The purpose of this Handbook is to provide a general academic overview for all Sociology courses taught at Motlow State Community College. An electronic version is available in the Desire 2 Learn (D2L) Social Sciences and Education Departmental Course. All information in D2L is updated and current. The document is located in Course Content. For more information regarding general help/information, MSCC policies/procedures, administrative duties, using D2L, etc., please refer to the Adjunct Faculty Handbook available here:

http://www.mscc.edu/humanresources/new_employee_orientation.aspx
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## Course Materials

(Note: Program Outcomes and Student Learning Outcomes appear on the Standard Syllabi for all courses)

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Beginning of the Semester Responsibilities

At the beginning of each semester, Instructors are required to

1). Send electronic copies of all Course Outlines to the Department Chair (Bryan Thomas bthomas@mscc.edu).

2). Report Attendance in Banner on the first day of class and for each subsequent class period for the first two weeks of the semester (see the Adjunct Faculty Handbook p. 15)

3). Become familiar with the Early Alert System so that it can be used on the first day of class if needed (see the Adjunct Faculty Handbook p. 16)

Course Outline Requirements

Each SOCI course has a Standard Syllabus which are included in this handbook. At the beginning of the term, Instructors will create Course Outlines based on the Standard Syllabi and will submit these outlines (either electronically or via hardcopy) to their students as well as to the Department Chair (electronically preferred).

Ideally, an Instructor will locate in this Handbook the syllabus for the course(s) they will teach and will then copy and paste the syllabus as a whole into a new Word document. Then, in the new document, the Instructor will erase information under specific Headings (such as Instructor Information) and type in their pertinent information to create their personal Course Outline for the course.

For help creating a Course Outline, contact the Chair at bthomas@mscc.edu.

Faculty are permitted to change information found on the official syllabus to suit their own professional character (such as Assignments and Course Policies), but it is imperative that the Instructor adhere to the Student Learning Outcomes for the course and that their teaching methods, policies, and practices reflect the Best Practices established by the Sociology Discipline (see below).

Course Outlines must include major MSCC policies from the Standard Syllabus (such as the Academic Misconduct Policy, the Classroom Misconduct Policy, the Disability Services/Accommodations statement, the Confidentiality of Student Records statement, etc.).
Instructors should remember that they may not be able to enforce a policy (or receive support from the MSCC administration in a dispute with a student) if that policy has not been explicitly stated in writing (preferably, on the Course Outline).

**Ordering and Procuring Textbooks**

Textbooks will be ordered in mid-semester for the up-coming semester. Full-time faculty will be asked to submit their preferences to the Chair via email at that time. Except in unusual circumstances, Adjunct Faculty will have the approved text for the course ordered for them. This is because the schedule for classes being taught by Adjunct Faculty is very fluid, and books will have to be ordered for courses even when we do not know who will teach the course. Moreover, Adjunct Faculty schedules are subject to change with very little notice, which limits our ability to order individually-preferred texts for Adjunct faculty.

Any Instructor who needs a textbook for an MSCC SOCI course should contact the Department Chair via email to obtain that text. Michelle McEwen will then be notified to order the textbooks. These texts are approved texts for MSCC courses, and the Chair will try to maintain extra copies so that requests can be answered in a timely manner. In the spirit of professional development, all MSCC Instructors are encouraged to also contact the appropriate book representatives whenever they wish to obtain an examination copy of a textbook not currently in use at MSCC and are encouraged to submit new textbooks for approval for specific classes. Such decisions will typically be made in the Spring semester of each year.

If supplemental texts are being used by full-time Instructors, the Instructor will include publication information for them in the Instructor’s email regarding book orders for the semester. Instructors using supplemental text will be responsible for obtaining desk copies of the book via the book’s publisher.

**Grading Scale**

Final grades for Psychology Department courses are letter-based, with a range of A, B, C, D, and F. These grades are represented numerically on a ten-point scale in accordance with college policy:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: Below 60

**Plagiarism (Academic Misconduct)**


The MSCC Catalog and Student Handbook defines plagiarism as the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the Instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular institutional procedures as a result of academic misconduct, the Instructor has the authority to assign an appropriate grade proportional to the nature and extent of academic misconduct, including an F or zero for the exercise or examination, or F in the course. When an Instructor discovers an incident of academic misconduct and the student is assigned an F in the course specifically because of academic misconduct, the Instructor will notify the department chair/director. The chair/director will notify the student in writing within five (5) working days and will provide a summary of the details of the incident and the penalty along with an explanation of the student’s right to due process and the college’s appeal process. The chair/director will also notify the Assistant Vice President for Student Affairs.

A student may not drop or withdraw from a course when he or she is suspected of academic misconduct to avoid a penalty for academic misconduct. If the Instructor determines before the “last day to drop a class” that a grade of F for academic misconduct in the course is warranted, the Instructor should contact Greer Alsup (galsup@mscc.edu 931-393-1530) before informing the student of the decision to assign the F. This will prevent the student from dropping the course before the F can be assigned.

