

Course ID:	Course Title:	Winter 2018
SO 121	Principles of Sociology	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tuesday/Thursday	Instructor:	Joel Thiessen, PhD	First day of classes:	Thu, Jan. 4
Time:	2:30-3:45pm	Email:	joel.thiessen@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan. 14
Room:	A1085-2	Phone:	403-410-2000 ext.2979	Last day to request revised exam:	Mon, Mar. 5
Lab/ Tutorial:	N/A	Office:	L2105	Last day to withdraw from course:	Fri, Mar. 16
		Office Hours:	Tuesday/Thursday, 12:30-2:00pm	Last day to apply for coursework extension:	Mon, Mar. 26
Final Exam:	Friday, April 13 at 9am-12pm, Airhart			Last day of classes:	Wed, Apr. 11

Course Description

This course examines the foundations of sociology, social inequality, social institutions, and social change. It introduces students to the major concepts, theories and procedures of sociological inquiry.

Expected Learning Outcomes

1. To define sociology and understand the basic components of the sociological perspective.
2. To identify, 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, particularly in areas of social interaction, social institutions, social inequality, and social change.
4. To apply critical thinking skills, and where applicable a Christian worldview, when examining issues such as sexuality, gender, race and ethnicity, poverty, family, and education.
5. To apply sociological thinking and analysis to current events and everyday life.

Textbooks

Berger, Peter. 1963. *Invitation to Sociology: A Humanistic Perspective*. New York, NY: Knopf Doubleday Publishing Group.

Macionis, John J., S. Mikael Jansson, Cecilia M. Benoit, and Jakub Burkowicz. 2017. *Society: The Basics*. 6th Canadian Edition. Toronto, ON: Pearson Education.

Course Schedule

Date	Topic & Assigned Reading
January 4	Course Introduction
January 9	The Sociological Perspective (Ch.1 – p.3-14 & Berger Ch.1-3)
January 11	Sociological Theory (Ch.1 – p.14-22 & Berger Ch.1-3)
January 16	Sociological Method (Ch.1 – p.22-41 & Berger Ch.1-3)
January 18	Sociology, Christianity, and the Academy (“Sociological Foundations of Christian Morality” – article available on Moodle)
January 23	Culture (Ch.2)
January 25	NO CLASS (Program Day)
January 30	Social Stratification (Chapter 8)
February 1	Global Stratification (Chapter 9)
February 6	Guest Speaker – Derek Cook (Canadian Poverty Institute)
February 8	Exam #1
February 13	Socialization: From Infancy to Old Age (Ch.3)
February 15	Social Interaction in Everyday Life (Ch.4 & Berger Ch.4-6)
February 20	NO CLASS (Reading Week)
February 22	NO CLASS (Reading Week)
February 27	Groups and Organizations (Ch.5 & Berger Ch.4-6)
March 1	*Sexuality and Society (Ch.6)
March 6	*Deviance (Ch.7 & Berger Ch.4-6)
March 8	*Gender Stratification (Chapter 10)
March 13	*Race and Ethnicity (Ch.11) – Monetta Bailey Lecture
March 15	Exam #2
March 20	*Family (Ch.13: p.416-441)
March 22	*Religion (Ch.13: p.441-457)
March 27	Religion (Ch.13: p.441-457)
March 29	*Education (Ch.14: p.462-485)
April 3	*Health and Medicine (Ch.14: p.485-509)
April 5	Social Change: Modern & Postmodern Societies (Ch.16)
April 10	Course Conclusion (Berger Ch.7-8)

Requirements

*Failure to submit all assignments will result in an automatic failing final grade. Late assignments will receive a 10% per day deduction.

Written Assignment (February 1 at 2:30pm)	15%
Examination #1 (February 8)	17%
Examination #2 (March 15)	18%
Current Events (Ongoing)	10%
Research Project (April 5 at 2:30pm)	20%
Final Examination (Friday, April 13 at 9am-12pm, Airhart)	20%
Total	100%

*Note that three assignments involve working in a group assigned by the professor. Groups will be assigned following the course add/drop date of January 14.

