, & Wealth:

5. What percent of the following groups indicated earned over \$100,000 in 2009? (Table # _____)
 - (a) All families -
 - (b) White –
 - (c) Black –
 - (d) Asian and Pacific Islander –
 - (e) Hispanic Origin –
6. What percent of the following groups indicated earned under \$15,000 in 2009? (Table # _____)
 - (a) All families –
 - (b) White -
 - (c) Black –
 - (d) Asian and Pacific Islander –
 - (e) Hispanic Origin –

Population:

7. In 2010, for total households, what percent were: (Table # _____)
 - (a) Married couple family –
 - (b) Male householder, no spouse present –
 - (c) Female householder, no spouse present –

8. For 2010, find the percent of children under 18 years old who lived with both parents for: (Table # _____)
- (a) All races –
 - (b) Whites –
 - (c) Black –
 - (d) Asian –
 - (e) Hispanic –

Labor Force, Employment, and Earnings:

9. In 2010, for full-time wage and salary workers, what was the median weekly earnings (dollars) for: (Table # _____)
- (a) All workers -
 - (b) Male -
 - (c) Female -

10. In 2010, what was the median usual weekly earnings of full-time wage and salary workers for:
(Table # _____)
- (a) Male (high school, no college) -
 - (b) Female (high school, no college) -
 - (c) Male (bachelor's degree and higher) -
 - (d) Female (bachelor's degree and higher) -

PRINT your FIRST and LAST names

Sociology 1301, Exercise #2 Name _____

For this exercise, you will need to go to the Census Bureau link at <http://www.census.gov> where you will use the link **Quick Facts**, located on the left-hand side of the page. Fill in the chart below with the information requested for the states indicated. Then use that information to answer the questions below the chart.

1. Population, 2012 est.
2. Population percent change, April 1, 2010 to July 1, 2012
3. Persons 65 years old and over, percent, 2011
4. White persons, not Hispanic, percent, 2011
5. Black persons, percent, 2011
6. Persons of Hispanic or Latino origin, percent, 2011

| | U.S.A | California | Florida | New York | Pennsylvania | Texas |
|---|-------|------------|---------|----------|--------------|-------|
| Population, 2012 est. | | | | | | |
| % Change, April 1, 2010 to July 1, 2012 | | | | | | |
| % 65 or older | | | | | | |
| %White persons, not Hispanic | | | | | | |
| % Black pop. | | | | | | |
| % Hispanic or Latino | | | | | | |

1. Which state had the greatest increase in population?
2. Which state had the smallest increase in population?
3. Which state has the greatest need to plan for senior citizen housing and assisted living programs?
4. Which 2 states have the largest Hispanic or Latino population?
5. What percent of the U.S. population is Hispanic or Latino?
6. What percent of the U.S. population is 65 or older?
7. Which state had the largest population (2012 est.)?
8. Which state has the lowest percent of White population?
9. What percent of the U.S. population is white?
10. Which state has the lowest combined minority population (Black and Latino and Hispanic population)?

POST-TEST
INTRODUCTORY SOCIOLOGY 1301

Historical roots of sociology

1. The “Father of Sociology”, so named because he named the discipline, is
 - a. Emile Durkheim.
 - b. Karl Marx.
 - c. Auguste Comte.
 - d. Herbert Spencer.

2. Auguste Comte’s belief that the world could be best understood through scientific inquiry is termed
 - a. Positivism.
 - b. Penology.
 - c. Postmodernism.
 - d. Paradigm.

3. The sociologist credited with translating much of Auguste Comte’s work is
 - a. Herbert Spencer.
 - b. Max Weber.
 - c. W.E.B. DeBois.
 - d. Harriet Martineau.

4. The early sociologist who believed that societies evolved with only the fittest members of society surviving was
 - a. Herbert Spencer.
 - b. Emile Durkheim.
 - c. Max Weber.
 - d. Auguste Comte.

5. The early social philosopher who studied class conflict and its effect on social change was
 - a. Herbert Spencer.
 - b. Karl Marx.
 - c. Max Weber
 - d. Auguste Comte.

6. The African-American sociologist credited with founding the National Association for the Advancement of Colored People (NAACP) was
 - a. Ida B. Wells-Barnett .
 - b. Max Weber.
 - c. W.E.B. DuBois.
 - d. Auguste Comte.

Science and sociological research

7. The most widely used research method in the social sciences is

- a. the survey.
- b. field research.
- c. experiment.
- d. secondary analysis.

8. The process of collecting systematic observations while being part of the activities of the group being studied is which type of research methodology?

- a. survey
- b. field research
- c. experiment
- d. participant observation

9. The extent to which a study or research instrument accurately measures what it is supposed to measure is called

- a. correlation.
- b. reliability.
- c. validity.
- d. variability.

2

10. Concepts, such as age, race, and education level, that can change or vary from person to person or place to place, are called

- a. hypotheses.
- b. valences.
- c. controls.
- d. variables.