When a student receives more than one F as a result of academic misconduct, the Assistant Vice President for Student Affairs will summon the student and begin proceedings for additional disciplinary actions, subject to the process for disciplinary procedures.

Classroom Misconduct

The Instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the
subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.).

**Reporting Student Attendance**

Because Instructors are often asked to provide attendance records for MSCC administrative purposes, it is extremely important that Instructors keep their own record of student attendance throughout the semester even if the student's grade will not be affected directly due to absence.

Since the majority of our students receive some form of Financial Aid, Instructors are also required to record student attendance in our Banner system for the first two weeks of the semester. Because verifying that students have attended class is a federal requirement, failure to record attendance will prevent students from receiving their Financial Aid checks. After the first two weeks of the semester, Instructors may keep their own attendance records without recording attendance in Banner.

To record attendance in Banner, select the MyMotlow icon from the MSCC homepage. After login, select “Faculty and Advisors” and then select “Attendance Reporting.” Mark each student's attendance using the pull-down menu in the student's record. Select “Y” if the student has attended at least once or “N” if the student has never attended.

Remember to change the student’s record to “Y” if she or he attends after your initial “N” record. However, once you have marked a student as attending (“Y”) during the first two calendar weeks of the semester, do not change the record to “Stopped Attending” (“S”) status if they miss a class, as this may complicate their Financial Aid status. Instead, wait until later in the semester when you are sure the student is no longer attending the course to change the student’s record to “S,” stopped attending.

Additionally, ONLINE courses should include a means of determining if a student is progressing in the course or "attending" electronically. The best way to track student activity is to click on “A-Z listing” from the top of the course home screen, and then, select “User Progress.” You will be able to monitor number of logins. If a student has at least one login, that student has demonstrated “attendance”. Be sure to keep track of this as the semester progresses in order to determine whether or not an “Early Alert” needs to be performed.

**Student Early Alert System**
Faculty are asked to initiate an Early Alert when a student misses two or more classes during the semester.

Once an Early Alert is initiated, Student Success will contact the student in hopes of providing the student additional help or guidance.

After the second absence of the semester, the Instructor will initiate Early Alert procedures with the Student Success Center by filling out the instructions provided here (this form is on the Intranet, so Instructors will need to login using their MyMotlow username and password in order to access it): Early Alert System

Instructors are strongly advised to initiate an Early Alert for students who miss the first scheduled class meeting despite this being only the first absence of the first six weeks of the course (SNAP SHOT instructions provided on the next page).
ATTENDANCE EARLY ALERT

INSTRUCTIONS

Enter your MyMotlow account and click on your Faculty Services Tab

Early Alert is a process that allows you to "flag" a student by indicating concerns regarding attendance and tardiness and to follow-up regarding that student.

Step 1: Click on Create an Early Alert for Student
How To "Flag" a student with an Academic Alert for Attendance

**Step 2:** Select the term and hit submit.

**Step 3:** Click the dropdown box to choose the appropriate class and then hit submit.
All students within the class have an initial "Monitored" status. If you have a student that you wish to process an alert for in regard to attendance or tardiness, click the green plus sign next to the student that you wish to "flag". This system is set up currently to track poor attendance and habitual tardiness. You may mark one or both for any student needing notification.

To the right of the concerns you will see the recommendation for the student to make an appointment with the instructor. Please check this box when you indicate attendance concerns.

The comment box allows you to make additional comments if desired. PLEASE NOTE: These comments can be seen by the student.

Remember to click "submit" once you have completed your alert.

All students within the class have an initial "Monitored" status. If you have a student that you wish to process an alert for in regard to attendance or tardiness, click the green plus sign next to the student that you wish to "flag".
Students with an Academic Alert Status set to “flagged” will appear at the top of the student roster. It is important that you make personal contact to follow-up with the “flagged” students.

Reporting student follow-ups is described later in this document.
How To “Follow Up” on an Academic Alert

Click on the “Follow Up” tab to complete this academic alert.

Here is where the student will see the issues, recommendations and comments posted by the faculty member.

If a student has multiple notifications, each will show on this...

The e-mail sent to the student will read similar to the notification shown above with all of the same information being provided.
PLEASE NOTE: Once you have completed a “follow up” on a student, they will return to “monitored”. You may continue to make notes regarding and notify students of attendance concerns throughout the semester. Just follow the same process each time.

*If you determine that an Early Alert is not needed, you are still required to login to MyMotlow/Banner and click on “Create an Early Alert” and check the box shown below:

Click the box to the right if you have no early alerts to report today.

Reporting Student Behavioral Incidents

If a Faculty member observes student behavior that interferes with a safe, productive learning environment, the Faculty member is encouraged to complete the Student Behavioral Report form by logging into MyMotlow and using the search engine at the top of the Faculty and Advisors page to search for “Behavioral Referral Form.”

The Student Behavioral Intervention Committee (SBIC) maintains a database and tracks behavioral issues regarding students who have been identified by faculty or staff; offers professional development for the college, as needed; recommends policies and procedures that encourage intervention, if needed, in order to
maintain a safe learning environment; and establishes communication for all campuses while maintaining sensitivity to responses of troubled students.

