

**FAYETTEVILLE STATE UNIVERSITY  
COLLEGE OF ARTS SCIENCES  
DEPARTMENT OF SOCIOLOGY  
FALL 2011**

**I. LOCATOR INFORMATION**

Course Number and Name: **SOCI 560 D1 Online: Advanced Sociological Theory**

Semester: Fall 2011

Course Location and Meeting Time: **Online Semester Starts: August 18-December 9, 2011**

Instructor: Dr. Jilly M. Ngwainmbi

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Office Hours: MWF 11:00AM-2:00PM

**The primary means of instruction and communication for this course will be email, "Announcements", "Discussion Board", and "Virtual Classroom" on Blackboard.**

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**II. COURSE DESCRIPTION**

**SOCI 560 D1 Online: Advanced Sociological Theory**

**SOCI 560 D1 Advanced Sociological Theory:** The purpose of this course is to expose students to the major theorists and theoretical orientations of the "Mid Twentieth Century" period. A major theme in the course will be the role played by ideology in the development of theory; and the assumptions underlying the various theoretical positions to be studied. Primary reading sources will be critically evaluated. The directions in which theory is moving today will be examined.

### **III. DISABLED STUDENT SERVICE**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

### **IV. TEXTBOOK**

Ritzer, George. 2008. Sociological Theory (Seventh edition). New York, McGraw Hill, Inc. (ISBN 978-0-07-352818-2). To Order, call 1-800-338-3987

### **RECOMMENDED TEXTBOOK:**

Coser, A. Lewis. 1971. Masters of Sociological Thought (second edition). New York: Harcourt Brace Jovanovich, Publishers

### **V. STUDENT LEARNING OUTCOMES**

#### **A) Course Objectives:**

The primary objectives of the course are to:

- 1) To expand students' knowledge and understanding of classical and contemporary sociological theory ( DPI 9.2; NCATE 4.1 4.2);
- 2) To assist students in the acquisition of analytical skills and a sense of critical thinking that is grounded in rationality. This is intended to enhance students' understanding of social issues and problems so that they can make informed and knowledgeable decisions in everyday life (INTASC 4.7, 4.10);
- 3) To expose students to role of ideology in the development of classical and contemporary sociological theory (NCATE 2.1);.
- 4) To expose students to the assumptions underlying the various theoretical perspectives in sociology; and
- 5) To help students to understand the directions in which theory is moving today and how to apply social theory to the analyses of various social problems and issues. (DPI 6.1).

## B) Behavioral Objectives

Upon completion of the course students should be able to:

- 1) Associate major theorists with their basic theoretical formulations and identify the different theoretical perspectives in sociology (NCATE 1 .1);
- 2) Trace the development and growth of basic sociological perspectives.
- 3) Compare and contrast theories and theoretical perspectives, pointing out differences and similarities.
- 4) Analyze current issues and problems from specified theoretical perspectives or theorist's point of view (NCATE 2.1);
- 5) Demonstrate knowledge of the connection between theory and research in sociology in writing and group projects (INTASC 5.12, 5.17).

## C) GENERAL LEARNING GOALS OF THE COURSE

- 1) The primary goal of the course is to provide students with analytical frameworks and skills that are necessary for critical and logical thinking and abstract reasoning (INTASC 4.7, 4.10);
- 2) A second goal is to expose students to various basic assumptions underlying different theoretical perspectives in sociology (DPI 6.1, 6.2);
- 3) A third goal is to establish the link between theory and research; theory, research and social policy.
- 4) The final goal is to provide students with an understanding of the foundation of the major theoretical perspectives in sociology and the direction of today.

## D) SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The program prepares knowledgeable, reflective, and caring education professionals to support student learning and family participation in a diverse, technological and global society.