1) Written Assignment (15%) – February 1 @ 2:30pm

Write a 3-page assignment, answering these two questions: What does it mean to think like a good sociologist? What are the key elements to the three dominant sociological theories? Use concrete examples throughout.

Every student must exchange their completed paper with one other member of their current event group (see below), no later than January 24. In turn, students will read and provide typed feedback for the other group member no later than January 29. Feedback should center on areas in the grading rubric at the end of the syllabus, in the context of addressing the two research questions. What did your peer do well? Where is more attention needed? What suggestions would you recommend to strengthen the paper? A “peer feedback” document is provided for you on Moodle, to fill out when offering feedback to your peers. Students are then encouraged to take this feedback into account in the revision process before a final submission to the professor. Assignment submissions should include the written feedback from your peer at the end, following the bibliography.

A title page and bibliography (in addition to the 3 pages) are expected, correctly formatted to ASA guidelines (see links provided on Moodle and Johnson book on reserve). Papers should be double spaced, with 1” (2.54cm) margins on all sides, and 12 point font. Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks). Please submit an electronic copy of your assignment on Moodle and a hard copy (double sided) in class. Note that your paper submission on Moodle goes through a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

2) Examination #1 (17%) – February 8

Answer 60 multiple choice questions or 3 of 6 essay questions (each question worth 20 marks) based on class readings and lectures up to this point of the semester. Students must declare in advance which exam format they choose, on the sign-up sheet circulated in class on February 1. If nothing is selected beside your name, it is assumed that you will write the multiple choice exam.

3) Examination #2 (18%) – March 15

Answer 60 multiple choice questions or 3 of 6 essay questions (each question worth 20 marks) based on class readings and lectures since the previous exam. Students must declare in advance which exam format they choose, on the sign-up sheet circulated in class on March 8. If nothing is selected beside your name, it is assumed that you will write the multiple choice exam.

4) Current Event Discussions (10%) – Ongoing

Sociology is premised on real people in real situations. As such, it is important to pay attention to what is going on in the world. In this assignment:

- Students will work in their assigned groups. Groups will self-appoint a leader who is responsible to liaise with the professor on behalf of the group concerning any questions or concerns related to your group's activities; to take the group's attendance in each discussion; to document who facilitated the conversation; and to submit the attendance and facilitator summary to the professor at the end of the course, no later than April 10.
- Groups will meet for the first 10 minutes of every class marked with an asterisk in the course schedule above – there are eight such classes in total. Please do not arrive late.
- Every member of the group must sign-up to facilitate two group conversations about a current event related to the topic for that day (e.g. Deviance on March 6).
- The group facilitator must: briefly summarize a current event in the news related to that day's topic (2 minutes), offer a few reflections on that current event (3 minutes), and facilitate group discussion on that current event and topic (5 minutes). For example, do you agree or disagree with the guiding premise of the article? Why? How does sociology help you to think carefully and critically about the topic at hand?
- Students receive 5% for each of the two conversations that they lead, totaling 10%.
- All group members are expected to be in attendance for all eight group conversations. Arriving late will result in a 1% deduction, and not showing up at all will result in a 2% deduction, for the individual per missed/late group discussion.

5) Research Project (20%) – April 5 @ 2:30pm

Students can work on this project on their own or in groups of up to 5 (the same grade is given to all students). Address the following topic via a 10 minute multi-media presentation or a 4-page paper. In addition to drawing on your textbooks, read and review at least 8 peer-reviewed academic books/articles.

- The most pressing social problem in Canada is _____, sociology helps us to think carefully and critically about this social problem in _____ ways, and the potential solutions are _____.

As with the first written assignment, every student must exchange their completed project with one other member of their current event group (see details noted earlier), no later than March 23. In turn, students will read/watch and provide typed feedback for the other group member no later than March 29.