Faculty and staff are encouraged to submit a Student Behavioral Report with specific concerns relative to certain behaviors, including those regarding the safety of Motlow students and/or unprofessional, excessively disruptive, or threatening behavior toward MSCC personnel or students. This form should be completed even if the Faculty member feels the incident is an “it may be nothing, but . . .” situation. Although the information may seem trivial by itself, it may help in understanding a broader range of the student’s behavior.

**Class Cancellation**

Classes are expected to follow the appropriate MSCC academic calendar. Class should meet each scheduled day on that calendar and should begin and end on time. Class cancellation should occur only in the event of an emergency or illness.

If you find you cannot meet your class at the scheduled time, immediately contact your students (via D2L or MyMotlow email), your Department Chair, and the office at your teaching location. Please, ensure that your email to the students explains how your daily schedule of assignments will be affected and what they should do to prepare for the next class meeting. It is recommended that you provide an assignment the day of your absence to make up for the time missed.

**Submitting Final Grades**

A final grade must be recorded for each student on the roll. To submit final grades, choose the “Faculty and Advisors” link in your MyMotlow account and then click on “Final Grades.” Use the pull-down menu located within each student’s record to assign the final grade for the course. Instructors must give the last date of attendance for all assigned "F" grades regardless of the circumstance for the grade.

Please make sure students are aware that final grades will not be available to students immediately after instructors record them--only when released by Admissions.

If special circumstance arise that you feel may interfere with your ability to turn in grades on time (illness, family emergency, etc.), you should contact your Department Chair immediately so that steps can be taken to assist you to get grades turned in by the due date.
Be aware that if you do not submit your final grades by the administrative due date, a grade of NR (not reported) will be assigned to each of your students. In consultation with your Department Chair, you will then be required to manually complete a Grade Change form for every student on your class rolls. As this process will create serious inconveniences for students and administrators, failure to turn in grades by the assigned date, unless there are extreme and extenuating circumstances, could seriously jeopardize an adjunct’s future employment with Motlow.

**Grade Changes**

If an Instructor needs to change a course Final Grade, she or he must fill out a Change of Grade form and submit it to their Department Chair. The form is available via the A to Z Index by clicking on “Form Bank for Faculty and Staff” and then “Change of Grade form.”

**Smarthinking**

Students may receive online tutorials for course writing assignments via Smarthinking. After submitting a completed essay to Smarthinking, students may have their work reviewed and critiqued by an “e-structor” who will provide a personalized-response to the student (typically, within 24 hours). Students may access Smarthinking here: http://www.mscc.edu/smarthinking.aspx
Writing Centers

Writing Centers are located at the following locations:

Main Campus -- Eoff 128     Smyrna Campus -- SM 125
McMinnville Campus -- ???    Fayetteville Campus -- ???

Students may sign up for appointments via mscc.mywconline.com

Due to limited resources, please do not require all students to visit the Writing Center. However, Instructors may require any student who has received a grade lower than C to visit the Writing Center before being allowed to resubmit a paper.

When asked, Writing Center tutors will visit classes and will give students information on Writing Center services, describe how tutoring sessions work, and show students how to register and make an appointment using the WC online scheduler.

Student Success Centers

Student success has always been a primary objective of Motlow State Community College. The 2010 Complete College Act and state and system mandates resulting from that legislation only served to increase the college's focus on the success of its students.

Motlow's 2010-2015 Strategic Plan features goals and objectives specifically related to student success. The goals focus on improving student success by increasing the number of students progressing to the next semester, transferring to a 4-year institution, or receiving a certificate or associates degree. The achievement of these goals requires campus-wide participation. Department operational plans outline how faculty and staff will actively participate in improving student success at Motlow.

The following offers a sampling of our upcoming 2011 operational success plans from orientation to completion:

ORIENTATION

- In-person orientation better prepares first-time freshmen to begin their education at Motlow by providing students with the opportunity to become familiar with some of the individuals and resources they will need to know while working toward their academic goals.
- Welcome Week activities will offer a variety of informative and fun opportunities for students and staff to interact during the first week of fall semester classes.
• Workshops on adjusting to college life and college survival skills will be offered to incoming students.
• Improvements in academic advising will better prepare students.

INSPIRATION

• Stories of student success will be shared on the college website and other media outlets. These stories are to inspire other students to reach their academic goals.
• Secrets of student success gathered from faculty, staff and other resources will be shared with students on the college website and closed circuit internal monitor system.

MOTIVATION

• Students enrolled in beginning Humanities courses will have one cultural event (field trip) per semester to increase interest in the course and create a lifelong interest in arts.
• Natural Science student support and study groups will actively engage students with the material they are studying. They will develop relationships with others in the group while spending more time on course content.
• Social Sciences faculty will enhance faculty advisement and mentoring of students.
• Fayetteville Center will sponsor guest speakers so students may learn more about their program of student and other opportunities.
• McMinnville Center will send electronic birthday cards to McMinnville Center students and take other steps to improve communication with students.
• The Smyrna site will streamline and increase course and program offerings so Rutherford County students can complete degree requirements without traveling to other Motlow campuses.

