



Trinity Western University

Undergraduate Course Syllabus: SOCI 101 Introduction to Sociology

Semester and Year: 13 July-7 August, Summer 2020

Instructor: Dr. Ruth Anaya

Contact Information: rutha@twu.ca

Co-requisites or Pre-requisites: None

Semester Hours: 3

Location: Beijing

Course Description:

An introduction to the major concepts, theories, and procedures of sociological inquiry. This course broadly examines the foundations of sociology, social inequality, social institutions, and social change. Students learn about the systematic study of human society and its application in everyday life.

Course Learning Outcomes:

1. To be able to define sociology while also investigating the interaction of social forces and individual human on social behavior.
2. To be able to identify, analyze, understand, and apply the three major theoretical paradigms used by sociologists to examine society.
3. To gain a more holistic understanding of the world in which we live and evaluate social interaction, social institutions, social inequality, and social change.
4. To be able to apply critical thinking skills, and where applicable a Christian worldview, when investigating issues of sexuality, stratification, economics, politics, family, religion, and the environment.
5. Formulate a social issue statement and create an academic paper by gathering evidence to support the hypothesized claim.

Required Text:

Exploring Sociology – The Concise Edition, (Ravelli & Webber, 2015). OR, Exploring Sociology – A Canadian Perspective, (Ravelli & Webber, 2016).

Course Activities/Requirements:

The course will follow an inquiry-based format. This will involve exploring social issues together. Each class will involve a variety of teaching and learning approaches. There will be regular opportunities for students to engage in the material through questions, small group discussion and a variety of case studies that will allow the student to explore the social world around them.

Course Evaluation:

A. Social Issues Position Paper: 25%

The purpose of this issue reaction paper is to develop and sharpen your critical thinking and academic writing skills. Your objective in writing this type of paper is to define an issue clearly and to formulate and clarify your position on that issue by reacting to a controversial statement. Your point of view should be supported by research and scripture.

You have six tasks to address in order to complete the assignment.

1. Select a suitable reaction statement – expressed as a thesis statement
2. Explain your selection
3. Clearly define the issue addressed in the statement
4. Clearly state your position on the statement
5. Defend your position – use research material
6. Conclude concisely

Step One – complete tasks 1-3 and get your instructor's approval – 1-page (5 points) Day 6

Step Two – Produce an outline of your paper - 1 page (5 points) – Day 9

Step Three – Completed paper – 5-6 pages including the title page (15 points) – Day 16

B. Social Event Presentation: 15%

Explore a contemporary social practice or event, and prepare the material in PPT format. Support your visual presentation with a set of notes (speaker notes found underneath the visual slide). This is a PPT only presentation, as you are not presenting it orally. Length: about 10 slides excluding the title slide and references slide.

C. Tests: 20% / 20% / 20%

There will be three exams throughout the course. Each exam will cover separate material and the final will not be cumulative. The format of each exam will be multiple choice, short answer and possibly essay. The unit exams will take place on Day 6, Day 13, and Day 20.

University Standard Grading System

(TWU's system of percentage equivalencies as found in the Academic Calendar):

A+	90-100	B	73-76	C-	60-62		
A	85-89	B-	70-72	D+	57-59		
A-	80-84	C+	67-69	D	53-56		
B+	77-79	C	63-66	D-	50-52	F	below 50

Course Policies:

Each assignment should be one single document, in Word Document format (not a pdf).

For correspondence, please include the COURSE NUMBER (SOCI 101) in the subject line of all email.

Use rutha@twu.ca for email communication but Gmail for electronic assignment submissions.

Academic Integrity and Avoiding Plagiarism at TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious

offence when an individual attempt to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic dishonesty. For details on this, and on identifying and avoiding plagiarism go to page 46 of the Academic Calendar (found at <https://www.twu.ca/academics/academic-calendar>).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)
<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

Students with a Disability

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first week of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined in the Student Life section of the University Calendar.

Suggested Course Outline

Day 1: Chapter 1- Understanding the Sociological Imagination

Day 2: Chapter 2- Social Theories & Research

Day 3: Chapter 3- Methodologies and Ethics

Day 4: Chapter 4- Culture and Socialization

Day 5: Chapter 5- Social Inequality

Day 6: Social Issues Paper: Step 1 due; First Unit Test Chapters 1 – 5

Day 7: Chapter 6- Gender and Sexuality

Day 8: Chapter 7- Race and Racialization

Day 9: Chapter 8- Families; Social Issues Paper: Step 2 due

Day 10: Chapter 9- Education

Day 11: Chapter 10- Religion

Day 12: Review;

Day 13: Second Unit Test Chapters 6 - 10

Day 14: Chapter 11- Crime, Law and Regulation

Day 15: Chapter 12- Mass Media; Social Issues Paper; Social Issues draft review

Day 16: Chapter 13- Health Policy, Aging and Disabilities; Social Issues Paper: Step 3 due

Day 17: Chapter 14- Work and the Political Economy

Day 18: Chapter 15- Globalization and Environment; Day 19: Exam Prep

Day 20: Third Unit Test Chapters 11 - 15

Social Issue Papers
Enter rubric description



	Effective 5 pts Exceeds standards set for category.	Adequate 4 pts Meets standards set for category.	Marginal 3 pts Approaches standards set for category.	Inadequate 1 pts Does not approach standards set for category.
Description of issue Describe the issue. Explain why it is an issue.	Effective Presents a clearly focused main idea that addresses the topic.	Adequate Presents the topic satisfactorily.	Marginal Addresses the topic, though the focus may shift.	Inadequate Attempts to address topic but with little or no success in establishing a focus.
First Viewpoint Present and discuss one side of the issue.	Effective Develops the position with compelling reasons and/or persuasive examples.	Adequate Develops the position with logically sound reasons and/or well-chosen examples.	Marginal Develops the position with relevant reasons and/or examples.	Inadequate Is weak in the use of relevant reasons or examples.
Opposing Viewpoint Present and discuss an opposing position.	Effective Develops the position with compelling reasons and/or persuasive examples.	Adequate Develops the position with logically sound reasons and/or well-chosen examples.	Marginal Develops the position with relevant reasons and/or examples.	Inadequate Is weak in the use of relevant reasons or examples.
Research/ Argument Identify and discuss the Science ideas behind the issue.	Effective Presents very thorough research and uses the research to create a strong case for an alternative solution.	Adequate Presents research and uses the research effectively to create a convincing alternative solution.	Marginal Presents some research and attempted to create a case for an alternative solution.	Inadequate Presents little or no research and does not present a coherent case for an alternative.
My position Explain what I believe and why I feel this way.	Effective Presents an insightful position on the issue.	Adequate Presents a clear position on the issue.	Marginal Presents a vague or limited position on the issue.	Inadequate Is unclear or seriously limited in presenting or developing a position on the issue.
Science language Command of Science language and vocabulary	Effective Expresses ideas fluently and precisely using effective vocabulary and sentence variety.	Adequate Expresses ideas clearly, using appropriate vocabulary and sentence variety.	Marginal Expresses ideas with reasonable clarity.	Inadequate Has problems in language and sentence structure that result in a lack of clarity.
Spelling and Punctuation	Effective No grammatical or spelling or punctuation errors.	Adequate One to two grammatical or spelling or punctuation errors.	Marginal Three to four grammatical or spelling or punctuation errors.	Inadequate More than four grammatical or spelling or punctuation errors.
Paper aesthetics What does my essay look like?	Effective All sections present and well organized.	Adequate Topics are discussed, but not in logical order.	Marginal Some topics discussed and order is uncertain.	Inadequate Most topics are missing.