LOCATOR INFORMATION

Semester: Spring 2014
Course Number & Name: SOCI 390 Social Behavior and Interaction (01)
Number of Semester Hours of Credit: 3:0
Total Contact Hours: 37.5
Time Class Meets: MWF 12-12:50
Instructor: Dr. H. Griffiths
Office Location: Taylor Science, Rm 210-A
Office Phone: 910-672-2972

When you call my office, please leave your name, your phone number, and specify the course name and section you are calling about. I check my phone three days a week, and your FSU e-mail is the preferred means of communication for this class.

Office Hours: MW 8-12

NOTE: If you want a quick response to a question, I recommend sending me an e-mail from your FSU account. I will respond within 24 hours, M-F, even if the response is only “I received your e-mail.” If I do not respond in any way to an e-mail within 48 hours, I probably did not get your e-mail, please send it again.

Faculty webpage (includes ASA citation model and sociological sources):
http://faculty.uncfsu.edu/hgriffit/

Important Dates
Classes Begin January 13
MLK, Jr. Holiday January 20
Exam One
Spring Break March 8-14
Founder’s Day April 10
Holiday April 18
Exam Two
Last day of classes May 2
Final (not cumulative)

E-MAIL POLICY
FSU provides each student, free of charge, an e-mail account that is easily accessible via the Internet. The university has established e-mail as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. Students are responsible for reading their e-mail on a regular basis to remain aware of important class and university information.

The university maintains computer labs for students use, and these are available for checking e-mail. Students making inquiries via e-mail to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU e-mail account.
Rule and regulations governing the use of FSU e-mail may be found at: http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

COURSE DESCRIPTION
This course provides an analysis of the major scientific propositions, concepts, research methods, and theories developed to explain the behavior of individuals in relation to other individuals, groups, and culture. Emphasis will be placed on the relationship between social interaction and the behavior of individuals.

Prerequisite: SOCI 210.

Disabled Student Services: 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 (1st Floor); 910-672-1203.

TEXTBOOK

COURSE OBJECTIVES
Learning Outcomes: Upon completion of the program, students should
- Be able to define and use appropriately basic concepts such as culture, ethnocentrism, status, roles, norm, socialization, self, stratification, social mobility, race, ethnic group.
- Be able to explain how social factors influence interactions and social behavior
- Be familiar with major social institutions such as the family, education, economics, religion, politics, and health care.
- Be able to explain the theoretical perspectives in sociology (structural-functionalist, conflict, interactionist).
- Be able to differentiate between statements based on scientific (empirical) evidence and those based on opinions.
- Be able to write clear, logical, analytic, and well-organized reports and papers.

COURSE REQUIREMENTS
What to do before your class begins
- Read assigned chapters/readings prior to the start of class.
- Tests are based on readings, lectures, discussions, and any videos we may watch. Students who miss class are responsible for getting notes from other students and catching up before the next class.

Happiness in the classroom
- It is both disruptive and rude to walk in and out of the classroom during class time. Please, attend to all personal considerations before class begins.
- Be on time.
- Attend every class. I know who you are and I’ll miss you if you don’t attend. At any
point, if class attendance drops, or if students begin arriving late, students who do attend on time will be given an extra credit opportunity denied to late or missing students.

- Participate in class. Participating means asking good questions, responding to questions that you are asked, and making thoughtful comments.
- Respect the instructor and each other. Students who fail to listen when others are talking, who insult others and students who are disruptive will be asked to leave.
- You should not have your cell phone in class, but if you do have your cell phone and it does ring, then I will use your cell phone at the end of class to call my best friend in Pennsylvania.

Getting a Good Grade in this class

- Class notes are posted on Blackboard. Print them out and bring them to class.
- Class participation assignments are handed out regularly. It is the **sole responsibility** of the student to complete and turn in any assignments that can be completed outside of class; **the day you return from your absence. Each CP is worth approximately 10 pts. Provided you complete most CP assignments and attendance quizzes, you will receive 100 pts for your CP grade. You can miss a few of these assignments before your grade is affected.**
- **Policy on missed or late assignments:** There are many assignments that require active participation in a group setting. These assignments are not eligible for make-up work. With the appropriate FSU required documentation, students may submit other forms of missed and late work on a case-by-case basis after IMMEDIATELY notifying the instructor of his/her need to do so. I need proper documentation for my files before I will grade missed work.
- Late assignments and rewritten assignments are subject to penalties in the form of score reduction.
- I do not distribute grades over e-mail. Grades are available under My Grades on Blackboard. If you are unable to interpret your grades, please stop by my office hours and I will assist you in person.

In the event that these policies require adjustment, a written amendment to the syllabus will appear on Blackboard.

**Departmental Policies**

1. Children are not permitted in the classroom.
2. Eating and drinking are prohibited during class.
3. Pagers, cellular phones, other like devices should be turned off before entering class. Such devices are disruptive to the learning process.

**Academic Dishonesty/Attendance Policy (See Appendix B and C)**

Fayetteville State University’s policy on academic dishonesty and attendance will be enforced. Please refer to the Student Handbook.