GUIDANCE

• What do you want to be when you grow up? The Career Planning Department provides guidance through internet-based assessment tools which help students understand their career interests, skills and work values, and can be used to help students select college majors and occupations.
• Job postings and related job links are provided by Career Planning and maintained on their web page.
• Career Planning also provides valuable resources to help students create resumes, hone interviewing skills, evaluate prospective employers and explore various career fields.

ANALYSIS

• Students will be surveyed on the obstacles they have faced on the road to academic success and survey results will be shared with campus departments to find new ways to minimize obstacles or better prepare students to overcome obstacles.

In addition to these initiatives, an Ad-Hoc Student Success Committee was appointed by the president in 2010 to:

• Provide leadership that increases awareness of student retention issues
• Identify college-wide goals for student retention
• Create and assist with implementation of a campus-wide retention plan
• Determine key strategies for campus implementation
• Monitor outcomes for documentation of retention success

*Student Success Centers are located at the Moore County and Smyrna campuses. Student Success Coaches are available at all four campus locations. Instructors assume the responsibility of using professional judgment when referring students to the Student Success Centers.

Best Practices for Course for Sociology Courses

The core requirement of the MSCC Sociology Department Curriculum is to follow best practices when providing an Associate’s Degree in Sociology. These best practices are recognized and enhanced by following the American Sociology Association’s Guidelines for best practices for Sociology Majors. According to the American Sociology Association (2004), *Liberal Learning and the Sociology Major Updated*, Recommendation Sections 1 and 2, Sociology Departments providing Undergraduate Majors in Sociology should develop mission statements; learning objectives; and goals. Additionally, the Sociology Department should meet the institutional goal (MSCC) mission statement and meet the needs of their students. MSCC Sociology Department has specifically developed learning objectives and goals as well as ways to meet objectives through general outcomes assessments for students. Objective outcomes assessments
measure the ability of the student’s knowledge of subject matter and enhances the departments ability to understand the progress of our students.

According to ASA (2004) Sections 3 and 4, Sociology departments should require an introductory sociology course along with additional courses that reflect an increased understanding of sociological theory and research. ASA (2004) Principles state students should be provided with “repeated experiences in posing sociological questions, developing theoretical explanations, and bringing data to bear on them” (p. 1). MSCC Introductory Sociology courses infuse a comprehensive knowledge of the four primary sociological theories including Functionalism, Symbolic Interaction, Conflict, and Feminist Theories.

ASA (2004) Recommendation 5, 6 and 7 states the curriculum should be designed to ensure students “take substantive courses at the heart of the discipline as well as across the breadth of the field” (p. 1) thereby increasing in depth knowledge and increased understanding of additional sociological components. MSCC Sociology Department strives to give students a foundational course through Introduction to Sociology and then increases that base understanding of theory and social issues by requiring Sociology Majors to enroll and participate in Social Problems (SOCI 1020).

ASA (2004) Recommendation 8 states undergrad sociology majors should have a curriculum that underscores a comprehensive knowledge of race, ethnicity, class and gender. Further comprehensive knowledge of ASA (2004) Recommendation 8 can be found in courses such as Social Problems (1020) and Marriage and Family (SOCI 2010). Marriage and Family (SOCI 2010) allows the sociology student to make evaluative judgments of their own knowledge of self-understanding as well as tries to help the student develop a better understanding of the complexities involved in gender, race, ethnicity, class and other aspects of how people participate in relationships.

Building upon the three previous core Sociology requirements (SOCI 1010, SOCI 1020, and SOCI 2010), Sociology students are then allowed to branch out and investigate other aspects of Sociology such as Introduction to Criminology (SOCI 2400) and Understanding Terrorism (SOCI 2550). These two courses allow students to gather an understanding of concepts regarding deviant aspects of society and how human nature is influenced by forces outside of their own limited worlds. According to ASA (2004) Recommendation 9, Sociology Majors should “structure the curriculum to increase student’s exposure to multicultural, cross-cultural, and cross-national content relevant to sociology” (p. 1).
ASA (2004) Recommendation 10 suggests designing curriculum to “recognize intellectual connections between sociology and other fields and help students to integrate those disciplines” (p. 1). MSCC Sociology Department sees this as an opportunity for growth.

ASA (2004) Recommendations 11, 12, and 13 recommends curriculum and teaching should center on active engagement both in and out of the classroom. The MSCC Sociology Department has typically tried to identify, structure, and arrange classes to allow students the ability to grow within the classroom as students advance in course selections. However, students have the ability to take classes out of the curriculum order and it seems as though it would be prudent to be more actively engaged in specifically advising sociology students to help them recognize the difference between courses.

