



## **Soc 485.01E – Senior Seminar in Sociology**

**COURSE SYLLABUS: Spring 2026**

**Tuesday & Thursday 9:30am - 10:45am**

**Ferguson Hall, SS Rm 310**

**January 12, 2026 – May 8, 2026**

### **INSTRUCTOR INFORMATION**

**Instructor:**

Dr. Willie Edwards, Professor

**Office Location:**

Ferguson Hall, Social Science Bldg. Rm 217

**Office Hours:**

Monday 10:00am – 12:00pm

TTh 2:00pm – 5:00pm

for other times please make an appointment

(903) 886-5331

(903) 886-5330

**Office Phone:**

willie.edwards@etamuc.edu

**Office Fax:**

Email - willie.edwards@etamuc.edu

**University Email Address:**

Communication Response Time: (within twenty-four hours during the weekday)

**Preferred Form of Communication:**

**Communication Response Time:**

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

There is no textbook required for this class. However, each student is requested to secure any introduction to sociology book for personal review. There is no particular introductory to sociology book that you should secure/purchase. However, you are likely to need one if you don't recall several sociological terms learned through the years as you have taken various sociological courses.

**Special Note for this semester:** This semester will be an experiment between both CJ 480.01B Criminal Justice Internship and Soc 485.01E Senior Seminar in Sociology. Both classes will meet in the same classroom at the same time (Tuesday & Thursday 9:30am – 10:45am). All (both classes) will meet together the first week (Jan 12-18) of this semester. After that the criminal justice students will meet on Tuesday, and the sociology students will meet on Thursday. The day your class does not meet is the day you will complete that week's assignment(s) or whatever task is assigned.

All students will want to pay careful, close attention to all assignments and due dates, regardless of when your class is meeting in person. Those days that your class does not meet should be filled with expected assignments, you reading identified material or performing some other educational tasks associated with your class.

**Required Readings (given as handouts and placed in Resource Area in D2L):**

Ciabattari, T., Lowney, K. S., Monson, R.A., Senter, M. S., & Chin, J. 2018. Linking sociology majors to labor market success." *Teaching Sociology* 46(3):1-16.

Kaplan, Elaine B. 2020. The Millennial/Gen Z Leftists are emerging: Are Sociologists ready for them?" *Sociological Perspectives* 63(3):408-427.

McKinney, Kathleen & Laura Reed. 2007. "Profile of an engaged sociology major." *Teaching Sociology* 35:77-84.

Persell, Caroline, Kathryn Pfeiffer & Ali Syed. 2007. "What should students understand after taking introduction to sociology." *Teaching Sociology* 35:300-314.

Senter, Mary Scheuer. 2020. "Implementing a careers and professional development course for sociology students." *Teaching Sociology* 48(1):28-39.

Stout, Vanessa, Eric Earnhart, & Mariam Nagi. 2020. "Teaching race and ethnicity in the age of Trump: Using popular culture in a polarized classroom." *Teaching Sociology* 48(3):220-230.

**Supplementary Readings:**

American Sociological Association. 2006. "A national survey of seniors majoring in sociology. First Glances: What do they know and where are they going?" American Sociological Association – Department of Research and Development.

Ballantine, J., Nancy Greenwood, Jay R. Howard, Edward L. Kain, Diane Pike, Michael Schwartz, R., Tyson Smith, & John F. Zipp. 2016. "Does the center hold? Reflections on a Sociological core." *Teaching Sociology* 44(3): 151-162.

Eisen, Daniel B. 2020. "Combating the 'Too Sensitive' Argument: A demonstration that captures the complexity of microaggressions." *Teaching Sociology* 48(3): 231-243.

Hudd, Suzanne S., Lauren M. Sardi, & Mauree T. Lopriore. 2013. "Sociologists as writing instructors: Teaching students to think, teaching an emerging skill, or both?" *Teaching Sociology* 40(1):32-45.

Joseph, Cheryl. 2017. *You're Hired! Putting your sociology major to work*. WA, UK: Emerald Publishing Limited.

Kain, Edward. 2007. "The sociology major at institutions of higher education in the United States." *Teaching Sociology* 37:31-47.

Kain, Edward. 1999. "Building the sociological imagination through a cumulative curriculum: Professional socialization in sociology." *Teaching Sociology* 27:1-16.

