LOCATOR INFORMATION

Semester: Spring 2014  
Course Number & Name: SOCI 422 Collective Behavior Social Movements (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  
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, but your FSU e-mail is the preferred means of communication for this class.

Office Hours: MW 8-12

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. Post to the important questions board and 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 March 7  
Spring Break March 8-14  
Founder’s Day April 10  
Holiday April 18  
Last day of classes May 2  
Exam Two May 5

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
Study of human behavior as expressed through group behavior, especially the forces that precipitate change in the social order, such as crowds, mobs, mass behavior, public opinion, social movements, revolutions, and social planning.

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
Student 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 explain various collective behavior and social movement theories
• 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 ARRANGEMENTS
BEFORE YOU READ ANY FURTHER, Review the Online Class Guidelines Folder, under Course Information

Teaching techniques take 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) Students are encouraged to work ahead, since they may correct work in response to instructor comments up to the actual due date.
  d) Attendance will be based on student participation in class exercises, assignments, projects, and “Discussion Board.”
  e) 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 risk being dropped from the course.
f) 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 the make-up policy described below. There will be no deviation from this policy.
g) Quizzes are available Monday–Friday and must be completed by midnight of the week it is assigned.
h) 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!!
i) 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.
j) 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 an act. The penalty for such a behavior is a zero score for that particular test!
k) 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 or assignment. 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. Results are submitted automatically. Quizzes must be completed by the discussion board due date (the last day of that week by midnight). THERE ARE NO QUIZ MAKE-UPS!

**Do one quiz per week, after the assigned chapter(s) is read.**

Quiz 1 (Class Preparedness Quiz)
Quiz 2 (Chapt 1)
Quiz 3 (Chapt 2, page 21-42)
Quiz 4 (Chapt 2, page 42-60)
Quiz 5 (Chapt 3)
Quiz 6 (Chapt 4)
Quiz 7 (Chapt 5)
Quiz 8 (Chapt 7)
Quiz 9 (Chapt 8)
Quiz 10 (Chapt 9)
Quiz 11 (Chapt 10)
Quiz 12 (Chapt 11)
Quiz 13 (Chapt 12)
Quiz 14 (Chapt 16)

**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 422 (Collective Behavior Social Movements) to the development of SDPI competencies 6.1, 6.2, 6.3.

**EVALUATION CRITERIA**

**Course Grade (See Appendix B and C)**

The course grade is based on two (2) exams, fourteen (14) quizzes, thirteen (13) discussion topics posted in one (1) main discussion board, and one (1) movie analysis assignment. Tests cover materials from the textbook and lecture notes. The format of the tests may be multiple choice, true/false, short answer, matching and essays.
I do not distribute grades over e-mail. Grades are available under My Grades on Blackboard. If you are unable to interpret your grades, e-mail me to arrange a phone conference.

<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 (not cumulative)</td>
<td>100</td>
</tr>
<tr>
<td>Main Discussion Board</td>
<td>130</td>
</tr>
<tr>
<td>Movie Analysis</td>
<td>60</td>
</tr>
<tr>
<td>Quizzes</td>
<td>140</td>
</tr>
</tbody>
</table>

Total Possible Points = 530

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

Total Earned Points
\[ \frac{\text{Total Earned Points}}{530} \times 100 = \text{Your Semester Score} \]

Total Possible Points

Grading Scale
\[ A = 92-100 \quad B = 83-91 \quad C = 73-82 \quad D = 64-72 \quad F = 63 \text{ and below} \]

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

**Week One, January 13-17**
- Read and STUDY the syllabus and Blackboard site
- **Post in first main board**, e-mail professor with any questions.
- First Post due January 17 midnight.
- Class Preparedness (Quiz One) due January 17.
- Between January 13 and 17, 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 20-24**
- **January 20 Holiday**
- Read Chapter One
- Quiz Two
- Post in Second Main Board, Due **January 24**, midnight.
- Post your movie title selection by January 24, midnight. The title should come from the list I provided in the Movie Analysis folder. Once someone has chosen a film, no one else can choose that film.
Week Three, January 27-31
- Read Chapter Two, page 21-42
- Quiz Three
- Post in Third Main Board, due January 31, midnight.

Week Four, February 3-7
- Read Chapter Two, page 42-60
- Also Read Chapter Two value-added notes, posted under Course Documents
- Quiz Four
- Post in Fourth Main Board, due February 7, midnight.

Week Five, February 10-14
- Read Chapter Three
- Quiz Five
- Post in Fifth Main Board, due February 14, midnight.
- Post Introduction for movie analysis by February 14 to receive my comments.

Week Six, February 17-21
- Read Chapter Four
- Quiz Six
- Post in Sixth Main Board, due February 21, midnight.

Week Seven, February 24-28
- Read Chapter Five
- Quiz Seven
- Post in Seventh Main Board, due February 28, midnight.
- You should have a working first draft of your paper to submit to Smarthinking.