ASA (2004) Recommendation 14 states a Sociology department should develop mentors and be actively engaged in the advising process. Although MSCC Sociology Department advises students, the current general MSCC college system has not been set up to align students specifically with their own “major” advisors. However, the Sociology Faculty Advisor Coordinators have adamantly tried to align advisees with advisors in similar fields, although this has not been the objective of the college. Additionally, since faculty are currently providing advising for majors outside of their own field, it would be difficult to assign mentors and additional advisees. The MSCC Sociology Department sees this an area for growth and improvement. The most likely solution for this scenario would be to assign Sociology and Social Work Majors with Sociology Advisors on their campus. Sociology Advisors could take additional students from other campuses as needed based on the total amount of students. If Sociology Advisors were assigned to Sociology majors, then they could also serve as their mentors and thereby satisfy the recommendation of the American Sociological Association (2004).

ASA (2004) Best Practices Final Recommendations (15 and 16) include the encouragement of professional development and a way to measure learning outcomes. The MSCC Sociology Department is actively engaged in professional development such as the upcoming attendance to the SACS conference. Learning Outcomes and Assessments have been separately addressed under TTP needs and Learning Objectives. (Please see prior section on Learning Outcomes and Assessments as well as Appendixes explaining the process)

Additionally, The Sociology Department supports the recent requirement of collegiate level reading and writing as a pre-requisite for SOCI 1010, effective
with the onset of the Fall 2013 semester. Sociology is a reading-intensive discipline that can ultimately set students up for failure if the program admits students to a course in which they are likely to struggle and fail because of lack of efficient reading and writing skills. Student success in Sociology courses is more likely to occur with the requirement of documented collegiate reading and writing skills.

Additional areas for growth includes consulting senior institutions to broaden program knowledge of curriculum implementation and actively involving adjunct faculty in curriculum design. In terms of co-curriculum, the MSCC Sociology Department has an actively engaged Sociology Club which has participated in many on campus and off campus activities. Additionally, Social Problems classes and Marriage and Family classes have outside experts to improve and enhance the continued growth in more advanced sociological courses.

Curriculum Design

Courses taught in the Sociology department are not taught in required sequence. Each subject matter encompasses various levels of society. By not having the various sociology course sequences, students are able to understand how the many sociological issues and problems are related, but stand alone as separate entities regarding society.

Co-curricular Activities

Service learning and community outreach activities at MSCC are offered to all Social Problems (SOCL 1020) students and occasionally all sociology students. The Social Problems classes are required to volunteer at least 10 service learning hours each semester. During the semesters the students are allowed to select a local organization or institution to volunteer at least 10 hours. During many semesters students are allowed to volunteer to participate in the Habitat for Humanity Home Building. Also, if there are natural disasters students may be asked to participate in fundraisers.

This year has seen an increased growth in the desire of many of our new students to be actively involved in community service. Many of the students were already volunteering on their own at places like the Downtown Rescue Mission in Huntsville, AL (the operation feeds the homeless in the area). Students from Sociology Club have already volunteered this year and plan on doing so again in the future. Additionally, Sociology Club members have already been in contact with the Blue Monarch organization. This organization oversees drug
rehabilitation for mothers to enhance staying connected with their children. This is currently a work in progress. Additionally, the Sociology Club has partnered with PTK to collect items for Haven of Hope (Domestic Abuse Shelter for Coffee County and surrounding areas). Over the past year, Sociology Students visited the Life Care Center for Adults and took Valentine’s Day cards to the members. Also, Easter Baskets with toys and hygiene items, socks, bows, etc were again taken to Trinity Daycare. Students were actively engaged in spending time with the children at the daycare. Interestingly enough, the children were most excited about their “own” toothbrushes. Many students were completely surprised by this since many of us take the necessities of life for granted. Upcoming projects will include taking the Social Problems class on a field trip (hopefully to Chattanooga to see the Holocaust museum in Whitwell TN – featured in Paper Clips documentary). Also, students will have the opportunity to engage in conversation with Marriage and Family Counselor, Gary Johnson again this year as they did last spring. One of the biggest and most exciting projects we have this year will be our Conference Presentation on Human Trafficking. The founder of the Hope Foundation from Nashville TN presented statistics and facts on Human Trafficking for the state of TN. Additionally, the Sociology Club will again be attending a play at the TPAC to enhance our overall cultural capital for our students. The Sociology Club attended a play last year at TPAC as well.
MOTLOW STATE COMMUNITY COLLEGE

The mission of Motlow State Community College is to enrich and empower its students and the community it serves.

SOCI 1010
Time of Class and Semester
Location

This Course Outline is subject to change with notice.

Credit Hours: 3

Prerequisites: Exemption from or completion of ENGL 0810 and READ 0810

Discipline Number Course Name: Sociology 1010

Catalog Description: This course identifies basic human relationships essential to survival in modern society and seeks to assist students in understanding and applying this knowledge in everyday life. Topics include introduction, culture, inequality and social class, political and economic orders, and the changing society.

Student Groups for Whom Course is Required/Intended:
Students following the Associates of Arts (A.A.) or Associate of Science (A.S.) Tennessee Transfer Pathway (TTP) in Sociology; majors in other social science areas; those with interests in understanding people, or why people do what people do. SOCI 1010 is a TBR approved General Education core course.

