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Student Support Hours:
*Tuesday & Fridays, 12:30pm-1:45pm
& by appointment*

SOC101: INTRODUCTION TO SOCIOLOGY

Fall 2024: Online with synchronous discussion meetings

Section 10: meets *select* Fridays 11:00am – 12:20pm

Section 11: meets *select* Fridays 3:30pm – 4:50pm

Course Description & Learning Goals

Students successfully completing this course will gain an overview of the perspectives that sociologists bring to their subject matter, the means by which they practice their craft, the key concepts they employ in the analysis of culture and society, and some of the major findings in select areas of research. Students will also understand the practical contribution a sociological perspective offers to individuals committed to impacting their world. More specifically, students will acquire skills in critical analysis and reasoning (ability to critique the arguments of others in the discipline and construct one's own arguments, using data/evidence); intercultural competence (understanding practices, perspectives, behavior patterns of other cultures and subcultures); ethical reasoning & compassion; and respect for diversity.

Required Texts

Elijah Anderson. *Code of the Street*.

Dalton Conley. *You May Ask Yourself, 7th edition*. (*5th or 6th editions are fine too but **be careful you don't order the "core" edition**. The "core" edition is missing four of the chapters we will be using.)

Malcolm Gladwell. *Outliers: The Story of Success*.

Class Requirements

1. *Prepared, virtual participation*: Learning requires active engagement. Students demonstrate their commitment to learning by:

- attending all scheduled synchronous discussions,
- joining on time and staying for the full synchronous session,
- **keeping their videos on and their smiling faces visible** (okay, smiling isn't mandatory, but it is appreciated; make sure your face has light on it, so we can see you; creative use of virtual backgrounds is welcomed),
- contributing to each synchronous discussion,
- fostering an atmosphere of respectful and serious learning,
- and completing all reading assignments in advance of synchronous meetings.

You will be expected to so express your commitment in this class and will receive a tentative participation grade at several points during the semester. Please note, this is a *participation* grade: attendance, even if perfect, without any class participation, earns a participation grade of D.

Students will be treated as adults and expected to behave as such during our synchronous discussion meetings. This includes:

- technology use focused on class purposes only,

- body needs managed to minimize leaving the digital learning environment,
- no side conversations or disruptive behavior,
- relevant textbooks at hand, and
- readiness each session to share screens and participate actively in the learning process.

Violation of these expectations will lower your participation grade. Repeated violation will lower your participation grade substantially and result in referral to the Dean of Students.

2. *Writing Expectations*: Students demonstrate that learning is a top priority by submitting assignments on time, and by writing with excellence. This includes:

- spelling,
- grammar,
- style (i.e., as widely deployed in nonfiction writing and involves the use the active voice, avoiding wordiness/clutter, and writing for clarity – see the Zinsser pdf),
- documentation (quotes from course texts need only page numbers afterwards; all other sources need MLA or APA citation), and
- page format (submitted assignments should use 1 inch margins and a 12 point serif typeface).

Dedicated students can find help in doing these things with the college’s writing tutors. I also encourage students to schedule appointments during my weekly “student support hours” as you work on your assignments. *I am happy to provide a “free pre-review” of paper excerpts during these hours.*

a. *All assignments should be turned in on time.* Late assignments are penalized as follows:

- 10% deduction for assignments submitted 3 minutes to 23 hours and 59 minutes late,
- 20% deduction for 24h:00m-47h:59m late,
- 30% deduction for 48h:00m-71h:59m late,
- 40% deduction for 72h:00m-95h:59m late,
- 50% deduction for 96h:00m (4 days) *or more* late.

I reduce late penalties or grant waivers when justified – for example, health or family emergency. The best odds of receiving a waiver or penalty reduction go to those who notify me *in advance* (email or student hour appointment are best), explain their situation, and request a specific number of additional hours needed.

b. *Plagiarism/Cheating* will not be tolerated, and I will follow college policy by reporting suspected infractions to the academic integrity officer and committee. I have respect for the student who accepts the consequences of poor preparation and turns in his/her *own* work.

c. *Use of Artificial Intelligence*: as this is an introductory course, students may not use artificial intelligence to write (generate from scratch) their essays; students may use artificial intelligence to assist them in proofreading/polishing their written assignments as long as they include a note with each essay indicating what they did (e.g., “I used Grammarly to proofread the above paper and remove passive voice constructions.”)