**COURSE COMPETENCIES**

SOCI 390 (Social Behavior and Interaction) contributes to the development of SDPI competencies 6.1, 6.2, 6.3, 8.1, 8.6, 9.1, 10.1.
EVALUATION CRITERIA
Course Grade (See Appendix B and C)

The course grade will be based on four (4) exams, a Weekly Blog (see Appendix A), and the successful completion of class participation assignments.

Exams will be online. Exams will cover materials from the textbook, lecture notes, class handouts, videos, and textbook website. The format of the exams may contain any combination of the following: multiple guess, true/false, short answer, identify.

1. The **first class participation requirement** is to complete the in-class participation assignments. If you miss a class, or part of a class, in which we have worked on a class participation assignment, check Blackboard. Some in-class assignments can be made up on your own time; although by doing so you will miss out on the class discussion of the exercise, from which test questions will be drawn. I do this partly to track attendance. These exercises will make up your class participation grade and are worth approximately 10 pts, apiece. These may take place at any time during class, so if you come in late you risk missing them. You can miss two or three of these without any change to your class participation grade.

2. The **second class participation requirement** is to be in class at exactly 12:00 to take any quizzes. Quizzes are given at random, take no more than a few minutes, and cannot be made up. If you are not sitting in your chair when the quiz begins, then you are not eligible to take the quiz. I do this in order to track attendance, quizzes are open book and open note, and you do not need to get a perfect answer in order to receive full credit.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2 (Midterm)</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3 (Final)</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Blog</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total Possible Points**: 500

Accumulation of your total earned points, divided by total possible points for the course will determine your course grade.

Total Earned Points

\[
\frac{\text{Total Earned Points}}{\text{Total Possible Points}} \times 100 = \text{Your Semester Score}
\]

Total Possible Points

FSU Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>B</td>
<td>83-91</td>
</tr>
<tr>
<td>C</td>
<td>73-82</td>
</tr>
<tr>
<td>D</td>
<td>64-72</td>
</tr>
<tr>
<td>F</td>
<td>63 and below</td>
</tr>
</tbody>
</table>
COURSE OUTLINE: This schedule and test dates are flexible and are subject to change.

Week One, January 13-17
- Introduction
- Classmate Phone Numbers
- The Use of Blackboard
- After class please take the syllabus quiz for class participation credit

Week Two, January 21-24
- No class Monday, MLK, JR. Holiday
- Finish Chapter One, Read Chapter Two
- Blog One due January 24

Week Three, January 27-31
- Finish Chapter Two, Read Chapter Three and Chapter Five
- Blog Two due January 31

Week Four, February 3-7
- IMPORTANT: the movie will start precisely on time and end at end of class.
- Mean Girls (1 hour, 37 minutes)
- Blog Three Due February 7

Week Five, February 10-14
- February 12th, review
- Exam One February 14

Week Six, February 17-21
- Read Chapter Six
- Blog Four Due February 21

Week Seven, February 24-28
- Read Chapter Seven
- Blog Five Due February 28

Week Eight, March 3-7
- Film TBA
- Blog Six Due March 7

March 8-14, Spring Break

Week Nine, March 17-21
- Read Chapter Eight
- Blog Seven Due March 21

Week Ten, March 24-28
- Read Chapter Nine
• Blog Eight Due March 28

Week Eleven, March 31-April 4
• Review March 27
• Exam Two March 29

Week Twelve, April 7-11
• Chapter Nine
• Blog Nine Due April 11

Week Thirteen, April 14-16
• April 18, Holiday
• Read Chapter Ten and Chapter Eleven
• If you are a graduating senior please inform me by April 16

Week Fourteen, April 21-25
• Film TBA
  Blog Ten Due April 25

Week Fifteen, April 28-May 2
• Read Chapter Twelve
• Review for final if time allows

Final: TBA

TEACHING STRATEGIES
The teaching strategies used in the class will include a combination of Lectures, Discussions, Papers, class participation, and Films.

SELECTED REFERENCES (Suggested Readings, Internet and or/Multi-media Resources)


Appendix A
Blog Rubric

As a reflection and assessment tool, you will keep an ongoing blog (“weblog”). In this online journal, you will share your thoughts, insights, questions, web links, and ideas about Social Psychology. Below are guidelines for the evaluation of your blog.

You may organize your blog in many ways. If you decide to blog in a way not discussed below, please meet with me during office hours to make sure your approach to the blog is consistent with the rubric.

