Goals

G 1: Goal
The purpose of this course is to provide students with an overview of the body of knowledge generated by sociologists in their efforts to "understand, preserve, and improve" society and human behavior. This is a university core course in the social and behavioral sciences, which aims to focus on the convergence of science and what makes us human. The core objectives of this course are to provide students with the ability of critical thinking, communication, basic quantitative analysis, social responsibility, and personal responsibility. It provides the non-major with the ability to objectively view social behavior and conditions, while preparing the sociology major for continued study in the field and/or a career in the various aspects of applied sociology.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Sociological Understanding
Students will understand basic sociological concepts, distinguish the arguments between major sociological perspectives, and apply their understanding to social behavior and environment.

Relevant Associations:

Standard Associations
- New Core Component Areas
  - Social & Behavioral Science (SOC & BS)
- New Core Objectives
  - 1 Critical Thinking (CT)
  - 2 Communication (COM)
  - 3 Empirical & Quantitative Skills (EQS)
  - 5 Social Responsibility (SR)

General Education/Core Curriculum Associations
- 1 Critical Thinking: Students will apply critical thinking appropriately to identify, analyze and resolve complex issues.
- 2 Quantitative Thinking: Students will demonstrate mastery of quantitative reasoning and algorithms used to address applied problems.
- 3 Communication: Students will develop written and oral presentations that are clear, precise, organized, efficient and appropriately adapted to audience and purpose.
- 5 Civic knowledge and engagement: includes both local and global intercultural knowledge and competence.

Related Measures

M 1: Standardized Test for Sociological Understanding

1. A mandatory standardized test will be used to assess students' understanding on sociological concepts and theories.
2. The test is a quantitative measure, which includes a total of 50 multiple-choice questions to examine students' comprehension on basic sociology concepts and theories across different sociological topics including theory, methods, culture, sex/gender, stratification, race/ethnic relations, marriage and family, socialization, social interaction, and deviance/crime.
3. The test will be provided on Blackboard for all SOCI 1301 students. The test will be available to students during the 14th week. Students will be given 50 minutes to complete the test. The test is worth 100 points.

Sample items for the standardized test:

1. The conflict perspective focuses on:
   - a. The usefulness of economic stratification
   - b. Dramatic events
   - c. Violent protests of the oppressed
   - d. Ongoing oppression of one group by another

2. According to conflict theorists, once the Proletariat develops a __________, they will overthrow the capitalist class.
   - a. False consciousness
   - b. Sense of self-worth
   - c. Sense of alienation
   - d. Class consciousness

3. Jeffrey believes that gay people should not get married because marriage is a sacred institution that
has always been between a man and a woman. Jeffrey could said to be coming from which perspective?

a. Functionalist
b. Marxist
c. Conflict Theory
d. Social Stratification

4. The meaning of race ____________________.
   a. is connected with the foods people eat, the language they speak and the holidays they celebrate
   b. varies depending upon the society in which its meaning is constructed
   c. tends to be quite similar in all cultures
   d. varies depending upon the age of the people who use the term

5. A group that has norms (i.e., language, material culture) that are simply different from dominant society, such as bikers, gamers and skateboarders is called a:
   a. Counterculture
   b. Informal culture
c. Subculture
d. A really, really cool culture

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
Eighty percent of participated students receive 70 points or more (out of a total of 100 points) in Sociological Understanding.

**SLO 2: Critical Thinking**
Students will refine their sociological imagination and use innovative and scientific inquiry to explore a variety of different cultures. That is, think critically about the connection between local events and larger social issues, and deconstruct cultural myths and stereotypes.

**Relevant Associations:**
- **New Core Objectives**
  1. Critical Thinking (CT)

**General Education/Core Curriculum Associations**
- 1. Critical Thinking: Students will apply critical thinking appropriately to identify, analyze and resolve complex issues.

**Related Measures**

**M 2: Assignment for Critical Thinking Ability**
A mandatory written assignment will be used to assess students’ ability of critical thinking. The written assignment will be based on students’ discussion on essay questions in answering an assigned video. All sociology faculty members who offer the SOCI 1301 course will select the video. To make sure all SOCI 1301 students receive the same information, the same assignment guideline will be provided in Blackboard for all SOCI 1301 sections. The assignment will be given during the 12th week of the semester in Blackboard. Students’ overall critical thinking ability will be evaluated based on the Rubric-1.

Sample Video for Critical Thinking Assignment:
- **Title:** Lookism
- **Source:** ABC's 20/20 Program, Aired on 8/23/2002
- **Time:** 14:28

Sample Critical Thinking Questions:
1. Why do you think this preference for attractive people is so common?
2. Why would it be pro-survival or simply functional for women to choose tall mates, or for people to generally prefer to be around attractive others?
3. How important are the mass media in promoting “lookism”?

**Rubric-1 for Critical Thinking** is uploaded in “Document Management” area.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
Seventy percent of participated students receive 80 points or more (out of a total of 100 points) in Critical Thinking.