Persell, Caroline H., 2011. "How sociological leaders rank learning goals for introductory sociology." *Teaching Sociology* 38(4):330-339.

Rogers, Kimberly B., Adam Nemeroff, & Kelly Caputo. 2020. "Strategic design toward foundational learning goals in introduction to sociology." *Teaching Sociology* 48(1): 40-53.

Thompson, William E., & Mica L. Thompson. 2020. *Sociological Wisdom*. London,UK: The Rowman & Littlefield Publishing Group. Inc.

Wagenaar, Theodore. 2004. "Is there a core in sociology? Results from a survey." *Teaching Sociology* 32:1-18.

## Course Description

### Catalog Course Description:

#### **SOC 485 - Senior Seminar in Sociology**

Hours: 3

The course examines ways sociology majors can synthesize sociology curriculum and apply the sociological perspective to the real world, along with their knowledge and skills outside the academic world in real work settings. In addition, this course will guide students in the process of resume preparation, interviewing skills, graduate program, and career opportunities available with a sociology major. Special attention will be given to leadership skills needed in the world of work. Prerequisite SOC 111, 331, 332, 436, and a senior status.

### Course Description:

**This class will use a face-to-face and online format.** Every student should make sure he/she is familiar with D2L. Deadlines, due dates on D2L are set so please do not miss any of them. The class will review the dates and assignments placed on D2L, but it will be the student's responsibility to complete all assignments placed on D2L or required to be turned in during class time. There will be no automatic opportunity for make-up or submitting assignments late. Such a matter will be dealt with on an individual basis.

This course will engage in threaded discussions, written assignments, and other modes of sharing information. We will explode what one can do with a sociology degree. Through readings, discussions and class participation this class will engage in bringing all that has been learned (or that which students were expected to learn) about sociology together, and to cement a foundation of sociological knowledge possessed by each student. Students will be expected to be engaging and to demonstrate their level of sociological knowledge by using the jargon and displaying a degree of sociological professionalism.

This description of the course represents the desire of the professor. Perhaps Thomas Schmid said it best when he pinned these words: "In an ideal, fully integrated sociological curriculum, a capstone would bring to fruition years of disciplined study and practice, offering every student the opportunities to synthesize prior knowledge, [and] engage in free-flowing sociological discourse" (1993:219).

### **Course Goals:**

This class is structured to be the last class sociology majors will take or is taking. It has been said that a major should have "... a beginning, middle, and an end – each contributing in a different way to the overall aim of the major" (Association of America Colleges, 1990:9). This course exists so that a student's growth may be assessed in reference to the level of accrued sociological knowledge, ability to perform critical thinking, the skills of writing across the discipline, and the capability of communicating orally using sociological jargon. Throughout this course and because of its design the student will be expected to "...integrate, synthesize, critique, and apply the concepts, theories, and methods articulated in the sociology curriculum" [W. Smith, *Teaching Sociology*, 1993, 21(3):250].

This course will assist the student in considering or developing a plan for professional employment. A portion of our class time will be spent investigating what one can do with a sociology degree? An introduction of possible levels of employment in the private or public sectors will be reviewed.

In a unique way this course is seen as a capstone, "the end." "This course endeavors to crystallize students' knowledge and appreciation of the discipline. [It] provides closure to students' undergraduate sociology experience, and [it will] assess their understanding of the discipline" [W. Smith, *Teaching Sociology*, 1993, 21(3):250]. This class will be an integrative tool to assist students in framing all they have learned and experienced into what some may call sociology of sociology.

Stated in another manner, this seminar will highlight the historical and early development of the discipline (sociology). It will be an investigation and review of the dominant theoretical paradigms and their connections to the explanations of today's society(ies) in operations. The overarching aim of this seminar or capstone (as is addressed in many departments) class is to draw all that has been presented in various sociology classes into some semblance of order and to introduce the student to the professional realm in which sociology will be applied. Thomas Schmid (1993:219) has stated this idea in this manner: "... 'talking and doing sociology' remain appropriate course guidelines, much of the talk may be about *how* to talk sociologically, and a typical product of the course may be closer to an awkward sociological assemble than to an elegant masterpiece. [I]ntegrating students' earlier coursework remains a fundamental mandate, fostering their continuing affiliation with the discipline becomes equally important."