## E) NCATE, NCDPI SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<b>NCDPI Social Studies Standards</b>	<b>NCATE Standard(s)</b>	<b>Assessment(s)</b>
1. Social studies teachers have a broad knowledge of content.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Virtual Classroom presentations; Group Projects on Discussion Board.
2. Social studies teachers know the content appropriate to their teaching specialty.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Virtual Classroom presentations; Group Projects on Discussion Board.
3. Social studies teachers connect social studies with the broad curriculum.	Content Knowledge Professional Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Virtual Classroom presentations; Group Projects on Discussion Board.

***F) NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS (NCSS)***

*Include the NCSS standards and the assessment(s). Only include the standard or standards you will address in this course.*

<b><i>National Council for the Social Studies Standards</i></b>	<b><i>Assessment (s)</i></b>
<b>1.1 Culture and Cultural Diversity.</b>	Exams; Quizzes; Classroom discussions; In-class exercises; Virtual Classroom

	presentations; Group Projects on Discussion Board.
<b>1.5 Individuals, Groups, and Social Institutions.</b>	Exams; Quizzes; Journal article analysis; Classroom discussions; Reflective assignment; Virtual Classroom presentations; Group Projects on Discussion Board.
<b>1.9 Global Connections.</b>	Exams; Quizzes; Classroom discussions; In-class exercises; Virtual Classroom presentations; Group Projects on Discussion Board.

### G) NCDPI CORE STANDARDS

Include the NCDPI Core Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<b>NCDPI Core Standards</b>	<b>Assessment(s)</b>
1. Teachers know the content they teach.	Exams; Quizzes; classroom Discussions; In-class exercises.
6. Teachers respect and care about students	Classroom discussions; In-class exercises

### H) NCDPI DIVERSITY STANDARDS

Include the NCDPI Diversity Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<b>NCDPI Diversity Standards</b>	<b>Assessment(s)</b>
1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can	Exams; Quizzes; Journal article analysis; Classroom discussions; In-class exercises; Reflective

create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.	assignment; Case studies; Virtual Classroom presentations; Group Projects on Discussion Board.
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## I) TECHNOLOGY AND TECHNOLOGICAL APPLICATIONS

Include the NCDPI Technology Standards, and the assessment(s). Only include the standard or standards you will address in this course. Some technologies for the course may include: productivity tools (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, Blackboard, grade book, video camera, Smart board. Please list any technologies that you will use in the course.

<b>NCDPI Technology Standards</b>	<b>Technological Applications Used in this Course</b>
1. Teachers demonstrate a sound understanding of technology operations and concepts.	Internet; Blackboard; Email; PowerPoint; Grade book; Smart board; Virtual Classroom presentations; Group Projects on Discussion Board.

## J) DISPOSITIONS

Directions: Check all that apply. Dispositions will be addresses through the readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions checked below.

<b>Professional Competence</b>		<b>Professional Responsibility</b>	
X	Appreciates and engages in self-reflection		Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families		Shows imitative and motivation

Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		

## VI. COURSE ARRANGEMENTS

Lectures, small group discussions, and student reports will be used as teaching techniques.

Lectures for the course will focus on major sociological perspectives, their theoretical orientations, and the key social issues or problems that are suitable for analysis from each theoretical perspective.

Student group discussions and reports will focus on the application of a sociological theory or sociological perspective to analyze a social problem or issue.

### A) COURSE REQUIREMENTS

Minimal requirements for this course are as follows:

- Regular attendance, determined by recording students' regular and timely responses to Discussion Board assignments
- informed participation in assigned and group activities on Discussion Board
- satisfactory and timely completion of writing assignments
- satisfactory performance on all examinations
- reading copies of group presentations and providing students' comments, questions, and suggestions