11. When sociologists use existing material and analyze data that were originally collected by others, they are engaging in

- a. field research.
- b. experimentation.
- c. secondary analysis.
- d. survey research.

Nature/nurture

12. Sociology is the

- a. scientific study of individual motivations.
- b. systematic study of society and human behavior.
- c. subjective analysis of society and group life.
- d. study of how genetics shapes behavior.

13. "Nature" refers to heredity, "nurture" refers to
- a. blood type.
 - b. environment.
 - c. potential traits.
 - d. biological mutations.

Major sociological theories

14. C. Wright Mills called the ability to see the relationship between history (the larger society) and biography (individual experiences) the

- a. the functional perspective.
- b. the sociological imagination.
- c. social Darwinism.
- d. social facts.

15. The sociological approach that views society as a stable, orderly system is

- a. functional theory.
- b. symbolic interaction theory.
- c. conflict theory.
- d. postmodern theory.

16. Anticipated and intended consequences of a social institution are called

- a. latent functions.
- b. dysfunctions.
- c. manifest functions.
- d. nonfunctions.

17. Emile Durkheim was able to get sociology recognized as a science that studied the group nature of human behavior with his study of what behavior?

- a. suicide
- b. homicide
- c. prostitution
- d. religion

18. A theoretical approach that examines whole societies, large-scale social structures, and social systems is

- a. microlevel analysis.
- b. macrolevel analysis.
- c. masterlevel analysis.
- d. minilevel analysis.

19. According to _____, our behaviors depend on the ways we define ourselves and others.

- a. symbolic interactionists
- b. functionalists
- c. conflict theorists
- d. ethnomethodologists

20. The sociological approach that views groups in society as engaged in a continuous power struggle for control of scarce resources is

- a. functional theory.
- b. symbolic interaction theory.
- c. conflict theory.
- d. postmodern theory.

Culture and socialization

21. The knowledge, language, values, customs, and material objects that are passed from person to person and from one generation to the next in a human group or society is

- a. socialization.
- b. culture.
- c. social interaction.
- d. social structure.

22. The tangible components of culture are referred to as the _____ culture.

- a. material
- b. nonmaterial
- c. immaterial
- d. basic.

23. Anything that represents (stands for) something else is a

- a. norm.
- b. taboo.
- c. symbol.
- d. value.

24. Established rules of behavior or standards of conduct are called

- a. values.
- b. culture.
- c. norms.
- d. socialization.

25. The process whereby human beings learn and internalize the ways of society, and develop a sense of self, is called

- a. interaction.
- b. the cultural paradox.
- c. socialization.
- d. ethnocentrism.

26. The practice of judging other cultures by our own culture's standards is called

- a. ethnocentrism.
- b. culture shock.
- c. cultural relativism.
- d. cultural lag.

Social structure and social interaction

27. The typical patterns of relationships in groups or society that provide the framework within which we interact with others is the

- a. value system.
- b. significant other.
- c. social structure.
- d. social configuration.

28. A position in a group or society is called a(n)

- a. script.
- b. status.
- c. category.
- d. institution.

29. The two basic types of social groups are

- a. internal and external groups.
- b. primary and secondary groups.
- c. in groups and out groups.
- d. positive and negative groups.

30. The behavior expectations associated with a given status are called

- a. values.
- b. institutions.
- c. roles.
- d. categories.

31. The organized means society establishes in order to meet its basic needs are referred to as

- a. social groups.
- b. social institutions.
- c. norms.
- d. aggregates.

Social institutions

32. The first social revolution leading to a social transformation involved

- a. the invention of the plow.
- b. the domestication of plants and animals.
- c. the invention of the steam engine.
- d. the invention of the microchip.

33. A group of people who share the same geographical territory and are subject to the same political authority is referred to as a

- a. group.
- b. culture.
- c. clique.
- d. society.

34. The most important agent of socialization is

- a. the family.
- b. the school.
- c. peer groups.
- d. mass media.

35. An example of a social institution would be

- a. family.
- b. religion.
- c. mass media.
- d. all of the above.

Group influences

36. Violations of social norms is referred to as

- a. groupthink.
- b. role-taking.
- c. deviance.
- d. ethnocentrism.

37. The layering of nations or groups of people within a nation according to their relative power, property, and prestige is called

- a. diversification.
- b. social networking.
- c. social stratification.
- d. class ladder.

38. Sex refers to ____ characteristics, while gender refers to ____ characteristics.

- a. biological; social
- b. social; biological
- c. genetic; physical
- d. behavioral; inherited

39. Sociologists label a group that has achieved distinct physical characteristics that are transmitted genetically a(n)

- a. ethnic group.
- b. stereotype.
- c. race.
- d. patriarchy.

40. Prejudice refers to an attitude; discrimination refers to

a. behavior.

c. feelings.

b. the subconscious.

d. language.