LOCATOR INFORMATION

Semester: Spring 2013
Course Number & Name: SOCI 400: The Sociology of Gender Roles (Sect. D-1)
Number of Semester Hours of Credit: 3:0
Total Contact Hours: 37.5
Time Class Meets: Online Class
Instructor: Dr. H. Griffiths  E-mail: hgriffit@uncfsu.edu

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, but your FSU e-mail is the preferred means of communication for this class.

Office Hours: If you want a quick response to a question, I recommend sending me an e-mail from your FSU account. If you really want personal contact, send me an e-mail from your FSU account (not the Blackboard message center) to schedule a phone call. E-mail me anytime. 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 7
MLK, Jr. Holiday: January 21
Exam One: March 1
Holiday: March 29
Founder’s Day: April 11
PowerPoint Due: April 14
Last day of classes: April 26
Exam Two: April 29

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.
COURSE DESCRIPTION
SOC 400 The Sociology of Gender Roles: A course examining the social determinants of gender role identity, with emphasis on the relationship between gender role identity and personality, personal and professional relationships, work, religion, and general culture, particularly the culture of the United States. 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 explain how social factors influence interactions and social behavior
- Be able to explain how social interaction and individuals influence society.
- Be able to make course-focused presentations to an audience.
- Be able to identify critical ethical issues in social research such as confidentiality, informed consent, and minimization of risk to subjects.

COURSE ARRANGEMENTS
BEFORE YOU READ ANY FURTHER, Review the Online Class Guidelines Folder, under Course Information
Teaching techniques are in the form of questions and answers and discussions.
  a) Students will respond to one main discussion board question (approximately 300-500 words) each week, and react to the post of at least one other student.
  b) Posts will receive Full Credit (10 pts) Half Credit (5 pts) or No Credit (0 pts) according to the criteria posted under Course Information.
  c) Each student will create an original PowerPoint presentation. This presentation will be due on April 14.
  d) Students are encouraged to work ahead, since they may correct work in response to instructor comments up to the actual due date.
  e) Attendance will be based on student participation in class exercises, assignments, projects, and “Discussion Board.”
  f) Students who do not interact with the course by (a) responding to a discussion board post OR (b) e-mailing the instructor OR (c) taking a quiz in the first two weeks of classes will receive an X grade and be dropped from the course.

Rule and regulations governing the use of FSU e-mail may be found at: http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf
g) There will be two (2) exams, fourteen (14) quizzes, and thirteen (13) discussion topics. Dates and times of testing are specified in the course outline and will also be announced via email and “Announcements” on Blackboard. Please familiarize yourself with make-up policy described below. There will be no deviation from this policy.

h) Quizzes are available Monday–Friday and must be completed by midnight of the week it is assigned.

i) Discussion forums will be posted each week and students are required to participate. Discussions that are posted after the deadline WILL NOT be graded. WARNING: Do not attempt to do a quiz if you aren’t ready, because once you open a quiz you must complete it!!

j) Tests will be made available from 5AM to 11PM (Eastern Standard Time) on scheduled dates. All tests will be timed and each student must take them within the specified time. The tests MUST be submitted at least 5 minutes before the allowed time expires otherwise the computer will fail to grade and score your test and you will be assigned a zero score. In such an event, you have yourself to blame and no one else.

k) No student shall attempt to print any test. Any such attempt will be recorded by the computer and communicated to the instructor. Please refrain from such act. The penalty for such a behavior is a zero score for that particular test!

l) Finally, students should regularly check the My Grades section of blackboard. If you believe you have successfully completed work but the grade is missing, it is the responsibility of the student to contact the instructor. If you believe a quiz or test has a typo, it is the student’s responsibility to bring that typo to the attention of the instructor.

COURSE REQUIREMENTS

• Sociology often involves sensitive topics such as religion, politics, lifestyle choices, sexual preference and crime. Respect the instructor and each other. Students who insult others and students who are disruptive on the boards will be asked to withdraw from the course.

• Pedagogical Interventions and Campus Support: Each week, if you post your work early I will write a response which tells you what you need to fix in order to receive full credit on your DB post. After grading, if I have not done so already, I will post a response telling you one or two things that you can work on in order to improve your writing overall. In addition, you may take advantage of the Smarthinking service. If you have never used it before, let me know and I will post instructions.

• Make-up tests will be allowed only if there is a legitimate reason for missing a test (e.g. hospitalization) and can be taken only at the instructor’s discretion. Each excuse must be supported by appropriate documentation or proof. You must give me prior notification and receive my approval for your absence, or in case of an unforeseen situation, you must notify me within a week after the missed test. Otherwise, you will receive a zero score on the missed test. At MY DISCRETION The format for make-up tests will be essay questions.
NOTE: Unless you are hospitalized, there will be no make-up for quizzes and discussion forums!!!