## B) CLASS POLICIES

- 1) Attendance policy for this course will be based on student participation in “Discussion Board” exercises and projects. **Students are strongly encouraged to participate regularly in all “Discussion Board” exercises, assignments, discussions and projects.**
- 2) In addition to the reading assignments from the text, the course will include a number of brief assignments that will require reading and writing.
- 3) There will be four tests, one mid-term examination and one final examination. Tests and Examinations will be a combination of multiple choice and true/false questions. Dates and times for tests and examinations will be announced through E-mail and “Announcements” on Blackboard. No make-up tests or examinations will be given except in cases of dire emergency. In such cases, arrangements should be made with the instructor **before** the regular test or examination date.
- 4) All tests and examinations will be timed and each student must take them at the exact times as scheduled. ***The tests and examinations MUST be submitted at least five (5) minutes before the time allowed expires.*** If a student fails to follow this fair warning and spends more time taking the test or examination and consequently, the computer does not grade and record her or his test or examination, the student will get **a zero** for that particular test or examination.
- 5) **NO student shall attempt to print or save any test or examination.** Any such attempt is promptly recorded by the computer and communicated to the instructor. If any student fails to follow this fair warning and attempts printing or saving any test or examination, the penalty is a zero for that particular test or examination.

## C) Teaching Strategies:

The teaching strategies used in this course will include a combination of lecture, use of “**Discussion Board**” for specified exercises and assignments, especially group projects, and the use of “**Virtual Classroom**” for lectures. Audio and Visual materials will be used as needed, based on accessibility to students.

## D) GROUP PROJECTS

The main objective of these projects is to provide students with an opportunity to analyze a particular social problem or social issue of their choice from a specified theoretical perspective.

The main focus of the group projects will be on the application of the different theoretical perspectives in sociology to the analysis of social problems or social issues.

The group must be prepared to respond to clarification questions from the instructor and the other members of the class. Every member of the group is expected to participate fully in all group activities and discussions. Each member of the group must be assigned a specified task as

her or his responsibility. The grade for this component of the final grade is group based. It is not determined on an individual basis. However, group members are held responsible both as individuals and as a group. If a student fails to participate or collaborate with other group members in all the group activities leading up to the group presentation, the student will receive a **zero** for this component of the final grade. See “Assignments” on Blackboard for a detail description, instructions and allocation of points for each item of the group project.

Note: it must be emphasized that it is the responsibility of each student, **NOT** that of the group coordinator, to seek out and contact members of her or his group to ensure full participation and collaboration. This assignment must be guided by the detail description, instructions and allocation of points for each item as provided here. The main objective of these projects is to provide students with an opportunity to analyze a particular social problem or social issue related to education of their choice from a specified theoretical perspective.

## VII. COURSE EVALUATION AND GRADING POLICY AND SCALE

### Grading Scale

A.....	92 - 100
B.....	83 - 91
C.....	73 - 82
D.....	64 - 72
F.....	LESS THAN 63.
I.....	Incomplete

Grades for the course will be based on the following:

1) Tests.....	20% of final grade
2) Mid-term Exam.....	25% of final grade
*3) Group Projects.....	20% of final grade
*4) Attendance and Informed Participation.....	10% of final grade
5) Final Examination.....	25% of final grade
Total.....	100%

**\*Attendance and Informed Participation-** Successful completion is determined by: 1) each student’s timely interaction with group members relative to group project assignments on “Discussion Board.” This means *actually counting each student’s responses to requests for contributing ideas and material for the group project*; and 2) each student’s timely reading of copies of the presentations of other groups and *submitting her or his own pertinent, relevant comments, questions, and suggestions to the coordinator/leader of her or his group via email on or before the due date.*

**\*\*Group Projects-** Successful completion is determined by: 1) each student’s *timely interaction with group members with respect to the group project*; and 2) making valuable contributions to her or his group’s project that are *clearly identifiable under her or his name in the final copy of the group project*, submitted to the instructor for grading.

**Important Note:** These two components of the final grade (*Group Projects and Attendance and Participation*) are very important and will *determine your successful completion and passing of this course*. You are, therefore, encouraged to take them very seriously and do what is asked of you as a group and as individuals.

### **FORMULA FOR COMPUTING FINAL GRADE**

The following formula will be used to compute the final grade for this class:

(Extra Credit + Test #1 + Test #2 + Test #3 divided by 3), which account for 20% of final grade + Attendance & Participation, which account for 10% of final grade + Group Projects, which account for 20% of final grade + Mid-term Exam, which accounts for 25% of final grade + Final Exam, which accounts for 25% of final grade, Total=100% or more depending on whether student earned points for extra credit or not.