However you choose to organize your blog, Always:
- Incorporate class concepts
- Use standard English SP/Gr (No LMAO or OMG!!)
- Read the blogs of other students, comment on at least one other blog every week.
- Cite and reference your sources in the ASA style

1. Self-Reflective Blog (Journal entries which incorporate class concepts)
2. Media Blog (Every entry refers back to a specific kind of media)
3. News Blog (Every entry highlights current events)
4. Campus Blog (Every entry refers to a Campus Event)

<table>
<thead>
<tr>
<th>Posts &amp; Comments</th>
<th>There are at least 300-500 words in the blog. At least one comment has been made in classmates' blogs. Each comment is at least 75 words.</th>
<th>Excellent 2</th>
<th>Satisfactory 1</th>
<th>Unsatisfactory 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness</td>
<td>Post is added to the blog early enough for other students to read and comment.</td>
<td>Excellent 2</td>
<td>Satisfactory 1</td>
<td>Unsatisfactory 0</td>
</tr>
<tr>
<td>Personal Examples</td>
<td>Blog posts and comments share personal connections to class content and discussion about teaching, learning.</td>
<td>Excellent 2</td>
<td>Satisfactory 1</td>
<td>Unsatisfactory 0</td>
</tr>
<tr>
<td>Writing Standards</td>
<td>The writing is clear, concise, and easy to understand. Ideas and responses are communicated clearly and coherently expressed. Work is cited/referenced in the ASA style.</td>
<td>Excellent 2</td>
<td>Satisfactory 1</td>
<td>Unsatisfactory 0</td>
</tr>
<tr>
<td>Overall Evaluation</td>
<td>Consider the four areas above and evaluate the blog as a whole; the blog is consistent with a well-chosen theme.</td>
<td>Excellent 2</td>
<td>Satisfactory 1</td>
<td>Unsatisfactory 0</td>
</tr>
</tbody>
</table>
Appendix B

REVISION OF GRADES – STUDENT RESPONSIBILITIES
The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:


STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. *See warning below about class withdrawals.

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- INTERIM GRADE X = NO SHOW – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. *See warning below about class withdrawals. If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- INTERIM GRADE EA = EXCESSIVE ABSENCES - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *See warning below about class withdrawals.

NEW FINAL GRADE:

- FN = FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. *See warning below about class withdrawals.

WARNING ABOUT CLASS WITHDRAWALS:

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

Appendix C

Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Quality Points</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Hours attempted and earned</td>
<td>4 per credit hour</td>
<td>Exceptionally high</td>
</tr>
<tr>
<td>B</td>
<td>Hours attempted and earned</td>
<td>3 per credit hour</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Hours attempted and earned</td>
<td>2 per credit hour</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>Hours attempted and earned</td>
<td>1 per credit hour</td>
<td>Marginally passing</td>
</tr>
<tr>
<td>F</td>
<td>Hours attempted – Not earned</td>
<td>0 per credit hour</td>
<td>Failing</td>
</tr>
<tr>
<td>FN</td>
<td>Hours attempted – Not earned</td>
<td>0 per credit hour</td>
<td>Failing due to non-attendance. (Student registered, but never attended.)</td>
</tr>
<tr>
<td>W</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Class withdrawal prior to deadline (see Academic Calendar)</td>
</tr>
<tr>
<td>P</td>
<td>Hours attempted and earned</td>
<td>No impact on GPA</td>
<td>Satisfactory - Assigned only in classes specified as Pass/Fail</td>
</tr>
<tr>
<td>WU</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Withdrawal from all classes for semester or term</td>
</tr>
<tr>
<td>AU</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Auditing</td>
</tr>
</tbody>
</table>

Appendix D

5. 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.

6. 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.

<table>
<thead>
<tr>
<th>NCDPI Social Studies Standards</th>
<th>NCATE Standard(s)</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social studies teachers have a broad knowledge of content.</td>
<td>Content Knowledge</td>
<td>Exams; Quizzes; Journal Article Analysis; Classroom Discussions</td>
</tr>
<tr>
<td>2. Social studies teachers know the content appropriate to their teaching specialty.</td>
<td>Content Knowledge</td>
<td>Exams; Quizzes; Journal Article Analysis; Classroom Discussions</td>
</tr>
<tr>
<td>3. Social studies teachers connect social studies with the broad curriculum.</td>
<td>Content Knowledge Professional Knowledge</td>
<td>Exams; Quizzes; Journal Article Analysis; Classroom Discussions</td>
</tr>
</tbody>
</table>

7. 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.

<table>
<thead>
<tr>
<th>National Council for the Social Studies Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Culture and Cultural Diversity.</td>
<td>Exams; Quizzes; Classroom discussions; In-class exercises.</td>
</tr>
<tr>
<td>1.5 Individuals, Groups, and Social Institutions.</td>
<td>Exams; Quizzes;</td>
</tr>
</tbody>
</table>
Journal article analysis; Classroom discussions; Reflective assignment.

Exams; Quizzes; Classroom discussions; In-class exercises.

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

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

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

<table>
<thead>
<tr>
<th>NCDPI Diversity Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.</td>
<td>Exams; Quizzes; Journal article analysis; Classroom discussions; In-class exercises; Reflective assignment; Case studies.</td>
</tr>
</tbody>
</table>

### 10. 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.

<table>
<thead>
<tr>
<th>NCDPI Technology Standards</th>
<th>Technological Applications Used in this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers demonstrate a sound understanding of technology operations and concepts.</td>
<td>Internet; Blackboard; Email; PowerPoint; Grade book.</td>
</tr>
</tbody>
</table>

### 11. 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.

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

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