Week Eight, March 3-7
- Prepare for your first exam by reviewing quizzes and discussion boards
- Respond Anonymously to the Midterm Evaluation Board
- Exam One, March 7. Once you have completed the first seven boards including comments and the first eight quizzes you may e-mail me to take the exam early.

March 8-14, Spring Break

Week Nine, March 17-21
- Read Chapter Seven
- Quiz Eight
- Post in Eighth Main Board, Due March 21, midnight.

Week Ten, March 24-28
- Movie Analysis Due March 28.
Week Eleven, March 31-April 4
- Chapter Eight
- Quiz Nine
- Post in Ninth Main Board, Due April 4, midnight

Week Twelve, April 7-11
- Read Chapter Nine
- Quiz Ten
- If you are a graduating senior, PLEASE INFORM ME BY April 11.
- Post in Tenth Main Board, Due April 11, midnight

Week Thirteen, April 14-17
- April 18, Holiday
- Read Chapter Ten and Eleven
- Quiz Eleven, Chapter Ten
- Quiz Twelve, Chapter Eleven
- Post in Eleventh Main Board, Due Thursday April 17, midnight

Week Fourteen, April 21-25
- Read Chapter Twelve
- Quiz Thirteen
- Post in Twelfth Main Board, Due midnight April 25
- Notify professor of any completed work without a grade.

Week Fifteen, April 28-May 2
- Read Chapter Sixteen
- Quiz Fourteen
- Post in Thirteenth Main Board, Due midnight May 2

May 5
- 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
Movie Analysis Assignment Sheet

A film analysis is not a review or summary of the plot, it should go deeper into analysis and reaction. It should discuss the issues raised by the film, address the film’s importance and purpose, state reactions to the content and quality of the film, and connect it to ideas and material presented in class. It should be a minimum of 4-5 pages, formatted, cited, and referenced according to the ASA style, and include the following.

Suggested Outline:
1. Introduction. Which film are you analyzing, what concepts will you incorporate? (one-two paragraphs)
2. Describe the film in general terms. What subjects does it cover? Describe the plot and setting. What issues does it raise? What do you see as the main purpose of the film? (two-three paragraphs)
3. What are the major theme(s) of the film? (one-two paragraphs)
4. Relate the film to class discussions, readings, ppt slides. Incorporate at least five concepts from the chapter. Does it contradict or support what you have learned? (three-four pages).
5. Summarize briefly emphasizing the strengths and weaknesses of the film. (one-two paragraphs).

Requirements:
- All papers must have a title page, be typed, double spaced with a 12 pt. font.
- All pages must have standard sized margins and page numbers.
- All papers must contain information detailed in the procedure section of these guidelines. However, “A” papers are papers that go above and beyond the minimum assignment requirements.
- All papers must be submitted to Smarthinking.
- All papers must be revised according to Smarthinking comments.
  - Students will include a brief description of how they revised paper according to Smarthinking comments. This is worth ten points.
<table>
<thead>
<tr>
<th></th>
<th>10-8</th>
<th>7-4</th>
<th>3-0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASA style</strong></td>
<td>Citations and references are consistently used and are in the ASA style.</td>
<td>Citations and references are inconsistently used, they may not be in the ASA style.</td>
<td>There are not enough citations/references, or the citations and/or references are missing.</td>
</tr>
<tr>
<td><strong>Five Concepts</strong></td>
<td>There are <strong>more than</strong> five concepts clearly explained and exemplified. The attention to detail is evident and the use of examples prevalent.</td>
<td>There are four-five concepts. There is an attempt to explain and exemplify.</td>
<td>There are three or fewer concepts. Explanations may be inadequate or missing. Attempts to exemplify are inadequate or missing.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Excellent/Very Good. Conclusion is one-two strong paragraphs that summarizes paper intent and writer perspective.</td>
<td>Good/Ok. Attempt to write a paragraph that summarizes paper intent and addresses writer perspective.</td>
<td>Conclusion is missing or inadequate.</td>
</tr>
<tr>
<td><strong>Overall Quality</strong></td>
<td>There are no spelling or grammar errors. Paper is 4-5 properly formatted pages.</td>
<td>There a few spelling and/or grammar errors. Paper may be short, but most requirements are addressed. There is more correct formatting than incorrect formatting.</td>
<td>There are so many spelling and grammar errors it is difficult to understand meaning. Paper is under 3 pages. Paper is not properly formatted.</td>
</tr>
<tr>
<td><strong>Smarthinking</strong></td>
<td>Paper was submitted to Smarthinking. Student submitted additional page discussing how Smarthinking comments were addressed.</td>
<td>Papers submitted to Smarthinking. There is not enough evidence that student incorporate Smarthinking comments</td>
<td>Paper was not submitted to Smarthinking.</td>
</tr>
</tbody>
</table>
Selected Bibliography/Resources


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</td>
<td>Content Knowledge Professional Knowledge</td>
<td>Exams; Quizzes; Journal Article Analysis;</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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</tbody>
</table>

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>
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<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>
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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>
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<tbody>
<tr>
<td>X Appreciates and engages in self-reflection</td>
<td>X 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>
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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>

<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>
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</table>