UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring   **Year:** 2025
Course Prefix: Soc 1010   **Course and Section #:** X01
Course Title: Introduction to Sociology   **Credits:** 3

Course Description

Introduces basic sociological concepts, including theories and research methods. Explores major sociological topics, such as culture, globalization, socialization, groups, organizations, social institutions, social change, and social inequality. Challenges students to think critically about social issues on global and local scales and reflect on their life experiences from a sociological perspective.

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Course Attributes

This course has the following attributes:
☒ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information
Instructor Name: Grace Chou

Student Learning Outcomes
1. Analyze global or intercultural issues.
2. Recognize the complexity and variety of different cultural groups.
3. Evaluate how one's own cultural rules and biases compare and contrast with those from different cultures.
4. Interrelate respectfully with individuals representing cultures and perspectives other than one's own.
5. Investigate social issues from a sociological perspective.
6. Explain how social forces affect individuals' life chances and community-level outcomes.
7. Develop basic research skill sets to identify social problems and explore research questions.
8. Apply sociological theories and concepts to real life experiences.

Course Materials and Texts

Conerly, T. R., Holmes, K., and Tamang, A. L. Introduction to Sociology. 3rd edition. https://openstax.org/details/books/introduction-sociology-3e

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Course Requirements

Course Assignments, Assessments, and Grading Policy
Chapter quizzes:

There is a lesson quiz each week based on the readings, power point slides, and lecture videos. Each quiz consists of 10 multiple-choice questions. Students are discouraged from using any study aids. You may take each quiz twice, with the highest score being counted as your final score.

Tests:

There are a total of 3 tests in this class, each consisting of 75 multiple-choice questions randomly selected by canvas. All questions are based on the PowerPoint slides, the textbook, and lecture videos.

Each test is limited to 75 minutes. Students may take each test twice, with the highest score being counted as the final score. Each question is worth 2 points, and the maximum score for each test is 150 points. All tests must be completed online.

The tests require critical thinking based on the readings. It is important to study the textbook and power point slides thoroughly before taking the tests, as inadequate preparation may result in insufficient time or lower scores.

Final exam:

The final exam covers everything you have learned in this class. Be sure to review the PowerPoint slides, lecture videos, and the textbook before taking the exam.

While you are allowed to use the textbook or study aids during the test, you should prepare as if you are not permitted to use them. Make sure you understand and remember all major concepts. If you forget some details during the test, you may refer to the book or study aids. However, keep in mind that each test has a time limit, and you might not have enough time to look up all the answers during the exam.

The final exam consists of 104 true/false or multiple-choice questions, totaling 208 points. The time limit for the exam is 110 minutes, and you may take it twice. The highest score will be counted.

Paper:

Students are required to write a paper for this class. The paper must be original. Papers submitted in other classes cannot be reused in this class. Any paper with a plagiarism score higher than 10% will receive zero points. The description of the paper description is posted on the module.

Weekly activities:

The purpose of the weekly activities is to challenge students to think from various perspectives. Students are required to post logical arguments and respond to each other's posts. Please respect others' perspectives and learn from different viewpoints. Disrespectful, aggressive, or attacking posts will receive zero points. The instructor and TA are open to different perspectives and will refrain from giving students final answers.

The main post must be grammatically correct, contain sociological insights, and be at least 200 words long. Extra credit will be awarded for excellent posts that include insightful comments and strong logical arguments. The instructor and TA(s) work as a team to grade the weekly activities.

The weekly activity will be locked after the deadline, and no points will be given for missed submissions. Please save a copy of your posts. Occasionally, when the system is not stable, some posts might be missing. To avoid this problem, post early and double-check to make sure that your submission appears on canvas. If you can't see your post, we can't either; and no points can be awarded.

Extension*:*

With legitimate and documented reasons, quizzes and tests can be extended by up to 3 days (however, there is no make-up exam for the final). After 3 days, students will receive no credit. Therefore, students are encouraged to submit early.

Grading:
Scores are posted online, and students are encouraged to check them regularly.

	Points Each	Frequency	Total
Chapter quizzes	10	12	120
Tests	150	3	450
Activities	10	12	120
Paper	100	1	100
Final exam	208	1	208
Other			2
Total			1000

Grading Scale:

A: 930-1000   A-: 900-929
B+: 870-899   B: 830-869   B-: 800-829
C+: 770-799   C: 730-769   C-: 700-729
D+: 670-699   D: 630-669   D-: 600-629
E: 599 and below

Required or Recommended Reading Assignments
Conerly, T. R., Holmes, K., and Tamang, A. L. Introduction to Sociology. 3rd edition.
https://openstax.org/details/books/introduction-sociology-3e

General Description of the Subject Matter of Each Lecture or Discussion

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Lesson 1. In this lesson, we will learn sociology as a discipline, including the history of sociology, some differences between sociology and other disciplines, some major scholars in sociology, as well as some major theoretical perspectives in sociology.

