



Course Outline Report

SOC 100 - Introduction to Sociology

Discipline: Sociology

Department: Social Science

Term Effective: Fall 2010

Entrance Skill

A. Requisite Skills:

None

B. Recommended Skills:

None

Units and Hours

Semester Units: 3.000

Semester Hours:

| Instructional Categories | Units | Contact Hours | Out of Class Hours |
|-------------------------------------|-----------|---------------|--------------------|
| Lecture | 3 | 48 - 54 | 96 - 108 |
| Independent Study | 0 | 0 | 0 |
| Lab/Field | 0 | 0 | 0 |
| Activity | 0 | 0 | 0 |
| Total | 3 | 48 - 54 | 96 - 108 |
| Total Student Learning Hours | 144 - 162 | | |

Recommended Course Enrollment: 50

Content

Non Credit Content

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Need for the Course

This course is Associate Degree applicable and fulfills the general education requirement for Social and Behavioral Sciences. It transfers to UC, CSU, and other four-year colleges and universities. It is recommended for Nursing Programs. It is the beginning course for the sociology major, and for a wide variety of other academic and professional disciplines. It applies to General Education requirements in the Social and Behavioral Sciences for both UC and CSU.

Goals for the Course

To provide the student with information and the tools to understand social behavior; the workings of society and culture; the validity of social scientific research; and the fundamentals of social research methodology. To offer an extensive and intensive overview of the nature and consequences of the social level of human life, and the study of these phenomena.

Catalog Description

An introductory study of the basic concepts, theoretical foundations, and methods of sociology. Topics typically include the analysis and explanation of structure, group dynamics, socialization and the self, social stratification, culture and diversity, social change and globalization.

Schedule Description

Survey of the basic concepts and theories of society and culture, social organizations, social stratification, social change, and social policy.

Student Learning Outcomes:

Upon satisfactory completion of the course, students will be able to:

Upon satisfactory completion of the course, students will be able to:

1. Define and discuss various components of culture.
2. Identify social stratification and its implications on primary social institutions.
3. Complete 10 hours of service learning.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate an understanding of the vocabulary, basic concepts and theoretical foundations of sociology as a discipline.
2. Define the various components of culture.
3. Identify the process of learning culture and the primary agents of socialization.
4. Analyze the phenomena of economic and social inequality rooted in classism, sexism, racism, and ageism.

5. Investigate aspects of crime, deviance, and conformity.
6. Explore the major social institutions: family, education, religion, the economy and work, politics, and science and technology.
7. Demonstrate an understanding of and apply the sociological imagination to a variety of contemporary social issues.
8. Comprehend the dimensions of social change in relation to population growth, urbanization, and environmental change.
9. Analyze the many facets of globalization and its influence on dominant American culture.
10. Recognize diversity and multicultural dimensions of U.S. society.
11. Provide service to the community.

Representative Texts and Instructional Materials

Textbooks: Introduction to Sociology, G. Ritzer, Sage Publications, 2016

Sociology: The Essentials, M. Anderson, Cengage, 2017

The Essentials of Sociology, J. Henslin, Pearson, 2017

Course Content

Lecture Outline

- A. The Sociological Imagination
- B. The Historical development of Sociology
- C. Social Research, Perspectives and Investigation
- D. Culture and Society
- E. Socialization
- F. Social Interaction in Everyday Life
- G. Social Groups and Organizations
- H. Deviance and Social Control
- I. Social Stratification: Class, Race, Ethnicity, Age, Sex and Gender
- J. Social Institutions: Family, Education, Religion, Health Care, Economy/Work, Politics, and Science/Technology
- K. Population, Urbanization, and the Environment
- L. Globalization in a Changing World

Methods of Instruction

Audio Visual Presentations

Class Activities

Class Discussions

Collaborative Group Work

Distributed Education

Field Experience/Internship

Guest Speakers

Lecture

Observation

Other (Specify)

A. Minimum of 10 hours of Service Learning B. In emergency circumstances that require campus closure, remote instruction may be incorporated. Courses offered remotely will achieve or adapt stated learning outcomes for the remote environment. Instruction will maintain regular effective contact through conferencing and LMS applications. Instructional materials will be adapted to meet ADA compliance. Instructors will be supported through available campus resources including Alternative Media and Assistive Technology Specialist, DSPS Office, PD Lead, DE Lead, and other available resources to help ensure that instructional materials are accessible to persons with disabilities.

Assignments and Methods of Evaluation

1. Quizzes, tests or exams (20-30%)
2. Class participation (10-30%)
3. Small group interaction (10-30%)
4. Writing assignments (10-30%)
5. Service hours (10-20%)

Distance Education

1. Distance Education Format

Recommended Online Enrollment: 35

- FO – Fully Online: Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college

2. Any portion of this course conducted through distance education includes regular and effective contact between instructor and student and among students, either synchronously or asynchronously, such as the use of:

- Individual or group meetings

- Orientation and review sessions
- Supplemental seminar or study sessions
- Field trips
- Library workshops
- Telephone contact
- Voice Mail
- Email
- LMS Announcements
- Feedback and comments on assignments
- LMS Discussion Board posts
- Group Projects
- Breakout Rooms in communication platform such as
- Zoom
- Peer Reviews

Other No

3. Accessibility: Accommodations regarding disabled student accessibility to online content must be made as prescribed in the Distance Education Guidelines regarding Section 508, as published by the California Community College Chancellor's office. For example: The following are general principles that should be followed in ensuring that distance education courses are accessible to students with disabilities.

A. All DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance (i.e., sign language interpreters, aides, etc.).

B. Distance education resources must generally be designed to provide "built-in" accommodation (i.e., closed captioning, descriptive narrative) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology in common use by persons with disabilities. Whenever possible, information should be provided in the alternative format preferred by the student.

C. Adoption of access solutions which include assigning assistants (i.e., sign language interpreters, readers) to work with an individual student to provide access to distance education resources should only be considered as a last resort when all efforts to enhance the native accessibility of the course material have failed.

D. Access to DE courses, resources and materials include the audio, video, and text components of courses. Access to resources and materials include the audio, video, multimedia and text components of Web sites, electronic chat rooms, e-mail, instructional software, CD-ROM, DVD, laser disc, video tape, audio tape, electronic text, and print materials. Where access to Web sites not controlled by the college is required or realistically necessary to completion of a course, the college must take steps to ensure that such sites are accessible or provide the same material by other accessible

means.

E. Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course taking experience is the same for students with or without Disabilities.

Last Revision

2017-09-11

Board Approval

2017-10-12