### **VIII. SELECTED REFERENCES**

Arnold, Anita C. 1993:81-83. "Designing Classrooms with Students in Mind," English Journal, Vol. 82, No. 2.

Arnove, Robert F. 1980:49. "Comparative Education and World systems Analysis", Comparative Education Review, Vol 24.

Astone, Nan Marie and Sara S. McLanahan. 1991:318-19. "Family Structure, Parental Practices and High School Completion," American Sociological Review, Vol. 56, No. 3.

Bennett DeMarrais, Kathleen, and Margaret D. Lecompte. 1995. *The Way Schools Work: A Sociological Analysis of Education*. White Plains, N.Y.: Longman.

Bernstein, Basil. 1990. *The Structuring of Pedagogic Discourse: Class, Codes and Control*, Vol. 4, London: Routledge.

Bourdieu, Pierre and Loic J. D. Wacquant. 1992. *An Invitation to Reflexive Sociology*. Cambridge: Polity Press \_\_\_\_\_

Canada, Katherine and Richard Pringle. 1995:161-86. "The Role of Gender in College Classroom Interaction: A Social Context Approach," *Sociology of Education*, Vol. 68.

Chubb, John E. and Terry M. Moe. 1990. *Politics, Markets and America's Schools*. Washington D.C. The Brookings Institution. \_\_\_\_\_

Clewell, Beatriz Chu, et al. 1992. *Brinking the Barriers: Helping Female and Minority Students Succeed in Mathematics and Science*. San Francisco: Jossey-Bass \_\_\_\_\_

Coon, H. et al. 1993. "Influence of School Environment on Academic Achievement," *Intelligence*, pp. 79-104.

- Cooper, Harris, and Conswella J. Moore. 1995. "Teenage Motherhood, Mother-only Households, and Teacher Expectations," *Journal of Experimental Education* Vol. 63, No. 3 PP. 231-48.
- D'Souza, Dinesh. 1991. Illiberal Education: The Politics of Race and Sex on Campus, New York: Free Press.
- Freire, Paulo, and Donaldo P. Macedo. 1995:377. "A Dialogue: Culture, Language, and Race," *Harvard Educational Review*.
- Gipp, Gerald E., and Sandra J. Fox. 1991:2-4. "Promoting Cultural Relevance in American Indian Education," *National Forum*, Vol. 71.
- Giroux, H. A. 1994. "Educational Reform and the Politics of Teacher Empowerment." in Joseph Kretovics and Edward J. Nussel (eds), *Transforming Urban Education*, Boston: Allyn and Bacon.
- Hannaway, Jane. 1993. Decentralization and School Improvement: Can we Fulfill the Promise? San Francisco: Jossey-Bass.
- Karabel, Jerome, and A. H. Halsey. 1977. Power and Ideology in Education. New York: Oxford University Press.
- Kilgore, Sally B. 1993. "The Organizational Context for Learning: Framework for Understanding the Acquisition of knowledge," *Sociology of Education*, Vol. 66, No. 1.
- McCormick, Theresa Mickey. 1994. Creating the Nonsexist Classroom: A Multicultural Approach. New York Teachers College Press.
- Metz, Mary Haywood. 1994:64-76. "Desegregation as Necessity and Challenge," *Journal of Negro Education*, Vol. 63, No. 1
- Reynolds, Arthur J. 1993:441-62. "Comparing Measures of Parental Involvement and their Effects on Academic Achievement," *Early Child Research Quarterly*, Vol. 7 No. 3.
- Stern, J. D. ed. 1994. *The Condition of Education in Rural Schools*. Washington, D. C.:U.S Department of Education pp.377, 379, 380, 382.
- Stringfield, S., ed. 1994. *Urban and Suburban/Rural Special Strategies for Educating Disadvantaged children*. Washington, D. C.:U.S. Government Printing Office. P. 456.
- Vasquez, J. A. 1994. Context of Learning for Minority Students. In Transforming Urban Education, edited by Joseph Kretovics and Edward Nussel. pp. 226, 343, 365.