3. *Grading Distribution*: Your course grade will be based on the following percentages:

Conley Chapter Exams	30%
Conley Vocab Quizzes	5%
Conley Author Interview Quizzes	10%
Professor Video Highlights Quizzes	10%
Active, Prepared Class Participation	7%
Key Claims, 2 Quotes, & Reflective Essays	23%
Author Conversation Paper	15%
TOTAL	100%

Extra-Credit for *Waiting Room* pts added to Ch exam total

Points will be converted to a percentage, and grades will follow the traditional 0 to 100 point scale:

93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 60-66=D, less than 60=F. And yes, I do round up (e.g., 89.5 is an A-).

4. *Use of Cameras:* Your participation in this course matters and is valued. This course uses live synchronous sessions, and you are expected to *have your video screen on and your face lighted and visible during synchronous session* (unless a waiver is given by the ARC; see below). You are welcome to employ virtual backgrounds to protect the privacy of your living space.

5. *Course Adjustments:* I shall endeavor to follow this syllabus as closely as I can. However, since none of us can foretell the future (did anyone expect a pandemic?), I may need to make adjustments during the course. I will seek to be as fair as possible when I do this, and I invite you to share your perspective on these adjustments when I present them.

Assignments

1. *Conley chapter modules:* For each chapter, there is a 2 minute “paradox animation” that sets up an interesting question which the chapter addresses, followed by a 8-12 minute video recording by your professor that discusses highlights in each chapter (with an embedded quiz), and then an outline of the chapter you are about to read. At that point, you should stop the online work and read the entire textbook chapter. When you are finished reading the chapter, come back and complete a vocabulary review (& vocab quiz), watch video interviews that Conley does of prominent sociology researchers (with quizzes), and finish with the chapter exam (a time-limited, open-book exam with multiple choice and 3 essay questions). Modules items must be completed in order, and students may not skip any items. Students are free, however, to work ahead on these modules once they have received sufficient grades to understand the expectations for their essay answers.
2. *Claims, Quotes, and Reflective Essays (Discussion Section Assignments):* These assignments, which have 3 parts, must be uploaded *prior* to our synchronous discussion meeting. Please have a copy of this document available for your reference during our meeting. You will find the specific assigned readings on the course schedule below.
 - a. The first part should be a bulleted list of 3-5 key claims *for each assigned chapter* or other reading unit (e.g., “Introduction”). By “key” I mean logical claims that are critical to the overall chapter argument.
 - b. The second part should be two quotes -- one from each author -- that you found particularly of interest and wish to discuss in class (be sure to include page number or location for each quote so we can view it together).
 - c. The third part should be a one-paragraph analytic reflection on some aspect of the authors' claims and/or your quotes. Do not attempt to write about everything; better to consider 1 or maybe 2 things in depth that you find particularly noteworthy, than write a superficial, generalized discussion about many topics.
 - d. Maximum words: 400 for Essay 1; 600 for Essays 2-5
3. *Author Conversation Paper:* This is a writing assignment that takes our three text authors (Anderson, Conley, and Gladwell) and makes them simultaneous guests in a special large auditorium presentation, where you will serve as convener and moderator of their 50 minute session. The assignment will thus be oriented to an audience of your peers and be formatted as a written transcript of the event (i.e., written like a script for a play or movie).
 - a. Your first task is to choose one of the following 5 themes for this presentation (i.e., select a topic that all three authors are knowledgeable about):
 - 1) “An Honest Conversation about Race in America,”
 - 2) “The Powerful, Unwritten Rules of Social Interaction and Why They Matter,”

- 3) "Rethinking Achievement in America,"
- 4) "Deviate at Your Own Risk: Understanding Social Conformity," or
- 5) "Why Belonging Is Essential to Well-Being."

If you wish to create your own theme, you must meet with your professor to present your theme and obtain his approval in advance.

- b. Second, you are to make an audience-engaging, opening statement about this theme, addressing not only its importance to you and to the audience but also the contributions each author (whom you will introduce) has made to understanding your theme better (this is very important to do well).
- c. Third, each of the authors will offer prepared remarks on the topic. Their prepared remarks will not be comprised of long verbatim quotations from the texts but rather extemporaneous statements they are likely to give at such an event based on what you know of their claims or can reasonably infer from their texts.
- d. Fourth, you will give the authors opportunity to dialogue with each other about their presentations. Please, please, please -- assume that they know each other and have read each other's books.
- e. Fifth, you will open the floor to questions from your audience and relay the author's responses.
- f. And finally, you will make a closing statement summarizing the key themes and "take home points" of the session as a whole and thanking the panel and audience. (Make this strong too; don't end in a rush.)
- g. Length and Quality: Papers must be clearly written, without wordiness or passive constructions (see the William Zinsser excerpts from On Writing Well that I've posted to Canvas). Maximum words: 3000

College-wide Policies and Statements

COMMITMENT TO DIVERSITY, EQUITY, INCLUSION, ACCESS, AND BELONGING

The TCNJ community is composed of people with diverse backgrounds, perspectives, and experiences, and the college is committed to diversity, equity, inclusion, access and belonging. [You are invited to view the college's Campus Diversity Statement.](#)

CLASSROOM ENVIRONMENT AND COMMITMENT TO STUDENT SUCCESS, SAFETY, AND WELL-BEING

The TCNJ community is dedicated to the success, safety, and well-being of each student. TCNJ strictly follows key policies that govern all TCNJ community members rights and responsibilities in and out of the classroom. In addition, TCNJ has established several student support offices that can provide the support and resources to help students achieve their personal and professional goals and to promote health and well-being. You can find more information about these policies and resources at the "[TCNJ Student Support Resources and Classroom Policies](#)" webpage.

Students who anticipate and/or experience barriers in this course are encouraged to contact the instructor as early in the semester as possible. The [Accessibility Resource Center \(ARC\)](#) is available to facilitate the removal of barriers and to ensure reasonable accommodations.

E-mail and voice-mail: I check e-mail each weekday morning, and once over the weekends or during breaks. I usually reply within 1 business day to all e-mail messages. I do not use voice-mail and do not have a campus phone extension.

Fourth hour equivalency statement: Although this class meets for three hours each week, it is a 4-credit (1 unit) course that offers a depth of learning with additional learning tasks unfolding in the equivalent of a fourth hour. Students will engage in group or individual learning projects outside of class and/or additional learning experiences occurring multiple times during the semester on or off-campus, including community-engaged learning activities and/or campus-wide events.

SOC101 Online (Section 10,11) Class Schedule

Week of:	Conley Modules are due by Wednesday noon	Prepare for Discussion	InSpace Meetings*:
Aug 26		Purchase textbooks, Review syllabus, Watch the student InSpace orientation video	Aug 30: Blue&Gold 11a Aug 30: Blue&Gold 3:30p
Sept 2	Conley Module 1 <i>The Sociological Imagination</i>	Read: Gladwell: Intro, Ch 1; Anderson: Introduction Due: Claims & Reflections Essay 1	Sept 6: Blue-11am Sept 6: Blue-3:30pm Sept 13: Gold-11am Sept 13: Gold-3:30pm
Sept 9	Conley Module 2 <i>Methods</i>		
Sept 16	Conley Module 3 <i>Culture & Media</i>	Read: Gladwell: Ch 3-4; Anderson: Ch 1-2 Due: Claims & Reflections Essay 2	Sept 20: Gold-11am Sept 20: Gold-3:30pm Sept 27: Blue-11am Sept 27: Blue-3:30pm
Sept 23	Conley Module 4 <i>Socialization</i>		
Sept 30	Conley Module 5 <i>Groups & Networks</i>	Read: Gladwell: Ch 6-7 Anderson: Ch 3-4 Due: Claims & Reflections Essay 3	Oct 4: Blue-11am Oct 4: Blue-3:30pm Oct 11: Gold-11am Oct 11: Gold-3:30pm
Oct 7	<i>No Conley module during Fall Break (Oct 7-8)</i>		
Oct 14	Conley Module 6 <i>Deviance</i>	<i>No discussion meetings on Oct 18</i>	
Oct 21	Conley Module 7 <i>Stratification</i>	Read: Gladwell: Ch 8; Anderson: Ch 5-6 Due: Claims & Reflections Essay 4	Oct 25: Gold-11am Oct 25: Gold-3:30pm Nov 1: Blue-11am Nov 1: Blue-3:30pm
Oct 28	Conley Module 9 <i>Race</i>		
Nov 4	Conley Module 11 <i>Health & Society</i>	<i>No discussion meetings on Nov 8; Extra Credit Due: The Waiting Room</i>	
Nov 11	Conley Module 11 <i>Poverty</i>	Read: Gladwell: Ch 9 Anderson: Ch 7&Concl. Due: Claims & Reflections Essay 5	Nov 15: Blue-11am Nov 15: Blue-3:30pm Nov 22: Gold-11am Nov 22: Gold-3:30pm
Nov 18	Conley Module 13 <i>Education</i>		
Nov 25	Conley Module 16 <i>Religion</i>	<i>Thanksgiving Break</i>	
Dec 2	Review	<i>Questions about the final paper?</i>	Dec 6: Blue&Gold 11am Dec 6: Blue&Gold 3:30pm
Finals Wk (Dec 11)	Author Conversation Paper Due		

*Notes

1. All students have been assigned to a discussion subgroup (Blue or Gold), and will know when they are to join the Friday InSpace meeting by the date their “Key Claims, Two Quotes, and Reflective Essays” are due.
2. The above schedule is subject to adjustments by your professor based on unforeseen circumstances.