**SLO 3: Communication**
Students will learn to distinguish between three major sociological perspectives—Conflict Theory, Functionalism and Symbolic Interactionism, and use effective written or oral communication to apply and interpret theoretical concepts in
social settings.

**Relevant Associations:**

**Standard Associations**

**New Core Component Areas**
- Social & Behavioral Science (SOC & BS)

**New Core Objectives**
- Communication (COM)

**General Education/Core Curriculum Associations**

- Communication: Students will develop written and oral presentations that are clear, precise, organized, efficient and appropriately adapted to audience and purpose.

**Related Measures**

**M 3: Topic Discussion for Communication Skill**

A mandatory topic discussion will be used to assess students’ communication skill. Students will be asked to use the three major sociological perspectives—structural functionalism, social conflict theory, and symbolic interactionism to apply to one social event. Students will be given questions to direct their discussions on the topic. The discussion will be an online discussion board. All SOCI 1301 students will be divided into different groups in the discussion board on the same project title. The project topic will be decided by all sociology faculty members. The topic discussion will be given during the 5th week of the semester in Blackboard. Students’ overall communication skill will be evaluated based on the Rubric-2.

Sample Discussion Topic for assessing Communication Skill:

**Why People Want to Be Popular?** -- It is clear that popularity is an important factor in social interaction. Please explore the reasons why people want to be popular by using the following theoretical perspectives to discuss this issue.

1. Please use structural functionalist perspective to discuss the relationship between popularity and social power.
2. Please use social conflict perspective to discuss the dynamic of social interaction for popularity.
3. Please use symbolic interactionalist perspective to discuss the social and psychological meaning of popularity and social interaction.

Rubric-2 for Communication is uploaded in “Document Management” area.

**Source of Evidence:** Presentation, either individual or group

**Target:** Seventy percent of participated students receive 70 points or more (out of a total of 100 points) in Communication Skill.

**SLO 4: Empirical/Quantitative Skills**

Students will learn basic applications of statistical concepts pertaining to sociological studies and social events, and demonstrate mastery of quantitative reasoning used to applied social problems.

**Relevant Associations:**

**Standard Associations**

**New Core Component Areas**
- Social & Behavioral Science (SOC & BS)

**New Core Objectives**
- Empirical & Quantitative Skills (EQS)

**General Education/Core Curriculum Associations**

- Quantitative Thinking: Students will demonstrate mastery of quantitative reasoning and algorithms used to address applied problems

**Related Measures**

**M 4: Project for Empirical/Quantitative Skills**

A mandatory research project will be used to assess students’ empirical and quantitative skills. The evaluation will be based on students’ interpretation and analysis on a statistical project. Students will present and discuss their analysis in class to apply basic statistical concepts on social events. All sociology faculty members who offer the SOCI 1301 course will decide the scope of project. All SOCI 1301 students will be given the same project guideline during the 8th week of the semester. Students will be given two weeks to complete the project. Students’ overall empirical and quantitative skills will be evaluated based on the Rubric-3.

Sample Project for Empirical and Quantitative Skills:

**Measure of Social Class**

- Have the class develop a brief survey on occupational prestige that will be administered as an interview.
- Have students pick people they know, or have access to, who are at all levels of the “Occupational Prestige” table (in Table 10.2). For example, choose a physician, a lawyer, a dentist, high school teacher, police officer, athletic coach, mail carrier, carpenter, electrician, truck driver, sales clerk, factory worker, street sweeper, or any other occupations on the scale. See if their responses follow the book’s rankings.
- Following the completion of the surveys, record the data, and analyze them.
- Generate tables, charts, or figures to interpret the data.
SLO 5: Social Responsibility
Students will gain insight into pressing ethical issues facing society and other cultures, such as socioeconomic inequalities, racism and intolerance, immigration, violence, and poverty, with the intent to make a better world.

Relevant Associations:

Standard Associations
- New Core Component Areas
  - Social & Behavioral Science (SOC & BS)
- New Core Objectives
  - Social Responsibility (SR)

General Education/Core Curriculum Associations
- Civic knowledge and engagement: includes both local and global intercultural knowledge and competence

Related Measures

M 5: Written Assignment for Social Responsibility
A mandatory written assignment will be used to assess students' social responsibility. The written assignment will be based on students' discussion on essay questions. All SOCI 1301 students will be given the same assignment in Blackboard during the 13th week of the semester in Blackboard. Students' social responsibility will be evaluated based on the Rubric-4.

Sample assignment for Social Responsibility:

- Reading: "Thinking Critically—When Globalization Comes Home: Maquiladoras South of the Border"
- After reading the article, discuss the impact of the North American Free Trade Agreement on the American worker.
- What are the intended international benefits of moving work to Mexico?
- Is the sacrifice of unemployed American workers justified by the creation of jobs in less fortunate countries when corporations relocate?
- What is the “bottom line” for corporations making this move, and what are the benefits to other nations?

Rubric-4 for Social Responsibility is uploaded in "Document Management" area.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Seventy percent of participated students receive 70 points or more (out of a total of 100 points) in Social Responsibility.