## Selected Readings From Major Sociological Journals

**American Journal of Sociology**  
**American Sociological Review**  
**Annual Review of Sociology**  
**Journal of Crime and Delinquency**  
**Journal of Marriage and Family**  
**Social Forces**  
**Social Problems**  
**Sociological Inquiry**  
**Sociological Quarterly**  
**The American Sociologist**

## IX. COURSE OUTLINE AND ASSIGNMENT SCHEDULE

This calendar is subject to change or adjustment as needed throughout the semester.

### *PART I: CLASSICAL SOCIOLOGICAL THEORY*

<b>WEEK</b>	<b>Topic</b>	<b>Reading</b>
1	Course orientation  The distinction between a theory and a theoretical perspective. The elements or components of a theory.  Test #1	Introduction
2	Karl Marx	Chapter 2
3	Emile Durkheim	Chapter 3
4	Max Weber	Chapter 4
5	Georg Simmel	Chapter 5

### *PART II: MODERN SOCIOLOGICAL THEORY*

#### *THE MAJOR SCHOOLS*

6	STRUCTURAL-FUNCTIONALISM	Chapter 7
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Intellectual Roots  
Talcott Parsons

Parsons' Action Schema  
AGIL System  
Social Change

Robert K. Merton

Theories of the Middle Range

Test #2

7 CONFLICT THEORY

Chapter 8

Conflict Theory

Intellectual Roots

Conflict Theory and critique

Karl Marx and Marxist Sociology

The Frankfurt School

C. Wright Mills and R. Dahrendorf

R. Dahrendorf

Group Project #1 Presentation: Functionalist Perspective

Lewis, Coser

Randall Collins

Test #3

8 SYMBOLIC INTERACTIONISM

Chapter 10

George H. Mead

George H. Mead

The Development of Self

Herbert Blumer  
Structure and Process

Group Project #2 Presentation: Conflict Perspective

9 PHENOMENOLOGY/ETHNOMETHODOLOGY Chapter 11

Phenomenology

Ethnomethodology

Group Project #3 Presentation: Interactionist Perspective

Doing Ethnomethodology:

Methodological Comparisons

Peter Berger

Test #4

10 RATIONAL CHOICE/SOCIAL EXCHANGE  
NETWORK PERSPECTIVE Chapter 12

Intellectual Roots  
Exchange Theory in Modern Sociology  
Elementary Forms  
Norm of Reciprocity  
George Homans

Group Project #4 Presentation: Phenomenological Perspective

Peter Blau

Exchange and Social Integration  
Exchange and Power

Group Project #5 Presentation: Rational Choice Perspective

11 CONTEMPORARY FEMINIST THEORY Chapter 13

***PART III: RECENT INTEGRATIVE DEVELOPMENTS IN SOCIOLOGICAL THEORY***

12 Micro-Macro Integration Chapter 14

13 Agency-Structure Integration Chapter 15

***PART IV: FROM MODERN TO POSTMODERN SOCIAL THEORY***

14 Contemporary Theories of Modernity Chapter 16

15 Structuralism, Poststructuralism, and  
the Emergence of Postmodern social Theory Chapter 17

Group Project #6 Presentation: Feminist Perspective

15 REVIEW FOR FINAL EXAMS

16 FINAL EXAMINATION

## X. ASSIGNMENTS: GROUP PROJECTS

The main objective of these projects is to provide students with an opportunity to analyze a particular social problem or social issue of their choice from a specified theoretical perspective.