### **Course Objectives:**

The course objectives are constructed based on the course goals, and the techniques employed in the learning outcomes assessment are to assist the student in the formulation of an overall sociological perspective, and to detect how the student anticipate using his/her degree in sociology.

The course objectives relate or connect to several course goals:

1. Students are to possess at least an intermediate (average) amount of sociological knowledge. Thus, the student should be familiar with the majority of the sociological concepts that exist in most introductory textbooks.
  - a. To measure this objective students will be expected to use the sociological concepts and jargon during class activities
  - b. To measure this objective students will be expected to perform at least in an average manner (70 points or better) on a multiple choice and an essay exam to be administered during this course
2. Students should be able to describe the historical social development of sociology; to be familiar enough with the sociological paradigms to the point that they can participate in a class discussion about them; to be able to differentiate between sociology and other social sciences; to be able to present either in written or oral form how (why) he/she knows that sociology is a science.
  - a. During the class there will be graded threaded discussions, and individually written assignments on various sociological concepts and the theoretical paradigms in sociology
  - b. There will be writing assignments that will allow students to express their thoughts and demonstrate their skills concerning what sociology is or is not and how it differs from other social sciences
3. The level of students' appreciation for the research done by sociologists will be examined; in this process students will be expected to have a working knowledge of the relationship between theoretical and methodological issues confronted by sociologists; students are expected to be able to formulate a research project from beginning to end
  - a. Students will engage in reading several research articles and will be graded on how well they can interpret the findings and how well they can explain the various parts of a research article
  - b. Each student will write a research paper; this paper must be written using the American Sociological Association (ASA) or the American Psychological Association (APA) style of writing
4. Students will become familiar and investigate what professional employment exists for sociology majors
  - a. Students will participate in reading assigned research articles pertaining to sociology majors and careers; after reading designated material students will be graded on their level of participation in class discussion and other activities pertaining to the assigned readings
  - b. Each student will contribute to the development of a list of professional positions or occupations which are occupied by people with a sociology degree
5. Acquaint students with the real world of securing professional employment with a sociology degree
  - a. Students will develop/compose a resume which will be graded

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- b. Students will review and discuss information about interviewing, writing letters of reference, and dressing for success; assignments and activities will exist to measure how well students handle or determine how well students perform these tasks

**Suggested Readings:**

(The Professor reserves the right to identify any additional reading material he deems beneficial in the teaching of this class).

## **Student Learning Outcomes**

Student Learning Outcomes reflect what the student ought to accomplish or be able to perform after completing this course. The student learning outcomes reflect the course goals and course objectives.

1. Students will participate in class discussions where they will be able to demonstrate their level of sociological jargon usage and understanding of the sociological concepts.
2. Students will be able to demonstrate their level of sociological knowledge/information by successfully achieving more than 80% of the possible scoring on an objective and essay type exams.
3. Students will become familiar with possible/available positions of employment for their degree by collecting professional employment announcements for which a person with their degree/major may qualify.
4. Students will develop a professional looking resume, cover letter, and a letter of reference for this course which may also be used outside of this course.
5. Students will demonstrate their level of developing, constructing, and conducting a research project by doing so for this class. The process of achieving this learning outcome has not been determined for this online course as yet.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

The class will use the D2L learning management system. Students in the class may be required to use or be able to perform tasks employing Microsoft Word, PowerPoint, and using presentation and graphics programs, etc.

### **Instructional Methods**

#### **Course Requirements & Assignments**

##### **1. Discussion:**

During this course students will participate in a weekly threaded discussion. This assignment will allow students to demonstrate their gained knowledge of sociology. Twelve weeks of threaded discussions at 10 pts., each, total 120 pts.

These will be Threaded Discussions, meaning each student will see what their classmates have written. Each student's discussion must add some worthwhile thought to the topic or idea being discussed. Although the number of words or size/length of the discussion will be considered, there is not a set number of words or length of discussion required. The discussion must contribute and be worthy of points as determined by the professor. Brevity will not get you maximum points. However, long discussions not focused on the topic or relevant to the topic also will not get you maximum points.

**All Threaded Discussions are due by Sunday, 11:59pm of that week.**

## **2. Class Writing Assignments:**

Students will participate in five (5) writing exercises, this will permit them to demonstrate their knowledge of sociology and to practice their skills of writing clear ideas and developing content within a limited timeframe. The topic will be provided by the professor which may relate to the discussion or a topic of the day that a major in sociology ought to be familiar with and understand. Each writing will be worth 15 points. Missed writing exercises cannot be made up.