Lesson 2. In this lesson, we will learn how sociologists conduct research, including the steps of doing sociological research, as well as some basic concepts, such as operationalization, hypotheses, variables, etc. We will also compare some basic data collection methods used in sociological research, such as surveys, experiments, and field observations.

Lesson 3. In this lesson, we will learn what culture is and some elements of culture, such as norms and values. We will compare ethnocentrism and cultural relativism; and identify how American culture differs from other cultures.

Lesson 4. In this lesson, we will learn how individuals are shaped by society, and some major agents of socialization. We will learn some basic ideas of scholars on socialization, including Cooley and Mead.

Lesson 5. In this lesson, we will learn social interaction, groups, and social structure, as well as some important concepts, including ascribed status, achieved status, master status, role conflict, role strain, different types of groups, bureaucracy, etc. We will also learn different types of social structures described by Durkheim, Tönnies, and Lenski.

Lesson 6. In this lesson, we will learn what mass media is, what forms it takes, and how structural functionalists, conflict theorists, and feminists perceive it.

Lesson 7. In this lesson, we will learn the definition of deviance, forms of social control, types of crimes, how structural functionalists and conflict theorists perceive deviance, as well as how various scholars explain the causes of crimes.

Lesson 8. In this lesson, we will learn social stratification and social mobility, as well as causes and consequences of social stratification explained by different theoretical perspectives.

Lesson 9. In this lesson, we will learn the difference between race and ethnicity, various patterns of intergroup relations, and a brief history of racial and ethnic populations in the United States.

Lesson 10. In this lesson, we will learn the difference between sex and gender, women's and men's gender roles and the process of gender-role socialization in the United States, and the functionalist, conflict, feminist, and interactionist perspectives of gender stratification.

Lesson 11. In this lesson, we will learn types of family and kinship systems across cultures, how power is distributed within families, patterns of different child-rearing practices, trends and factors associated with divorce, and impacts of various lifestyles on the social institution of the family.

Lesson 12. In this lesson, we will learn sociological perspectives on religion, components of religion, basic forms of religious organizations, and some major world religions.

Required Course Syllabus Statements

Generative AI

As outlined in UVU's Student Rights and Accountabilities, all students are expected "to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct within the academic environment." Plagiarism is considered a serious offense that is inconsistent with the university's mission and values. Every student is expected to produce original work and to use outside sources in a manner that consistently gives proper credit through established academic conventions.

Plagiarism is considered to have occurred if you:
•   Use the exact wording of another author or source in a way that makes it appear as your own, regardless of the form in which those words originally appeared (e.g., a book, article, lecture, website, speech, graphic, or AI text generator).
•   Paraphrase another author's wording in a manner where the language and/or syntax is too similar to the original passage without proper citation.
•   Fail to clearly acknowledge the partial or full authorship of someone else in your submitted work.
•   Fail to cite or quote textual resources properly, despite the instructor's efforts at educational intervention.
•   Fabricate false information that is not supported by the actual research used in your writing project.
•   Have someone else, paid or otherwise, write your paper or use a paper mill site with pre-written papers by other people.
•   Generate and submit a paper using artificial intelligence, such as ChatGPT.

While the actions described above may be done with the intention to deceive, plagiarism can also occur accidentally due to careless use of sources, improper citation methods, or misunderstanding the conventions of the chosen style guide. Although distinguishing between intentional and accidental plagiarism is often a judgment call for the instructor, it is important to note that accidental plagiarism is still considered plagiarism. Addressing the incident is crucial regardless of intent. While the resulting consequences may vary based on the degree of intentionality, all forms of plagiarism will be treated with equal seriousness.

It's important to understand both the strengths and limitations of AI. AI has proven useful in brainstorming writing ideas, simplifying complex topics, and performing basic research. We believe AI can be a valuable tool for writers. However, AI also has significant drawbacks. It often exhibits accuracy problems while appearing confident in its incorrect responses. Additionally, it frequently generates fake citations and quotations and lacks the ability to understand the nuances and contexts of human communication. Finally, the way AI is trained on other texts poses several ethical questions about copyright and intellectual theft of property (along with uncritically inheriting the biases of the texts it's trained on).

To be clear, copying the exact wording from an AI chatbot is considered plagiarism, and students will be held accountable for violating academic integrity. While citation guides are beginning to provide methods for citing AI, we currently believe that citing AI does not align with academic writing standards, which emphasize knowing the exact author(s) or sources that informed your work.

If you are suspected of plagiarism, the first step will be a conversation with your instructor, through emails, Teams, or in person. If the infraction is minor or clearly unintentional, there may be no sanctions. However, possible outcomes could include a lowered grade and/or the opportunity to revise the paper. In more serious cases, the assignment may receive an automatic zero.
The most serious infractions may lead to your instructor filing an incident report with the Student Conduct office. You have the right to appeal this report to the department chair. Regardless of the chair's decision, the incident report will remain a part of your permanent record. If you are dissatisfied with the chair's ruling, you may further appeal to the Dean. The Dean's decision will be final.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](#) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](#)

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: *Student Code of Conduct*](#).

Equity and Title IX
Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status,

pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation
UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.