This assignment *revolves around section 2 of the outline-identifying the social problem or issue and the “Why” question*. Therefore, all group members *must jointly work* on this section to *identify the social problem or issue and the “Why” question* first and foremost. Your analysis must emphasize the following:

Outline Item	Points Allocated
1) Introduction: Briefly summarize the theoretical perspective’s main ideas and focus. This simply means the Basic Domain Assumptions of the theoretical perspective.....	2 points;
2) Assuming you are a theorist from this theoretical perspective, how would you explain the social problem or issue you have chosen? <i>You must clearly identify the social problem or issue and specify the “Why”question</i> to be addressed and explain it fully and in detail using the Basic Domain Assumptions.....	8 points;
3) Your assessment or appraisal of the perspective's contribution to our understanding of the social problem or issue. This involves <i>identifying strengths and weaknesses of the perspective’s response to the “Why” question in question 2 above</i> .....	3 points;
4) State if you agree or disagree with the theoretical perspective’s <i>response to the “Why” question in question 2 above</i> and why.....	2 points;
5) Conclusion: State something new you learned in analyzing this particular social problem or issue from this theoretical perspective .....	2 points.
6) Language and Systematic and Orderly Presentation of ideas.....	1 point ;
7) Proper Acknowledgment of Sources of your Ideas.....	1 point; and
8) Sufficient and Adequate, Relevant References or Bibliography.....	1 point;
Total.....	20 points

**\*\* Take Note: This point allocation above MUST become the second page (the page after the Title page) of your final presentation.**

**\*\* This assignment requires at least ten relevant references.**

Proper referencing and citation are required. Use the (American Sociological Association (ASA) Style (format). \*\*

### **Three Examples of Proper Acknowledgment (Citation) of Sources**

- 1) According to Drugger (1988) in black culture, employment is an integral, normative, and traditional component of the roles of wife and mother.
- 2) Women's excitement with these opportunities which had been denied them for many years (Fuhrmann et al. 1991).
- 3) In 1972, "female seniors were much more likely than their male peers to enroll in a vocational education program" (Green 1993: 2).

### **References**

- Drugger, Karen. 1988. 'Social Location and Gender-Role Attitudes: A Comparison of Black and White Women.' *Gender and Society* 2, 4:425-448.
- Fuhrmann, Barbara S. et al. 1991. "Black Males in College: An Endangered Species?" *ERIC Clearinghouse #HE024369*.
- Green, Patricia. 1993. "High School Seniors Look to the Future, 1972 and 1992." Statistics in Brief (Report No. NCES - 93-473). Washington, D.C.: U.S. Department of Education. (ERIC Document Reproduction Service No. ED 366655).

### **INSTRUCTIONS AND GUIDE FOR GROUP PROJECTS**

This assignment *revolves around section 2 of the outline-identifying the social problem or issue and the "Why" question*. Therefore, all group members *must jointly work* on this section to *identify the social problem or issue and the "Why" question* first and foremost. Then after this very important step in the process, each group member must be assigned a particular aspect of the project to prepare and present to the group. The group then comes to a consensus with respect to the material to be included in the final copy of the group's presentation. The emphasis is on student interaction. Students are encouraged to engage in meaningful interaction in the process of putting together their group presentation, especially *section 2 of the outline-identifying the social problem or issue and the "Why" question*. It should be noted that a good presentation is one which raises a lot of questions and generates meaningful discussion.

Each group must send a copy of its final presentation, which must clearly indicate each group member's contribution, to members of the class through a simple cut- and-paste e-mail *one week prior* to the due date of the group's presentation. Each member of the class must read it very carefully and generate pertinent, relevant comments, questions, and suggestions to be emailed to

me timely on or before the specified due date. **I strongly urge you all to take time and carefully read through each group's project, since this will help you tremendously in formulating your own pertinent, relevant comments, questions, and suggestions as well as provide you with clues to many questions that will be on the final examination for this course.**

***Very Important Note:* Procedure for the submission of your pertinent, relevant comments, questions, and suggestions will be done by GROUPS.**