These writings will be done in the classroom. No length is pre-determined; the student must write to satisfy the task.

**[If resources are used in either Threaded Discussions or Class Writings, proper citations must be employed. You are expected to use APA or ASA style citations.]**

## **3. Testing:**

There will be two graded tests, one will be composed of multiple-choice questions and the other one will be complete essay. These tests will be over the review of sociological material covered from the introductory text, and any additional required readings assigned during this class.

- The essay test will be composed of at least 5 questions (the number of essay questions may vary); this test will be worth 100 points. We will use a class periods to write/take this essay test in the classroom. Students will use a Blue Book for this exam. **The date for the essay exam is April 30, 2026 during the regular class time (9:30am).**
- The multiple-choice test will be composed of fifty items/questions. The test will be worth 100 points. **This test will be conducted in the classroom on May 7, 2026 (8:00am – 10:00am).**

## **4. Resume, Cover Letter, & Letter of Reference:**

Each student will develop a resume, cover letter and letter of reference so that they will have a rather well organized and usable resume upon graduation. Students are encouraged to review various material on resume writing or visit the Career Development office (virtually) before developing, designing their resume, cover letter and reference

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letter. Your reference letter must be written by you, for you, but as if you are someone else.

**The due date is March 19, 2026.**

- This assignment will be worth 50 points as identified here
  - Resume will be worth 30 points
  - Cover Letter will be worth 10 points
  - Letter of Reference will be worth 10 points

**5. Research Paper:**

This assignment will allow students to continue demonstrating their ability to construct a senior quality research paper. Students will demonstrate their skills in conceiving a thought and following it through to completion. Students may use the ASA or APA style of writing and citation (students ought to know the difference between these two styles of citation). The format for this assignment will be presented by the professor before the assignment is initiated. **This assignment will be submitted through D2L. The due date is April 16, 2026 by 11:59pm..**

- The research paper assignment will be worth 70 points.
- The paper must have at least 3 references.
- The paper must be at least 5 pages (not including the cover or the reference pages).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below and in the CJ 500 Orientation Course.

[www.apastyle.org](http://www.apastyle.org)  
<http://owl.english.purdue.edu/owl/resource/560/02/>  
[www.library.cornell.edu/resrch/citmanage/apa](http://www.library.cornell.edu/resrch/citmanage/apa)

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask. You are also encouraged to read/review the handouts on the research paper given out by the professor.

**6. Job/Position Presentation:**

It is essential that students become familiar with what types of professional employment they can anticipate obtaining with a sociology degree. Students will use this assignment to gather an idea of possible employment venues after graduation. **This assignment will be submitted through D2L. The due date is April 2, 2026 by 11:59pm. These position announcements must be actual job advertisements, not job descriptions pulled from a resource book, such Stephen Lambert's *Great Jobs for Sociology Majors*, 2008 McGraw Hill.**

- Each student will present 2 position announcements in a threaded discussion format

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- Each position shared will be worth 10 points
- The description of the information needed to be gained will be given by the professor before the due date of this assignment

## Student Responsibilities or Tips for Success in the Course

### Tips on How to be successful in this Class:

1. Students must commit serious time to reading the assigned readings.
2. Student should ask questions of the professor if there is any information he/she does not understand.
3. Students should regularly attend class.
4. Students should take good, clear and understandable notes from the lectures and class discussions.
5. Students must commit a serious amount of time to preparation for the exams, writing and other assignments.
6. Students must make the most of the "easy" grades, so they help to balance or soften the more difficult grades.

## GRADING

### Course Possible Points:

5 Class writings @ 15 pts. each	75 pts.
1 Objective Test	100 pts.
1 Essay Test	100 pts.
12 Threaded Weekly Discussions @ 10 pts. each	120 pts.
1 Resume, Cover Letter, Letter of Reference	50 pts.
1 Research Paper	70 pts.
2 Job/Position Presentations @ 10 pts. each	<u>20 pts.</u>
	535 pts. total

### The following grade scale will be used:

A = 535 – 481 pts.

B = 480 – 428 pts.

C = 427 – 374 pts.

D = 373 – 321 pts.

F = 320 and below

## Assessments

The class assessments are connected to the Student Learning Outcomes.

1. *Students will participate in class discussions where they will be able to demonstrate their level of sociological jargon... (this SLO will be accomplished by student participating in the threaded discussion; writing; and essay exam.*
2. *Students will be able to demonstrate their level of sociological knowledge/information... (by participating in the essay and objective exams; and completing the threaded discussions;*
3. *Students will become familiar with possible/available positions of employment for*

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*their degree... (by collecting and sharing with the class those professional positions for sociologists).*

4. *Students will develop a professional looking resume, cover letter, and a letter... (to demonstrate their learning ability to create resumes, etc.).*

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

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## Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## Interaction with Instructor Statement

### ***Contact of Professor:***

Students wishing to contact the Professor should visit his office during the stated office hours or make an appointment. Students may also contact the Professor using the office telephone number or the email, both are provided on the first page of this class syllabus.

# COURSE AND UNIVERSITY PROCEDURES/POLICIES

## Course Specific Procedures/Policies

### **Class Policy:**

This department has a strong policy and a low tolerance for cheating. Plagiarism is disliked and treated very seriously. East Texas A&M University does not tolerate plagiarism and other forms of academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing or removal) of resource material.

Sites that address plagiarism and how to avoid it: <http://www.plagiarism.org> or <http://www.unc.edu/depts/wcweb/hanouts/plagiarism.html>. A student may drop a course by logging into their MYLEO account and clicking on the hyperlink labeled ‘Drop a class’ from among the choices found under the MYLEO section of the Web page.

It is the student’s responsibility to be aware of the rules or policies relating to withdrawal or “X.” You are encouraged to follow the appropriate procedures of the university as they relate to this matter. I will be helpful and understanding where possible, but please be aware that this professor does not like to give an incomplete as a grade.

## Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generallInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at East Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **Counseling Center Services**

The Counseling Center at ETAMU located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **AI use policy [Draft 2, May 25, 2023]**

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes

cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

## COURSE OUTLINE / CALENDAR

Course Outline/Calendar		
Week	Date (Mon - Sun)	Activities
<b>Week 1</b>	<b>January 12 – 18, 2026</b>	<p>Introduction, Review the definition &amp; field of Sociology</p> <p><b>Required Reading:</b> Ciabattari, T., Lowney, K. S., Monson, R.A., Senter, M. S., &amp; Chin, J. 2018. Linking sociology majors to labor market success." <i>Teaching Sociology</i> 46(3):1-16.</p>
<b>Week 2</b>	<b>January 19 – 25, 2026</b>	<p>Sociological Paradigms</p> <p><b>Required Reading:</b> Students should come to class having read Chapter 1 of their respective Introduction to Sociology textbook</p>
<b>Week 3</b>	<b>Jan 26, - Feb 1, 2026</b>	<p>Sociological Research Methods</p> <p><b>Required Reading:</b> McKinney, Kathleen &amp; Laura Reed. 2007. "Profile of an engaged sociology major." <i>Teaching Sociology</i> 35:77-84.</p> <p><b>Threaded Discussion # 1, due 1/27:</b> Define the concept of sociology, using your own words or ideas. A book or some other source definition will not earn you maximum points.</p>
<b>Week 4</b>	<b>Feb 2 – 8, 2026</b>	<p>Culture, Society</p> <p><b>Required Reading:</b> Persell, Caroline, Kathryn Pfeiffer &amp; Ali Syed. 2007. "What should students understand after taking introduction to sociology." <i>Teaching Sociology</i> 35:300-314.</p> <p><b>Class Writing # 1, due 2/8 (Sunday):</b> Understanding that culture and society are two very different concepts, now explain their connection(s). Demonstrate your knowledge of the concepts by describing their importance in sociology. Be clear and detailed.</p>

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		<b>Threaded Discussion # 2, due 2/3:</b> What does it mean when we say sociology is a social science?
<b>Week 5</b>	<b>Feb 9 – 15, 2026</b>	<p>Socialization</p> <p><b>Threaded Discussion # 3, due 2/10:</b> Socialization is a major sociological concept. Develop a paragraph in which you describe how socialization of males and females differ in our society.</p>
<b>Week 6</b>	<b>Feb 16 – 22, 2026</b>	<p>Social Institutions</p> <p><b>Required Reading:</b> Senter, Mary Scheuer. 2020. "Implementing a careers and professional development course for sociology students." <i>Teaching Sociology</i> 48(1):28-39.</p> <p><b>Threaded Discussion # 4, due 2/17:</b> The concept social institution is complex, to an extent it describes ideas, norms, beliefs (all of which are intangible) of a particular entity, yet it also describes a very physical object or entity. Interpret or explain the basic idea of this sociological concept.</p>
<b>Week 7</b>	<b>Feb 23, - Mar 1, 2026</b>	<p>Social Organizations, Formal Organization &amp; Bureaucracy</p> <p><b>Class Writing # 2, due 3/1:</b> Sociology has three theoretical paradigms. Your task is to describe one of those paradigms in detail. While doing so, also highlight why this paradigm may be at a disadvantage, being alone, in describing a society and its functioning.</p> <p><b>Threaded Discussion # 5, due 2/24:</b> Having read the Persell, Pfeiffer &amp; Syed's article, what would you say is the importance of the introductory course of sociology? In developing your reply also share what was the best part or most</p>

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		attractive area (subject) of the introductory course of sociology for you?
<b>Week 8</b>	<b>March 2 - 8, 2026</b>	<p>Social Stratification</p> <p><b>Threaded Discussion # 6, due 3/3:</b> There is a great deal of inequity and inequality in reference to race relations and economics today in our society. Having read a chapter on social stratification, can you describe why these two traits may be a normal entity within this society or most societies? If you think it is not a normal consequence or entity within most societies, please explain why not. This statement does not say or indicate that these traits are right or acceptable simply stating they exist.</p>
	<b>Spring Break</b>	<b>March 9 – 15, 2026</b>
<b>Week 9</b>	<b>March 16 – 22, 2026</b>	<p>Race &amp; Ethnicity</p> <p><b>Require Reading:</b> Stout, Vanessa, Eric Earnhart, &amp; Mariam Nagi. 2020. "Teaching race and ethnicity in the age of Trump: Using popular culture in a polarized classroom." <i>Teaching Sociology</i> 48(3):220-230.</p> <p><b>Resume, Cover Letter, &amp; Letter of Reference, due March 19, 2026, submitted to D2L</b></p> <p><b>Threaded Discussion # 7, due 3/17:</b> Race and ethnicity are true or obvious traits in our society, even though several people say they are "colorblind." What can you discuss or identify that can substantiate that members of our society see color and react to it in a racist or systemic way? Make sure you address the difference between both terms (race and ethnicity).</p>
<b>Week 10</b>	<b>March 23 – 29, 2026</b>	<p>Social Change, Social Movements</p> <p><b>Class Writing # 3, due 3/29:</b> "Black Lives Matter," (BLM) is a social movement, identify its qualities that make it a social movement. This</p>

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		<p>requires that you review some of BLM qualities or goals, and associate those with the traits of a social movement as identified in your introduction to sociology textbook.</p> <p><b>Threaded Discussion # 8, due 3/24:</b> "Black Lives Matter," and "Blue Lives Matter" may be seen as totally opposite and in conflict with each other. Your task is to discuss a goal, aspect, or tenet of each movement, and where they differ, develop a statement or idea that can allow each movement to bring harmony or unity in terms of their focus.</p>
<b>Week 11</b>	<b>March 30 – April 5, 2026</b>	<p>Open</p> <p><b>Required Reading:</b> Kaplan, E. B. 2020. "The Millennial/Gen Z leftists are emerging: Are Sociologists ready for them? "Sociological Perspectives 63(3):408-427.</p> <p><b>Threaded Discussion # 9, due 3/31:</b> How different is sociology from other social sciences? Pick any two social sciences on which to answer this question. In the process, describe how sociology to an extent may include or address ideas or topics associated with these two social sciences you selected.</p>
<b>Week 12</b>	<b>April 6 – 12, 2026</b>	<p><b>Job/Position Professional Employment Presentation due April 12, 2026 (Threaded Discussion) submitted through D2L.</b></p> <p><b>Threaded Discussion # 10, due 4/7:</b> What is (was) your favorite chapter in the introduction to sociology course, and why? What is (was) your favorite course taken in the sociology program and why?</p>
<b>Week 13</b>	<b>April 13 – 19, 2026</b>	<p>Open</p> <p><b>Class Writing # 4, due 4/19:</b> What was the essence (focus) of the research article titled: "The Millennial/Gen Z leftists are emerging: Are</p>