Instructor Information:

Name
Title
Office Locations, Hours, Phone and Email (Please stated preferred method of contact)

- Campus Location
  Office Hours and Location for Student Contact
  Telephone Number of Campus and Extension if Available
  School E-mail

Alternate Campus Information if Relevant
Office Hours and Location for Student Contact
Telephone Number of Campus and Extension if Availble
School E-mail

Required Text(s): (1)
List Name of Current Psychology Textbook to include Publisher Name and ISBN Number. Please refer to the official Departmental Textbook Information document which is located on the Social Sciences Home page)

**Other Requirements:** Access to a computer and broadband internet service as well as basic competency in computer operation is required. Students may use any computer on any campus of the college that is authorized for student use. This course will use instructional technology in the form of D2L (Desire-to-Learn) which is the online learning management system the college uses for delivering web-based (i.e., online) instructional content. Students can expect to spend another two to three hours per week outside of class time with the requirements of this course; this is standard for collegiate level academic work.

**Program Goals:**

**GOAL 1: Knowledge Base in Sociology**

**Objective 1:** To develop a strong knowledge base of sociological terms, perspectives, theories, historical figures, along with various other dimensions of society and sociology in general.

**Student Learning Outcomes**

- The student will…
- 1.1 Identify early theorists in sociology and their contributions to society.
- 1.2 Increase cultural awareness.
- 1.3 Understand the dimensions of social class.
- 1.4 Define deviance and identify theories as to why some people become deviant.
- 1.5 Describe the difference between race and ethnicity.

**GOAL 2: Scientific Inquiry and Critical Thinking**

**Objective 2:** To utilize the aforementioned knowledge base to engage in scientific inquiry and critical thinking.

**Student Learning Outcomes**

- The student will…
- 2.1 Identify the key theoretical perspectives and explain how the insights generated by these perspectives inform sociology.
- 2.2 Identify and employ various research designs and their appropriate application to the study of social life.
- 2.3 Understand and be capable of explaining sociology as a science.
- 2.4 Engage in innovative thinking and problem-solving.
- 2.5 Incorporate social and cultural factors in scientific inquiry.
Major Assignments and Method of Calculating the Final Grade:
List major assignments and explain how Final Grades will be determined, e.g. 1st Exam = 20% of Final Grade, Term Paper = 10% of Final Grade, etc. If several assignments (such as quizzes) will collectively represent a single component of the Final Grade, there is no need to list each assignment. For example, Quiz Average = 15% of Final Grade

Grading Policies

Grading Scale: E.g. 100-90 = A, 89-80 = B, etc.
List any other policies that might affect student grades such as those regarding Class Participation or Attendance. The weight of the specific component should be mentioned above under Major Assignments (as in, Class Participation = 10% of Final Grade). Here, explain how the specific grade will be determined (as in, “After the student’s second unexcused absence, each additional absence will lower the Final Course Grade by 5%”).

Course Policies:

Academic Misconduct:
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination or to assign an “F” for the course.

Classroom Misconduct Policy:
The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.
Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive
language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.). For more information, see MSCC Policy 3:02:00:03.

Emergency Procedures Policy:

In case of a **medical emergency** we will immediately dial 9-911 and report the nature of the medical emergency to emergency response personnel. We will try to stay with the person(s) in need and maintain a calm atmosphere. We will talk to the person as much as possible until response personnel arrive on campus, and we will have someone go outside to meet emergency personnel and direct them to the appropriate location.

In the event of an emergency (drill or actual), a signal will be sent. Based on that signal, students will follow the procedures below for that specific type of emergency:

**Loud warbling sound throughout Building (FIRE)**
Collect purses and coats and proceed immediately out of your room and exit through the closest emergency exit. Proceed to the Designated Assembly Area closing windows and doors as you exit. Remain there until the "All Clear" Signal is given by an Emergency Management Team member. (Instructors- Provide your Designated Assembly Area, and its location to students)

**Tornado Siren (SEVERE WEATHER):**
Proceed to the closest designated severe weather shelter on the 1st floor and proceed all the way into the shelter. Crouch down on the floor with your head between your knees facing away from the outside walls. Remain there until the "All Clear" Signal is given. (Instructors- Provide the recommended room number or hallway location to students)

**Air Horn (1 Long Blast) and Face to Face All Clear (INTRUDER/HOSTAGE):**
Ensure door is closed, locked and lights turned off. If your door will not lock, move some tables and chairs in front of the door quickly. Move immediately to the rear of the room away from the door and sit on the floor- out of sight if possible. Remain calm and quiet and do not respond to any inquiries at the door unless you have been given the "All Clear" and a member of law enforcement or your campus Emergency Management Team member makes face-to-face contact at your door.
Classroom Locked-door Policy:

In order to adhere to MSCC Emergency Preparedness Policy and to facilitate effective classroom management, the classroom door will remain closed and locked for the duration of the class period.

Additional Classroom Rules:

1) Smoking on college grounds is prohibited
2) Children and visitors may not accompany students to class
3) Laptop computers may not be used in the classroom without permission from instructor

Special Instructions/Procedures:

(If you use D2L, please indicate that here)

Students should check their MSCC student email AND D2L email at least once per day for important announcements from the instructor and the college!