**For example:**

**For Group #1->There will be one email from Group #1 containing:**

**A) Group Project and Course Name, e.g. Group Project for SOCI 560 D1 in the Subject Box of the email;**

**B) Copy of Group #1 Presentation; and**

**C) Names and pertinent, relevant comments, questions, and suggestions of each member of Group #1. This means, each member of Group #1 will be responsible for personally putting her or his pertinent, relevant comments, questions, and suggestions at the end of her or his group's final copy of the group's project.**

**The coordinator/leader of Group #1 will then send me an email on the due date indicated above with an attachment of a Microsoft Word File containing the final copy of Group #1 project with the pertinent, relevant comments, questions, and suggestions of all the members of Group #1, including those of the coordinator/leader at the end of it.**

**Let us assume that Group #1 has four members and there are 4 groups for this assignment, the email that I will receive from the coordinator/leader will look like the following:**

**A) Group Project and Course Name: Group Project for SOCI 560 D1 in the Subject Box of the email;**

**B) An Attachment of a Microsoft Word File containing a final copy of Group #1 Project with Group #1 Members' pertinent, relevant comments, questions, and suggestions at the end of it as follows:**

**C) Group #1 Members' pertinent, relevant comments, questions, and suggestions:**

**1) Anna M. Jones (coordinator/leader):**

**Her pertinent, relevant comments, questions, and suggestions for the presentation of all the groups except her own group i.e. for Groups 2, 3, and 4.**

**2) Edward F. James:**

**His pertinent, relevant comments, questions, and suggestions for the presentation of all the groups except his own group i.e. for Groups 2, 3, and 4.**

**3) Mary N. Johnson:**

**Her pertinent, relevant comments, questions, and suggestions for the presentation of all the groups except her own group i.e. for Groups 2, 3, and 4.**

**4) Leslie T. Thompson:**

**Her pertinent, relevant comments, questions, and suggestions for the presentation of all the groups except her own group i.e. for Groups 2, 3, and 4.**

**Based on this example, it means I will get only six emails (since there are six groups), each from the coordinator/leader of each group. Individual emails of pertinent, relevant comments, questions, and suggestions are absolutely *unacceptable*. Don't send one because it will simply be disregarded.**

**This same procedure, described above, will apply to all the groups.**

**Important Note: It is on the basis of your pertinent, relevant comments, questions and suggestions that your Attendance and Participation Component (10% ) of the final grade will be determined.**

**This assignment will be graded on the basis of the group effort as well as individual contributions. Students who fail to provide individual contributions and to participate fully in the group effort will get a zero for this component of the final grade. There are NO exceptions.**

**Note: it must be emphasized that it is the responsibility of each student, NOT that of the coordinator/leader, to seek out and contact members of her or his group to ensure full participation and collaboration. This assignment must be guided by the detail description, instructions, and allocation of points for each item as provided above.**

### **DUE DATES FOR THE GROUP PROJECTS**

<b>Groups</b>	<b>Due Date to class members</b>	<b>Due Date to instructor</b>
Group 1: Functionalist Perspective	Friday, November 11, 2011	Saturday, November 19, 2011
Group 2: Conflict Perspective	Friday, November 11, 2011	Saturday, Novemebr 19, 2011
Group 3: Interactionist Perspective	Friday, November 11, 2011	Saturday, Novemebr 19, 2011
Group 4: Phenomenological Perspective	Friday, November 11, 2011	Saturday, Novemebr 19, 2011
Group 5: Rational Choice Perspective	Friday, November 11, 2011	Saturday, Novemebr 19, 2011
Group 6: Feminist Perspective	Friday, November 11, 2011	Saturday, Novemebr 19, 2011

### **DUE DATES FOR SUBMISSION OF PERTINENT, RELEVANT COMMENTS, QUESTIONS, AND SUGGESTIONS**

Submission to Coordinator	Wednesday, November 16, 2011
Submission to Instructor by Coordinator	Saturday, November 19, 2011

## **RESPONSIBILITY FOR COMPLETING GROUP PROJECT**

Note that it is the responsibility of each group member to contact other members of the group immediately so that the group can meet physically or electronically via email to assign tasks and responsibilities. Every member of a group **MUST** participate fully and in an informed manner in order to receive credit for this important component of the final grade.