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		<p>Sociologists ready for them?" What message do you think Kaplan wanted to send or present especially as it referred to sociologists and the coming of age of the Millennial/Gen Z generation?</p> <p><b>Threaded Discussion # 11, due 4/14:</b> Has sociology as a field of study influenced or impacted your global perception or view of other societies or people, explain how it has, or if not then explain why it has not!</p>
<b>Week 14</b>	<b>April 20 – 26, 2026</b>	<p>Sociology in the future</p> <p><b>Class Writing # 5, due 4/26:</b> Let's say you must give a lecture on sociology, to an audience that knows nothing about what it is. What would you say? Present a lecture on What is Sociology! Be impressive and informative. <b>Write at home submit to D2L by above date</b></p> <p><b>Threaded Discussion # 12, due 4/21:</b> As a sociology major, describe the need for such a degree, a major and a profession worth having or serving a function.</p> <p><b>Student Research Paper due April 28, 2026 by 11:59pm (submitted through D2L).</b></p>
<b>Week 15</b>	<b>April 27 – May 3, 2026</b>	<b>Essay Exam conducted in the classroom, April 30, 2026</b>
<b>Objective Final</b>	<b>May 4 – 10, 2026</b>	<b>Objective Exam conducted in the classroom May 7, 2026 at 8:00am – 10:00am</b>

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**Attachment A: Points to consider for maximum grade achievement on Research Paper**

	<b>70 – 60 points</b>	<b>59 – 45 points</b>	<b>44 or below points</b>
	<b>Very Good</b>	<b>Moderate</b>	<b>Poor/ Weak</b>
<b>Thesis / Argument</b>	<p>Clearly describes central issues or thesis</p> <p>Develops thesis with supporting arguments</p> <p>Well argued</p> <p>Critiques, compares multiple perspectives</p> <p>Interesting, original, thought provoking</p>	<p>General, weak thesis</p> <p>Straight-forward, somewhat simple arguments</p> <p>Thesis gets lost in paper</p> <p>Aware of only one perspective</p>	<p>Thesis or central themes unclear</p> <p>Central themes not explained from the beginning</p> <p>Poor arguments, little critical thinking</p>
<b>Organization</b>			
<b>Introduction</b>	<p>Clear thesis/ main themes</p> <p>Organization stated</p>	Topics noted	<p>Thesis unclear</p> <p>Organization unclear</p>
<b>Body</b>	<p>Makes substantiating arguments in support of thesis or main theme</p> <p>Connects and synthesizes complex ideas</p> <p>Detailed, with citations</p>	<p>Little organizational continuity</p> <p>Disjointed</p> <p>General, unspecific</p> <p>Little use of reading sources</p>	<p>No clear organization</p> <p>Repetitive</p> <p>Lacks detail</p> <p>No Citations</p>
<b>Conclusion</b>	<p>Draws conclusions about the argument</p> <p>Briefly summarizes body</p>	<p>A Summary; no conclusions</p> <p>Summary digressed from argument</p>	<p>Conclusion missing</p> <p>Summary unrelated to central argument</p>
<b>Evidence</b>	<p>Thorough, Detailed, Specific</p> <p>Numerous examples from reading and lecture materials</p>	<p>Moderate use of supporting evidence and examples</p> <p>Try to be more detailed and specific</p>	<p>Repetitive, General, Simplistic</p> <p>Incorrect examples, false data</p>
<b>Sources/ Citations</b>	<p>Thorough, critical engagement of relevant readings/sources</p> <p>Professional Journals and texts</p> <p>Numerous citations</p>	<p>Basic, simple use of reading materials</p> <p>Few citations</p> <p>Relies too heavily on internet or encyclopedias</p>	<p>Little use of assigned reading sources or outside research</p> <p>No citations</p> <p>Need Works Cited page</p> <p>Plagiarism! (automatic F)</p>
<b>Language /Mechanics</b> <b>Rhetorical Quality</b> <b>Grammar/ Spelling</b>	<p>Well written, clear, concise argumentation</p> <p>Clear paragraphs</p> <p>Grammatical writing</p> <p>Correct spelling</p> <p>No contractions</p>	<p>General, unspecific writing</p> <p>Awkward grammar, some grammatical errors</p> <p>Some spelling errors</p> <p>Use of conjunctions</p>	<p>Unclear, awkward, repetitive language</p>

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