For those creating a multi-media presentation, you are free to do so in whatever manner you wish (e.g. iMovie, voice over a powerpoint or prezi presentation, etc.). Be as creative as possible while keeping the central objectives and messaging at the forefront of your presentation. That is, do not get distracted with the "medium" that you lose the "message." The end of your presentation must also include your complete bibliography correctly formatted to ASA guidelines (see links provided on Moodle and Johnson book on reserve). Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) quality and effectiveness of the multi-media/oral presentation (20 marks);

(e) formatting (10 marks). *Please email your presentation to the professor (joel.thiessen@ambrose.edu) as a web link (e.g. via Vimeo, YouTube, etc.).

For those writing a paper, a title page and bibliography (in addition to the 4 pages) are expected, correctly formatted to ASA guidelines (see links provided on Moodle and Johnson book on reserve). Papers should be double spaced, with 1" (2.54cm) margins on all sides, and 12 point font. Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks). Please submit an electronic copy of your assignment on Moodle and a hard copy (double sided) in class. Note that your paper submission on Moodle goes through a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

6) Final Examination (20%) – Friday, April 13 at 9am-12pm, Airhart

Answer 60 multiple choice questions or 3 of 6 essay questions (each question worth 20 marks) based on class readings and lectures since the previous exam. Students must declare in advance which exam format they choose, on the sign-up sheet circulated in class on April 5. If nothing is selected beside your name, it is assumed that you will write the multiple choice exam.

Attendance, Learning, and Classroom Etiquette

I have a high regard for our times together in class – this time is sacred. You are free to attend class or not, but should you decide to do so, I expect the following without exception:

- Read the assigned materials in advance of class
- Arrive on time
- Actively participate in class activities and do not disturb those around you

If you cannot uphold all three of these expectations, you are discouraged from attending class. Should honoring these class boundaries become a problem, the professor reserves the right to ask you to leave class or possibly withdraw from the course.

Ambrose Services to Aid Students

Ambrose Tutoring Services

To help you succeed in this course, Ambrose offers **FREE** tutoring! You can meet with an experienced peer tutor—someone who has already taken and excelled in this course—for help with understanding and applying concepts from this course. To book an appointment, visit <https://ambrose.edu/tutoring>, and click on “Our Team.” Scroll down to find tutors that are eligible to tutor for this course, and then click on “Book Now” to schedule an appointment. Please take advantage of this opportunity to do your very best.

Ambrose Writing Centre

Also, to demonstrate your knowledge of the course content, you will need to communicate clearly and persuasively. For help with your presentations and papers, I would encourage you to visit the Ambrose Writing Centre (<https://ambrose.edu/writingcentre>), where tutors can help you with everything from brainstorming ideas to polishing your grammar. You can book appointments in advance or drop in during regular hours. Also, watch for workshops on

writing, reading, and research throughout the year. This service is **FREE** to Ambrose students, so I would encourage you to take advantage of it!

Grade Summary

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an 'A,' 'B,' or 'C,' etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Grading Rubric

	Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	Oral Presentations: Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical	The majority of assignment demonstrates a balance in summarizing and describing	Clearly states central thesis and purpose of paper Each sentence/paragraph	Few to no spelling, grammar, or other writing errors.	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation.

	research are summarized and used accurately and in relevant ways	theory/research and analysis and application	logically leads to the next Carefully selected details which support general statements and central thesis	Words, sentences, and paragraphs flow smoothly		Establishes order to ideas and points out relationships between them. Number and quality of main points are sufficient Presentation of ideas develops to a logical conclusion and/or summary Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.
B 72- 85	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	Clear central thesis Appropriate details/synthesis most of the time. Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors Some awkward transitions between words, sentences, and paragraphs	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation. Ideas follow a general logical flow with presenter providing some synthesis between points

						<p>Number and quality of main points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
C 60- 71	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	Inconsistently achieved	<p>Unclear presentation of main theme, thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p> <p>Number and quality of main points are lacking in sufficiency</p>

						Weak conclusion and/or summary
						Presentation style lacking as demonstrated through non- verbal communication, body language, voice, and eye contact
					<i>And so on....</i>	

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.