- I expect you to adhere strictly to deadlines for class exercises and assignments.
- I do not distribute grades over e-mail. If you are unable to understand your grades as they are listed in the Blackboard gradebook, please e-mail to arrange a phone call or meeting.

**Quiz Schedule**

Under Course Assignment, there is a “Quizzes” folder. These quizzes provide a way for the student to review the chapter/section they have just read. There are ten questions. Results are submitted automatically. Quizzes must be completed by the discussion board due date (the last day of that week by midnight). **QUIZZES WILL DISAPPEAR FROM THE QUIZ FOLDER AT THE END OF THE WEEK AT MIDNIGHT. THERE ARE NO QUIZ MAKE-UPS!**

**Do one quiz per week, after each assigned chapter is read.**

**Class Preparedness Quiz**

Quiz 1 (Chapt 1 and “Doing Gender” article)
Quiz 2 (Chapt 2)
Quiz 3 (Chapt 3)
Quiz 4 (Chapt 4)
Quiz 5 (Chapt 5)
Quiz 6 (Chapt 6)
Quiz 7 (Chapt 7)
Quiz 8 (Chapt 8)
Quiz 9 (Chapt 9)
Quiz 10 (Chapt 11)
Quiz 11 (Chapt 13)
Quiz 12 (Chapt 14)

**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 400 (The Sociology of Gender Roles) to the development of SDPI competencies 6.1, 6.2, 6.3.
EVALUATION CRITERIA

Course Grade
The course grade is based on two (2) exams, thirteen (13) quizzes, discussion topics posted in one (1) main discussion board, and one (1) PowerPoint assignment. Tests cover materials from the textbook, assigned articles, and lecture notes. The format of the tests will be multiple choice, true/false, short answer, matching, and essays.

Requirements | Points
--- | ---
Exam 1 | 100
Exam 2 | 100
Main Discussion Board | 130
Powerpoint presentation | 80
Quizzes | 130

Total Possible Points | 540

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

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

FSU Grading Scale
A = 92-100  B = 83-91  C = 73-82  D = 64-72  F = 63 and below

COURSE OUTLINE: This schedule and test dates are flexible and are subject to change.

Week One, January 7-11
- Read and STUDY the syllabus and Blackboard site
- Post in first main board, e-mail professor with any questions.
- First Post due January 11 midnight.
- Class Preparedness Quiz Due January 11. If you add the class after January 10 please e-mail me to receive an alternate due date.
- Between January 7 and 11, if you identify a typo or inconsistency anywhere in the course or syllabus please post in the typo board. I will give one extra credit point for each typo you are the first person to identify in the typo board (up to five pts).

Week Two, January 14-18
- PowerPoint presentation topic begins, Review Appendix A-1. Post which option you select and post your preliminary topic choice. You can always change it later
- Read Chapter One and “Doing Gender” article
- Quiz One
- Post in Second Main Board, Due January 18, midnight.
Week Three, January 22-25
- Read Chapter Two
- Quiz Two
- Post in Third Main Board, due January 25, midnight.
- Create an outline for your Powerpoint presentation. Post DETAILED outline in Powerpoint Discussion Board.

Week Four, January 28-February 1
- Read Chapter Three
- Quiz Three
- Post in Fourth Main Board, due February 1, midnight

Week Five, February 4-8
- Read Chapter Four
- Quiz Four
- Post in Fifth Main Board, due February 8, midnight.
- Post some advertising you plan to analyze/post some sample clips.

Week Six, February 11-15
- Read Chapter Five
- Quiz Five
- Post in Sixth Main Board, due February 15, midnight

Week Seven, February 18-22
- Read Chapter Six
- Quiz Six
- Post in Seventh Main Board, due February 22, midnight.

Week Eight, February 25-March 1
- Prepare for your first exam by reviewing
- Respond Anonymously to the Midterm Evaluation Board
- Exam One, March 1. Once you have completed the first seven boards including comments and the first seven quizzes you may e-mail me to take the exam early.