It must be emphasized that the role of the spokesperson or coordinator of each group is mainly to coordinate, convene meetings and facilitate group discussions and activities. It is, however, **NOT** her/his responsibility to find or run after group members to ensure: 1) the fulfillment of their responsibilities; 2) the completion of their tasks; and 3) their participation in group meetings and discussions.

Every member of the class should be reminded that the spokesperson or coordinator is **required** to provide the instructor with information regarding participation or non-participation of members of the group. It goes without saying that non-participation of any member results in a **ZERO** for this important component of the final grade.

Note that the Group Project is 20% (20 points) of the final grade and participation in the presentation of each Group's project is 10% (10 points) of the final grade. For more information, see Syllabus or the file under "Course Documents" titled Components and Formula for Computing Final Grade.

## **THE EDUCATIONAL BENEFITS OF THE GROUP PROJECTS**

- 1) They reinforce the basic subject matter of sociology;
- 2) Students who have grasped the alternative theoretical approaches and their application to different social problems or social issues serve as teachers and assist others in the group to grasp them too;
- 3) They provide students with opportunities to learn the skills of public speaking;
- 4) They help in clarifying and reinforcing the theoretical perspectives;
- 5) They teach the value and importance of team work at the workplace; and
- 6) They help students synthesize and integrate theory and research.

### **How You Access "Virtual Classroom"**

In order to access "Virtual Classroom" you will need the following instructions:

- 1) Ensure you have Java plug-in installed on your computer, if not, download it free and install;
- 2) Once in Blackboard learning system, click on Communication;
- 3) On the next screen, click on Collaboration;
- 4) On next screen, click on Join Box (on right) against Lecture Hall/Virtual Classroom (on left);
- 5) Once in "Virtual Classroom", use the "Compose" window at the bottom of the screen to compose a message or question, when finished, click on send (on extreme right of screen). It will appear on the screen for everyone to see.



## STUDENT ONLINE MID-TERM COURSE EVALUATION AND FEEDBACK

**I very strongly believe that effectiveness and success in the process of learning requires a very frank and honest dialogue between students and instructor. Please take a few minutes and provide thoughtful and honest responses to the questions below. Remember that your feedback is going to be very useful in assisting us make changes and adjustments in this course to facilitate the learning process, thereby helping us, as well as other students in future, all learn. Thanks for your assistance.**

- 1) What do you consider to be the main weaknesses of the course up to this point?
  
- 2) What do you consider to be the main strengths of the course up to this point?
  
- 3) What do you dislike most about the course up to this point?
  
- 4) What do you like most about the course up to this point?
  
- 5) What can the instructor do differently to help you learn more during the next half of the Semester?
  
- 6) The study guides for each chapter, test and exams are:  
  
Clear.        Yes \_\_\_\_\_ No\_\_\_\_\_. If no, explain.  
  
Helpful.     Yes \_\_\_\_\_ No\_\_\_\_\_. If no, explain.
  
- 7) The instructions, guide, and primary sources for the term paper and group projects are:  
  
Clear.        Yes \_\_\_\_\_ No\_\_\_\_\_. If no, explain.

Helpful. Yes \_\_\_\_\_ No \_\_\_\_\_. If no, explain.

8) Circle the means of communication that is most helpful to you and explain why.

E-mail Telephone Discussion Board Virtual Classroom.

Explain why:

9) The Virtual Classroom lectures are very:

Clear. Yes \_\_\_\_\_ No \_\_\_\_\_. If no, explain.

Helpful. Yes \_\_\_\_\_ No \_\_\_\_\_. If no, explain.

10) The Virtual Classroom lectures should be held (Circle one):

a) once a month b) twice a month c) thrice a month d) not at all

11) The time allowed for each test or exam is enough Yes \_\_\_\_\_ No \_\_\_\_\_ If no, explain

12) General Comments: