Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Melanie Hildebrandt	Email Address melanieh@iup.edu
Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

☐ New Course	☐ Course Prefix Change	☐ Course Deletion
☑ Course Revision	☐ Course Number and/or Title Change	☑ Catalog Description Change

Current course prefix, number and full title: Soc 151 Principles of Sociology

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

☐ Learning Skills	☑ Knowledge Area	☐ Global and Multicultural Awareness	☐ Writing Across the Curriculum (W Course)

☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

☐ Global Citizenship	☐ Information Literacy	☐ Oral Communication
☐ Quantitative Reasoning	☐ Scientific Literacy	☐ Technological Literacy

3. Other Designations, as appropriate

☐ Honors College Course	☐ Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

☐ Catalog Description Change	☐ Program Revision	☐ Program Title Change	☐ New Track
☐ New Degree Program	☐ New Minor Program	☐ Liberal Studies Requirement Changes	☐ Other

Current program name:

Proposed program name, if changing:

5. Approvals

	Signature	Date
Department Curriculum Committee Chair(s)	*Melanie D Hildebrandt*	2-20-12
Department Chairperson(s)	*Alex Heckert*	2-20-12
College Curriculum Committee Chair	*Stud Chadler*	3/7/12
College Dean	*A arm*	3/23/12
Director of Liberal Studies (as needed)	*Gary A Fith*	4/11/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	*Gail Sechrist*	4/19/12

Received

APR 11 2012

Liberal Studies

Received

MAR 26 2012

Liberal Studies

Soc 151 – Principles of Sociology

I. Catalog Description

SOC 151 Principles of Sociology   (3c-01-3cr)

A scientific study of the structure of human societies and the behavior of individual people and groups in society. Examines the relationship between individuals and societal institutions, processes, and interactions. Provides students with an overview of the discipline including key concepts, main theoretical perspectives, the methods and research findings of sociologists, and social inequalities.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Objective 1
Identify and define central sociological concepts.
EUSLO 1
Informed Learners
Rationale:
Assignments will require students to have a level of knowledge about key sociological ideas and concepts that will enable them to analyze the social world through a sociological lens.

Objective 2
Define culture, explain its components, and discuss how culture impacts individuals, groups, and social structures. Employ a cross-cultural analysis of how social institutions, processes, and group interactions shape your own and others' experiences, thinking, and behavior.
EUSLO 1, 2, and 3
Informed, Empowered and Responsible Learners
Rationale
Assignments will require students to have a level of knowledge about the values, belief systems, and norms of social interaction that shape individual identity and group relations within American society. Assignments will also engage students in assessing ways that people of different cultures (both within and outside the United States) think about and relate to a variety of social institutions.

Objective 3
Describe, differentiate, and apply classical and contemporary sociological theories to explore problems in societies including deviance, sexism, racism, poverty, and global stratification.
EUSLO 2
Empowered Learners
Rationale
Assignments will require students to evaluate sociological theories (e.g. conflict, functionalism, symbolic interaction) and their usefulness for understanding and explaining dimensions of social inequality and deviance in communities and societies.

Objective 4
List and compare methods used for the scientific study of the human societies and discuss ethical issues in social research.

EUSLO 1, 2, and 3
Informed, Empowered and Responsible Learners
Rationale:
Assignments will require students to have a level of knowledge about both quantitative and qualitative methodological approaches, their strengths and weaknesses. Assignments will have students review and evaluate examples of ethical problems that have occurred while conducting research on human subjects (e.g., bias, confidentiality, exploitation, etc.).

Objective 5
Compare and contrast theories of social change and provide examples of ways individuals and groups have changed social structures and processes.
EUSLO 1 and 2
Informed Learners
Rationale:
Assignments will require students to have a level of knowledge about social movements and the theories used by sociologists to explain/understand social change.

Objective 6
Practice and develop transferable skills, such as information literacy and application; effective communication (through writing and speaking); critical thinking and analysis; and research, synthesis, and presentation of reliable information using various formats and employing intellectual honesty.
EUSLO 2
Empowered Learners
Rationale:
Assignments will require students to make use of media (e.g. internet, newspapers, scientific journals, books) and experiential activities to analyze and evaluate sociological concepts, theories and ideas. Assignments will also require students to communicate their understanding of sociological issues using a variety of approaches including oral communication, synthetic writing, and reflection.

III. Course Outline
    A. The Foundations of Sociology   (4 hours)
         1. Sociological Perspective
         2. Theoretical Perspectives in Sociology
         3. Social Research Methods Culture

    B. The Foundations of Society   (9 hours)
         1. Culture
         2. Socialization
         3. Social Interaction in Everyday Life
         4. Groups and Organizations
         5. Sexuality and Society
         6. Deviance and Social Control

    C. Social Inequality -Class   (6 hours)
         1. Social Stratification
         2. Social Class in the United States
         3. Global Stratification

    D. Exam   (1 hour)

E. Social inequality – Race, Gender, Age   (6 hours)
1. Race and Ethnicity
2. Gender Stratification
3. Aging and the Elderly

F. Social Institutions   (9 hours)
1. The Economy and Work
2. Politics and the Economy
3. Families
4. Religion
5. Education
6. Health and Medicine

G. Social Change   (7 hours)
1. Population, Urbanization, and Environment
2. Collective Behavior and Social Movements
3. Social Change: Traditional, Modern, and Postmodern Societies

Culminating Activity during Final Exam Week   (2 hours)
    In-class exam and/or presentations

IV. Evaluation Methods*

The final grade will be determined as follows:

Participation	5%
Writing assignments	15%
Class presentation(s)	15%
Quizzes (may be in-class or take-home, multiple choice and/or essay	35%
Exams (may be in-class or take-home, Multiple choice or essay)	30%
	100%

*Percentages may vary by instructor

V. Grading Scale
Grading Scale: A: 90% + B: 80-89%   C: 70-79%   D: 60-69%   F: < 60%

VI. Attendance Policy
IUP expects students to attend class. Individual instructors may design their attendance policies in accordance with the IUP attendance policy articulated in the Undergraduate Catalog.

VII. Required textbooks, supplemental books and readings

Ballantine, Jeanne and Keith Roberts. 2008. *Our Social World (2nd ed.)*. Thousand Oaks, CA: Sage. (Any edition will suffice—feel free to purchase a used, earlier edition online.)

Macionis, John, J. (2010). *Sociology*, 13th Edition. Boston: Allyn & Bacon.

Supplemental non-textbook reading
    Ehrenreich, Barbara. (2002) *Nickel and Dimed*. New York: Holt Paperbacks.

Suggested Readings

Kozol, Jonathan. (2006) *Shame of the Nation.* New York: Broadway.

Lareau, Annette. (2011) *Unequal Childhoods.* Berkeley, CA: University of California Press.

McIntyre, Lisa. (2010) *Practical Skeptic: Readings in Sociology.* New York: McGraw Hill.

McNamee, Stephen and Robert K. Miller. (2011) *The Meritocracy Myth.* Lanham, MD: Rowman & Littlefields Publishers.

New York Times. (2005) *Class Matters.* New York: Times Books.

Ventakesh, Sudhir. (2008) *Gang Leader for a Day.* New York: Penguin Books.

VIII. Special Resource Requirements

Technology Skills and Software
Students enrolled in this course should possess the following technology skills:
- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support
Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services
IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

IX. Bibliography

Atkinson, Maxine P. and Andrea N. Hunt. (2008). Inquiry-Guided Learning in Sociology. *Teaching Sociology,* vol. 36: pp. 1 - 7.

Hodges Persell, Caroline, Kathryn M. Pfeiffer, and Ali Syed. (2008). How Sociological Leaders Teach: Some Key Principles. *Teaching Sociology*, vol. 36: pp. 108 - 124.

Hodges Persell, Caroline, Kathryn M. Pfeiffer, and Ali Syed. (2007). What Should Students Understand After Taking Introduction to Sociology? *Teaching Sociology*, vol. 35: pp. 300-314.

Hohm , Charles S. and William S. Johnson, Eds. (2001). Assessing Student Learning in Sociology. Washington, DC: American Sociological Association.

Hoop, Katrina C. (2009). Students' Lived Experiences as Text in Teaching the Sociological Imagination. *Teaching Sociology*, vol. 37: pp. 47 - 60.

Howard, Jay R. (2004). Just-In-Time Teaching in Sociology Or How I Convinced My Students to Actually Read the Assignment. *Teaching Sociology*, vol. 32: pp. 385 – 390.

Ferguson, S. 2010. *Mapping the Social Landscape: Readings in Sociology.* New York: McGraw Hill.

Goodwin, Jeff and James Jasper, eds. 2008. *The Contexts Reader.* Norton: New York.

Kebede, Alem. (2009). Practicing Sociological Imagination Through Writing Sociological Autobiography. *Teaching Sociology*, vol. 37: pp. 353 - 368.

Kimmel, Michael and Amy Aronson. (2011). *Sociology Now: The Essentials, 2nd ed.* Boston: Allyn and Bacon.

Koeber, Charles. (2005). Introducing Multimedia Presentations and a Course Website to an Introductory Sociology Course: How Technology Affects Student Perceptions of Teaching Effectiveness. *Teaching Sociology*, vol. 33: pp. 285 - 300.

Korgen, Kathleen Odell and Jonathan White. 2009. *The Engaged Sociologist: Connecting Classroom to the Community, 2nd ed.* Los Angeles, CA: Pine Forge Press.

Macionis, John and Nicole Benokraitis. 2010. *Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology.* Boston: Prentice Hall.

Newman, D. and Jodi O'Brien. 2008. *Sociology: Exploring the Architecture of Everyday Life, 7th ed.* Los Angeles: Pine Forge Press.

Sikora, James and Njeri Mbugua. (2003). Introductory Sociology Resource Manual. Washington, DC: American Sociological Association.

Tsui, Ming. *(2010).* Interteaching: Students as Teachers in Lower-Division Sociology Courses. *Teaching Sociology*, vol. 38: pp. 28 - 34.

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a.	1	1 Culture and Cultural Diversity	(2)	Exams Quizzes Papers Presentations
		4 Individual Development and Identity	(2)-(3)	
		5 Individuals, Groups and Institutions	(1)-(5)	

Part II.

2. Summary of the proposed revisions

1. Catalog description change.

Current:

A scientific study of structure and functioning of human societies with special attention to factors responsible for the organization and transformation of socio-cultural systems. Specific course content varies from one instructor to another.

Proposed:

A scientific study of the structure of human societies and the behavior of individual people and groups in society. Examines the relationship between individuals and societal institutions, processes, and interactions. Provides students with an overview of the discipline including key concepts, main theoretical perspectives, the methods and research findings of sociologists, and social inequalities. .

2. Revision of course objectives
3. Addition of other items on the syllabus including supplemental books and a sample assignment.

4. Rationale for proposed revisions

1. The change reflects updated language that more reflective of course content and is clearer and more accessible for students, while providing guidance to instructors so that they can design their individual courses in alignment with expected departmental outcomes.
2. The course objectives were revised to align with the Expected Undergraduate Student Learning Outcomes (EUSLO) and Common Learning Objectives found in the criteria for a Social Science course.
3. These revisions reflect changes in the expectation for a syllabus of record.

Soc 151 Principles of Sociology

ASSIGNMENT: CURRENT EVENTS JOURNAL

Purpose

The purpose of this assignment, which will continue throughout the semester, is to encourage you to think in a sociological manner and learn to apply your sociological imagination to materials you obtain from the popular press. You will locate six items in the popular press and connect them to sociological concepts, readings, and/or class discussions. Thus, you will apply sociological concepts to events in everyday life. You should learn to integrate the ideas we discuss in class, and start to regard aspects of society critically, through the lens of sociology.

The Basics

- ➤ Overall, you will turn in six journal entries: 3 in the first half of the semester, and 3 in the second half of the semester.
- ➤ Each entry will consist of two parts: the item you are analyzing (a copy of a news article) and a 2 page analytical essay.
- ➤ Journal entries should be typed (proofread, spellchecked, stapled, etc), with page numbers.
- ➤ Hand in all three journal entries stapled together, with one staple in the left-hand corner.

The Choice of Current Events

- ➤ Your chosen topic of analysis should be relevant to our class or readings and the resources for the first installation should be within six months of the first due date (e.g., Journals 1-3 should be dated six months within the first half of the semester), while Journals 4-6 should be dated within the second half of the semester.
- ➤ Seek out **reputable** sources that document current events. These can include newspapers (Associated Press), news magazines for articles and letters to the editor (online versions are acceptable), and television news programs, such as *Nightline* or *20/20*. (And, FYI: *The Colbert Report,* and *The Daily Show* are NOT news programs—they are hilarious, but if you do not have a firm grasp on the actual news, these news parodies do not make as much sense, nor are they as funny as they could be.)
- ➤ I encourage you to locate items of personal interest, but do not use these journal entries as a forum to espouse your own political or social opinions without any sociological grounding. To do so will not complete the assignment and will have negative results in the grading process. For assistance during this process, be mindful of the sociological imagination— where biography and history intersect, as discussed by C. Wright Mills in your readings.

The Writing

- ➤ read the article

- ➢ brainstorm about it
- ➢ connect to readings, class discussions, CONCEPTS in readings
- ➢ write it up
- ➢ You will employ "critical thinking" and "critical writing" in your essays. Briefly, critical thinking can be defined as: "The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (www.criticalthinking.org).
- ➢ In employing critical thinking and writing, you will also do so in a sociological manner: you will make a point, back the point up with evidence from the article you are analyzing, and be academically enlightening (Are you thinking about the issue on a personal level or mindful of the sociological imagination, and on the societal level as it relates to class materials? Are you relating the selected article to class readings when applicable?).
- ➢ Your essays should contain specific citations from the readings or class discussions. If you are applying a race-based perspective to a current event, find a relevant passage from a reading that discusses race and include a cited quote in your essay with proper and consistent citation.

The Finished Product

- ➢ At the end of the semester, you will have an interesting record of some of the happenings in the world over the course of several months, and 10-20 pages of sociological analysis of these happenings. Hopefully, you will also have a more finely-tuned sociological perspective.

Below is the format that I expect you to follow. It may be helpful for you to bold sociological terms, so that you can see for yourself that you are integrating sociology into your analysis.

NAME

CLASS INFORMATION

DATE

Article Title:

News Source:

Date of News Source:

Summary of Event:

This should be roughly one concise paragraph, summarizing the event in the news source.

Sociological Discussion of Event:

This section should be 1 and ½ pages long. Here you will discuss the event from a sociological perspective and critically—that is, you can begin with a simple "for" and "against" discussion. Who might be in support of this event/policy? Who might be

against it? Why? Then, include **sociological terms** and discuss them—what readings from the class most relate to the news article you have selected?

Personal Reflection

Only AFTER you have analyzed the news article in both a sociological and critical manner can you include your personal opinion.

GRADING CRITERIA

	Clear writing and organization	2 points
	Adequately answers all of the assigned components of the assignment: for/against, who supports/opposes and why?	2 points
	Relates article to sociological concepts and integrates **at least one reading by using direct quotations and/or clearly drawing reference to that source.**	4 points
	Personal reflection, connection or opinion	2 points
	Total of 10 points	10 points

Liberal Studies Course Approval General Information

1. This is a multiple-section, multiple instructor course. The department chair or his/her designee(s) will ensure basic equivalency among the various sections with regards to such things as course content, outcomes and assessments. Periodic discussion will take place during regular department and/or undergraduate education committee meetings to exchange ideas about resources and teaching strategies.
2. All sections offered will include the perspectives, experiences and contributions of women as well as racial and ethnic minorities. This is a primary objective of the course (see course outcome #3).
3. The reading and use by students of at least one non-text book (in addition to the text) is a requirement of the course.
4. This is an introductory course in sociology intended for a general audience with little or not formal knowledge of sociology. Given the minimal instruction in public schools about sociology, this course does not assume that students have any sociological background. While this course is required for beginning majors, its primary audience is the non-major who wishes to broaden his/her knowledge of sociology and the sociological perspective.

SYLLABUS OF RECORD

SOC 151 -- PRINCIPLES OF SOCIOLOGY

I. Catalog Description

SOC 151 Principles of Sociology   3 class hours, 0 lab hours, 3 credits   (3c-01-3cr)

A scientific study of structure and functioning of human societies with special attention to factors responsible for the organization and transformation of socio-cultural systems. Specific course content varies from one instructor to another.

II. Course Outcomes:

Students will be able to:

1. Identify and define central sociological concepts.

2. Define culture, explain its components, and discuss how culture impacts individuals, groups, and social structures.

3. Describe, differentiate, and apply classical and contemporary sociological theories to explore problems in societies including deviance, sexism, racism, poverty, and global stratification.

4. List and compare methods used for the scientific study of the human societies and discuss ethical issues in social research.

5. Employ a cross-cultural analysis of how social institutions, processes, and group interactions shape your own and others' experiences, thinking, and behavior.

6. Compare and contrast theories of social change and provide examples of ways individuals and groups have changed social structures and processes.

7. Practice and develop transferable skills, such as information literacy and application; effective communication (through writing and speaking); critical thinking and analysis; and research, synthesis, and presentation of reliable information using various formats and employing intellectual honesty.

III. Course Outline

A. The Foundations of Sociology   (4 hours)
1. Sociological Perspective
2. Theoretical Perspectives in Sociology
3. Social Research Methods Culture

B. The Foundations of Society   (9 hours)
1. Culture
2. Socialization
3. Social Interaction in Everyday Life
4. Groups and Organizations
5. Sexuality and Society
6. Deviance and Social Control

C. Social Inequality   (9 hours)
1. Social Stratification
2. Social Class in the United States
3. Global Stratification
4. Race and Ethnicity
5. Gender Stratification

6. Aging and the Elderly

D. Social Institutions   (9 hours)
1. The Economy and Work
2. Politics and the Economy
3. Families
4. Religion
5. Education
6. Health and Medicine

E. Social Change (9 hours)
1. Population, Urbanization, and Environment
2. Collective Behavior and Social Movements
3. Social Change: Traditional, Modern, and Postmodern Societies

Culminating Activity during Final Exam Week (2 hours)
In-class exam and/or presentations

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay	0 to 40%
Exams (may be in-class or take-home, Multiple choice or essay)	25 to 75%
Other forms of evaluation	0 to 50%

Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher   B: 80-89%   C: 70-79%   D: 60-69%   F: 59% or lower

VI. Attendance Policy
IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.
[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, supplemental books and readings

[One text, such as the sample texts below, supplemented by other readings and videos.]