March 4-March 8, Spring Break

Week Nine, March 11-15
- Chapter Seven
- Quiz Seven
- Post in Eighth Main Board, Due March 15, midnight
- Post a preliminary version of your project, ask other students for their opinions.
Week Ten, March 18-22
• Spend this week working on your PowerPoint

Week Eleven, March 25-March 28
• Read Chapter Eight
• Quiz Eight
• Post in Ninth Main Board, Due March 28 midnight

Week Twelve, April 1-5
• Read Chapter Nine
• Quiz Nine
  If you are a graduating senior, PLEASE INFORM ME BY April 5.
• Post in Tenth Main Board, April 5, midnight

Week Thirteen, April 8 -12
• Read Chapter Eleven
• Quiz Ten
• Post in Eleventh Main Board, Due April 12, midnight

Week Fourteen, April 15-19
• Read Chapter Thirteen
• Quiz Eleven
• Post in Twelfth Main Board, Due midnight April 19
• Post final version of PowerPoint presentation AND deliver to my digital dropbox April 14.

Week Fifteen, April 22-26
• Read Chapter Fourteen
• Quiz Twelve
• Post in Thirteenth Main Board, Due midnight April 26

April 29
• Final Exam

Teaching and Reading Strategies
Classes will involve open discussions, mini-projects, and researching information on the Internet. Reading assignments should be completed prior to class discussion so that you have the necessary information to understand classroom discussions.
Appendix A
Clipography Powerpoint Presentation
Each student shall create an original Powerpoint Presentation consisting of no less than 20 slides and no more than 45 slides for the purpose of analyzing the gendered behavior shown in advertising. This is worth 80 points.

IF YOU HAVE ANY CONFUSION, POST IN THE DISCUSSION BOARD.

1. Select the theme of your presentation. For example, you may choose to focus on “Beauty” or “Work” or “Dating” or “Toys.” This is first come, first serve, and there should be no repetition of topics. If you need help finding a subject, let me know.
2. Find 20 advertisements clearly related to your theme.
3. Select 10-20 concepts you plan to use when analyzing the advertisements. You should be able to explain how you chose the concepts you did, i.e. in what way are these concepts thematically related?
4. Prepare a PowerPoint slideshow that will feature your advertisements by creating an overall look for your slides.
5. Review clip websites such as YouTube to find television commercials. At least ten of your advertisements should be videos, the other ten can consist of traditional print advertisements.
6. You MUST provide a citation and a reference for the source of the ads in the ASA style. You may use easybib.com to help you sort information, but then you must edit your citation/reference to match the ASA model.
7. Complete your work in accordance with the timeline in the syllabus, and ask another student for their opinions on your work.
8. Once you have started your thread in the PowerPoint Board, please reply to your post every time you add a new component. I should be able to click on your thread and see all the work you have done on this project.
9. On April 14, Post your work in the board AND e-mail me a backup copy.

Students should focus on incorporating the following elements into their presentations:

A consistent style, including background color, embedded videos, appropriately sized ads, font, and no less than 28 point lettering. (5 points)
   o NOTE: Your bibliography font can be smaller than 28, but it should be at least 18 pts. Your bibliography will not be counted towards your page limit.
TWENTY advertisements (60 pts, 3 pts per concept)
   o 1 pt for correctly using a course concept to analyze advertisement
   o 1 pt for accurately describing concept
   o 1 pt for accurately citing and referencing concept AND advertisement
      (review the sample slides under Course Documents and check the External Links section for citation instructions)
Correctly grouping concepts (10 pts)
Correct grammar, spelling (5 points)
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</td>
<td>Content Knowledge</td>
<td>Exams; Quizzes;</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; Journal article analysis; Classroom discussions; Reflective assignment.</td>
</tr>
<tr>
<td>1.9 Global Connections.</td>
<td>Exams; Quizzes; Classroom discussions; In-class exercises.</td>
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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 addressed 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>
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<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>
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<tr>
<td>Uses culturally sensitive language when communicating with families</td>
<td>Shows imitative and motivation</td>
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<table>
<thead>
<tr>
<th>Professional Dispositions and Qualities</th>
<th>Professional Integrity</th>
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<tbody>
<tr>
<td>X Believe all children can learn</td>
<td>X Displays high and ethical professional standards</td>
</tr>
<tr>
<td>X Understands the culture of students and their families</td>
<td>X Is honest and dependable</td>
</tr>
<tr>
<td>X Values and respects diversity and individual differences</td>
<td>X Is courteous and respectful</td>
</tr>
<tr>
<td>X Demonstrates flexibility and adaptability</td>
<td>X Has a positive professional attitude</td>
</tr>
<tr>
<td>Treats all students fairly and equitably</td>
<td>X Accepts and uses constructive criticism</td>
</tr>
<tr>
<td>X Is sensitive to the feelings of others</td>
<td>X Maintains emotional control and appropriate behavior</td>
</tr>
<tr>
<td>X Interacts appropriately and positively with others</td>
<td></td>
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</table>