Educational Technology:

Accessing Campus Computers or the MSCC Library from off Campus:
Your Username format is your First Initial, Last Name and Month and Day Birthday in the Format of MMDD. Example: Marcia Smith born on April 11, 1992 - Username: msmith0411. Your Pin will be the numeric pin you created when you initially applied to Motlow College.

Using D2L:
For help with D2L including how to submit materials to a Dropbox, see this page: http://www.mssc.edu/techtube.aspx

Technical Support/Assistance:
Students having problems logging into a course, timing out of a course, using course web site tools, or any other technical problems, should contact the MSCC Technology Help Desk at 931-393-1510 or toll free 1-800-654-4877, Ext. #1510 (or d2lhelp@mscc.edu)

Provide instructions for D2L/MyWritingLab/Blackboard/etc., MSCC Computers Login, MSCC Library Login from Home, etc. if applicable.
Disability Services and Requesting Accommodations Based on a Disability

Motlow College is committed to meeting the needs of qualified students with disabilities by providing equal access to educational opportunities, programs, and activities in the most integrated setting appropriate. This commitment is consistent with the College's obligations under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 (ADA). Together, these laws prohibit discrimination against qualified persons with disabilities. To this end, the Director of Disability Services for Motlow College coordinates services and serves as an advocate and liaison for students with disabilities attending Motlow College. Contact the Director of Disability Services here: http://www.mssc.edu/disability/index.aspx.

Students with disabilities who would need assistance in an emergency evacuation should self-disclose that need to the instructor no later than the second day of class or second group meeting.

Confidentiality of Student Records:

The education records of current and former students at Motlow State Community College are maintained as confidential records pursuant to The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. For further information, see MSCC Policy No. 3:02:03:00.

Privacy Statement

The college and the instructor seek to protect the privacy of students, faculty, and staff at the college. All audio and video recordings, pictures, or other recordings of students, faculty or staff or their personal information or public or private dissemination of such information by any means is strictly prohibited. Students with documented disabilities and institutionally approved academic accommodations may record lectures with permission of the instructor. Dissemination beyond the disabled student’s personal academic use is prohibited without the express written consent of the instructor.

FERPA Statement

FERPA is the Family Educational Rights and Privacy Act of 1974 (also called the “Buckley Amendment”) and is the federal law that guides Motlow College in regards to the privacy of a student’s educational record. The FERPA law may be accessed at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Barring a health or safety emergency, the instructor will not share your confidential information about this course with anyone outside this institution.
However, there may be circumstances where it is determined that the instructor must share information internally and the instructor will comply fully with their responsibilities in this area.

**Student Success:**

MSCC Instructors can guide students to specific resources regarding Tutoring in their discipline. In particular, students may find help with Math and Essay Writing via each campus’ Learning Support labs. Students should contact the labs on their campus to schedule appointments. For additional help, see the Student Success page: [http://www.mscc.edu/student_success/index.aspx](http://www.mscc.edu/student_success/index.aspx).

This is your resource for any academic assistance you may need during the semester. For example, study skills, writing papers, understanding the syllabus, using D2L.

**Academic Advisement**

Students are strongly encouraged to obtain ongoing academic advisement with regard to their declared program of study and matriculation towards graduation. Please contact the college’s Advisement Center ([http://www.mscc.edu/advisement/index.html](http://www.mscc.edu/advisement/index.html))

List any discipline-specific Student Success resources that Instructors are likely to utilize, e.g. Smarthinking, TurnItIn, along with instructions for access.

**Exams**

(Discuss quiz/exam details here)

**Exam Schedule:**

**Chapter Assignments**

(Provide assignment details here)

**Research Project**

(Provide research project details here)

**DUE DATE:**

**Returned Assignments and Grades**

The instructor’s grade book is the official record for all assignments and grades. Assignments/exams will be returned in a timely fashion. Students should record and keep up with their grades as the semester progresses.
Class Schedule of Assignments:

Give a brief explanation of how the schedule should be read, e.g.,
“Reading assignments will be discussed in class on the date for which they are listed. Reading should be completed before the date.”

M 8/26

W 8/28

General Education Core Assessment Overview

Introduction to Sociology (SOCI 1010) is the only sociology course in the Tennessee Board of Regents general education core. SOCI 1010, both ground and online sections, undergoes general education assessment on a regularly scheduled rotating basis as conducted by the college’s Director of Institutional Research, Planning, and Communication. SOCI 1010 is assessed via an online pre/post-test aligned with the APA student learning outcomes adopted for this course. Use of Assessment Results are provided in this handbook.
Motlow State Community College
Program Student Learning Outcomes
Use of Assessment Results
Fall Semester 2012

Program Title: General Education, University Parallel Major

Course: SOCI 1010 Introduction to Sociology

Expected Student Learning Outcomes (SLO):

Students will be able to:

1. Identify the key theoretical perspectives and explain how the insights generated by these perspectives inform sociology
2. Identify and employ various research designs and their appropriate application to the study of social life
3. Identify early theorists in sociology and their contributions to society
4. Define deviance and identify theories as to why some people become deviant
5. Describe the difference between race and ethnicity
6. Identify and describe subculture and countercultures
7. Define social class and explain the consequences of social class

Performance Measure(s): Pre-Test/Post-Test

Effectiveness Standard:

A pass rate of 70% or greater on the post-test will indicate achievement of the SLO. If either or both questions tied to the corresponding SLO meets or exceeds the effectiveness standard of 70%, achievement of the SLO is considered to have been accomplished.

<table>
<thead>
<tr>
<th>Student Learning Outcome (SLO)</th>
<th>Pre-Post Test Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Questions 1 and 2</td>
</tr>
<tr>
<td>2</td>
<td>Questions 3 and 4</td>
</tr>
<tr>
<td>3</td>
<td>Questions 5 and 6</td>
</tr>
<tr>
<td>4</td>
<td>Questions 7 and 8</td>
</tr>
<tr>
<td>5</td>
<td>Questions 9 and 10</td>
</tr>
<tr>
<td>6</td>
<td>Questions 11 and 12</td>
</tr>
<tr>
<td>7</td>
<td>Questions 13 and 14</td>
</tr>
</tbody>
</table>

Assessment Results:
In the Fall 2012 semester 14 sections of SOCI 1010 Introduction to Sociology taught by two full-time and four part-time instructors participated in the assessment via an online administration of the pre-post test. Evidently, the version of the pre-post test used online had only 11 questions. That would indicate that one question used to assess SLO 6 (question 12) and both questions (13 and 14) used to assess SLO 7 were omitted for some reason. The following overall results were reported:

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-Test # Correct</th>
<th>Pre-Test % Correct</th>
<th>Post-Test # Correct</th>
<th>Post-Test % Correct</th>
<th>% Difference</th>
<th>Effectiveness Standard Met and SLO Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>323</td>
<td>89%</td>
<td>241</td>
<td>89%</td>
<td>0%</td>
<td>Yes</td>
</tr>
<tr>
<td>Q2</td>
<td>235</td>
<td>65%</td>
<td>182</td>
<td>67%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td>169</td>
<td>47%</td>
<td>192</td>
<td>71%</td>
<td>24%</td>
<td>Yes</td>
</tr>
<tr>
<td>Q4</td>
<td>278</td>
<td>77%</td>
<td>218</td>
<td>80%</td>
<td>4%</td>
<td>Yes</td>
</tr>
<tr>
<td>Q5</td>
<td>220</td>
<td>61%</td>
<td>173</td>
<td>64%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Q6</td>
<td>168</td>
<td>46%</td>
<td>204</td>
<td>75%</td>
<td>29%</td>
<td>Yes</td>
</tr>
<tr>
<td>Q7</td>
<td>178</td>
<td>49%</td>
<td>151</td>
<td>56%</td>
<td>6%</td>
<td>No</td>
</tr>
<tr>
<td>Q8</td>
<td>94</td>
<td>26%</td>
<td>114</td>
<td>42%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Q9</td>
<td>78</td>
<td>21%</td>
<td>74</td>
<td>27%</td>
<td>6%</td>
<td>No</td>
</tr>
<tr>
<td>Q10</td>
<td>220</td>
<td>61%</td>
<td>146</td>
<td>54%</td>
<td>-7%</td>
<td></td>
</tr>
<tr>
<td>Q11</td>
<td>98</td>
<td>27%</td>
<td>60</td>
<td>22%</td>
<td>-5%</td>
<td>No</td>
</tr>
</tbody>
</table>

Based on the results, SLOs 1, 2, and 3 were achieved at the specified effectiveness standard while SLOS 4, 5, and 6 were not. SLO 7 evidently was not assessed. Generally there were fewer students completing the post-test as compared with the pre-test. Questions 10 and 11 actually showed a decline in percent correct from pre-test to post-test.

**Use of Assessment Results:**

These results were examined and discussed by the full-time sociology faculty. One faculty member thought that the SLOs were too narrow and should focus on larger sociological concepts. The wording of the questions was considered to be narrow and confusing by one faculty member and questions on important topics such as conflict theory and symbolic interaction were omitted. The faculty did
not consider the course content or the teaching methodologies as responsible for the poor results. It was the consensus of opinion among the faculty that the results were severely confounded by methodological problems associated with student compliance with the pre-post test approach. These included relying on students to voluntarily complete the pre-post test online outside of class and ensuring that every student who completed a pre-test also completed a post-test. Another factor discussed was that because the score on both the pre and post test had no bearing on the student’s actual grade, many students may not have felt that answering the questions correctly was important to their actual grade. While the online pre-post test method offers some advantages, its validity and reliability is suspect.

The following recommendations were made:

1. The full-time sociology faculty should meet to revisit the articulation of the student learning outcomes and conduct a redesign of assessment questions and methodology for this course. Specifically, switching to an embedded assessment approach was recommended.