1. Ballantine, Jeanne and Keith Roberts. 2008. *Our Social World (2nd ed.)*. Thousand Oaks, CA: Sage. (Any edition will suffice—feel free to purchase a used, earlier edition online.)
2. Macionis, John, J. (2010). *Sociology*, 13th Edition. Boston: Allyn & Bacon.
3. Henslin, J. (2009). *Essentials of Sociology: A Down-to-Earth Approach. Eighth Edition*. Boston: Allyn & Bacon

VIII. Special resource requirements
Technology Skills and Software
Students enrolled in this course should possess the following technology skills:
- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support
Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services
IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity
IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm). Practicing academic integrity means you do not:
- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.

- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

1. Atkinson, Maxine P. and Andrea N. Hunt. (2008). Inquiry-Guided Learning in Sociology. *Teaching Sociology,* vol. 36: pp. 1 - 7.

2. Hodges Persell, Caroline, Kathryn M. Pfeiffer, and Ali Syed. (2008). How Sociological Leaders Teach: Some Key Principles. *Teaching Sociology,* vol. 36: pp. 108 - 124.

3. Hodges Persell, Caroline, Kathryn M. Pfeiffer, and Ali Syed. (2007). What Should Students Understand After Taking Introduction to Sociology? *Teaching Sociology,* vol. 35: pp. 300-314.

4. Hohm , Charles S. and William S. Johnson, Eds. (2001). Assessing Student Learning in Sociology. Washington, DC: American Sociological Association.

5. Hoop, Katrina C. (2009). Students' Lived Experiences as Text in Teaching the Sociological Imagination. *Teaching Sociology,* vol. 37: pp. 47 - 60.

6. Howard, Jay R. (2004). Just-In-Time Teaching in Sociology Or How I Convinced My Students to Actually Read the Assignment. *Teaching Sociology,* vol. 32: pp. 385 – 390.

7. Ferguson, S. 2010. *Mapping the Social Landscape: Readings in Sociology.* New York: McGraw Hill.

8. Goodwin, Jeff and James Jasper, eds. 2008. *The Contexts Reader.* Norton: New York.

9. Kebede, Alem. (2009). Practicing Sociological Imagination Through Writing Sociological Autobiography. *Teaching Sociology,* vol. 37: pp. 353 - 368.

10. Kimmel, Michael and Amy Aronson. 2011. *Sociology Now: The Essentials, 2nd*

ed. Boston: Allyn and Bacon.

11. Koeber, Charles. (2005). Introducing Multimedia Presentations and a Course Website to an Introductory Sociology Course: How Technology Affects Student Perceptions of Teaching Effectiveness. *Teaching Sociology,* vol. 33: pp. 285 - 300.

12. Korgen, Kathleen Odell and Jonathan White. 2009. *The Engaged Sociologist: Connecting Classroom to the Community, 2nd ed.* Los Angeles, CA: Pine Forge Press.

13. Macionis, John and Nicole Benokraitis. 2010. *Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology.* Boston: Prentice Hall.

14. Newman, D. and Jodi O'Brien. 2008. *Sociology: Exploring the Architecture of Everyday Life, 7th ed.* Los Angeles: Pine Forge Press.

15. Sikora, James and Njeri Mbugua. (2003). Introductory Sociology Resource Manual. Washington, DC: American Sociological Association.

16. Tsui, Ming. *(2010).* Interteaching: Students as Teachers in Lower-Division Sociology Courses. *Teaching Sociology,* vol. 38: pp. 28 - 34.

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a.	1	1 Culture and Cultural Diversity	To understand central sociological concepts, theories and methods for the scientific study of human societies.	Midterm evaluation Final evaluation
		5 Individuals, Groups and Institutions	To examine ways in which social influences shape individuals' experiences, thinking, and behavior, as well as how individuals create and change society	Midterm evaluation Final Evaluation
		4 Individual Development and Identity	To apply sociological concepts and understanding of social processes to personal experiences and the world	Midterm evaluation Final evaluation
			To develop critical thinking and information literacy skills	Midterm evaluation Final evaluation