Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification
Application Form
Spring 2012

APPLICANT: Fumiko Takasugi

E-MAIL: takasugi@hawaii.edu

COURSE ALPHA and NUMBER: SOC251

COURSE TITLE: Introduction to Sociology of the Family

ESTIMATED NUMBER OF SECTIONS:
Fall: 1
Spring: 1

APPLICATION IS FOR:
☐ New Course ☐ Modified Course  x Existing Course ☐ Re-designation

☐ Certification  x Re-Certification. Date of last certification:

DIVERSIFICATION AREA DESIGNATION SOUGHT:
☐ DA (Arts) ☐ DP (Physical Sciences)
☐ DB (Biological Sciences)  X DS (Social Sciences)
☐ DH (Humanities)  ☐ DY (Laboratory)
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 100%

What percentage of CLASS MEETINGS focuses on this diversification area? 100%
1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area’s hallmarks.

**DS.1. uses the terminology of theories, structures, or processes in the social or psychological sciences.**

SLO 1 – Employ major sociology theoretical perspectives to the individual and the family in daily life
SLO 4 – Summarize, analyze, and evaluate academic articles about the individual and the family
SLO 5 – Use writing to discover, develop, and support ideas on the individual and the family

Students of SOC251 learn major theoretical approaches in Sociology, as well as societal processes, through concepts like socialization and structure versus agency, especially with regards to the individual and the family (SLO 1) through lectures, discussion, reading, and writing. Familiarity with concepts leads to the ability to use the terminology (SLO 4, SLO 5). This familiarity is acquired through learning the concepts, and engagement with the terms results in the application of these concepts.

**DS.2 involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes**

SLO 1 – Employ major sociology theoretical perspectives to the individual and the family in daily life
SLO 2 – Recognize strengths and weaknesses of basic sociological research methods in the study of the individual and the family
SLO 3 – See the individual and the family in the local, national, and the global
SLO 4 – Summarize, analyze, and evaluate academic articles related to the individual and the family
SLO 5 – Use writing to discover, develop, and support ideas on the individual and the family
SLO 6 – Use discussion to discover, develop, and support ideas on the individual and the family

DS2 addresses the core of Sociology, which is the scientific study of the interaction of individual and society. The individual is affected by the society in which s/he lives, and the individual also affects that society. SOC251 introduces students to the scientific method (SLO 2), the meaning of the social fact, and how these can be applied in the sociological imagination (SLO 1) as applied particularly to the area of the individual and the family. Students of SOC251 are challenged to apply concepts and models to everyday examples and current events (SLO 3). They are expected to gradually utilize sociological concepts and models in analyzing daily life. This is done through engaging in critical thinking through discussion (SLO 6), reading (SLO 4), and writing (SLO 5).

**DS3. demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.**
2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

Multiple instructors teach sections of SOC251. Instructors assess SLOs each semester through exams, writing assignments, and discussion/oral presentations. Student surveys are also utilized as a form of assessment data, although information gained is less direct with regard to how well a student has achieved a given SLO (since this is based on the student’s confidence in what s/he has achieved).

**Exams**

Type of exam differs from instructor to instructor. However, regardless of mode (i.e., essay format, multiple choice, short answer, or a combination of these), exams are developed to assess: 1) whether a student knows and can apply the necessary terminology of theories, structures, and social process and 2) whether a student comprehends and can use the concepts involved in the scientific method. A few examples can help to illustrate. A multiple-choice question may test how well a student can distinguish between different theoretical approaches to an issue like the effect of media on family form. Such an exam question can assess SLOs 1 and 4. A short-answer question can assess how well a student understands the strengths and weaknesses of quantitative versus qualitative research methods (SLO 2). In an essay exam question, the instructor can assess SLOs 1 and 2 through SLOs 4 and 5. The instructor can ask the student to demonstrate the use of sociological theory in understanding contested issues like abortion and gay marriage, by having him/her write a paragraph or two to show how an article (read for class) utilizes a particular theory.

**Writing assignments**

Different instructors have developed different writing assignments in the various sections of SOC251, but all instructors create such assignments to assess how well students: 1) understand concepts and theories (SLO 1); 2) are able to apply these concepts and theories to everyday life (SLO 3); and 3) can use the scientific method to structure writing (SLO 2, SLO 5). Writing
assignments directly assess SLO 5. SLO 4 is also assessed in writing assignments, as proper
citation and format are significant parts of a Sociology paper. Reviewing literature and the ability
to discuss and apply concepts, theories, and methods from peer-reviewed published work are
important skills learned in SOC251. Acquisition of these skills is assessed through student writing.

Discussion and oral presentations

Different instructors have developed different discussion and oral presentation requirements in the
various sections of SOC251. Some instructors do not stress much oral in-class presentation, while
others have students work on group projects to be presented to the rest of the class. For example,
one instructor breaks the class into groups to discuss statistics comparing the percentage of women
in positions of political power by country that demonstrate American dominant cultural values
leading to a perception that we tend to think we are more progressive than other countries in the
position of women in society. In reality, we do not do very well according to this international
comparison. A discussion then ensues on how conceptualizations of gender and family have much
to do with this discrepancy between countries and the discrepancy between perception and reality.
Examining gender and family in everyday life in the personal and societal level through discussion
helps students better understand sociological perspectives (SLO 1, SLO 3).

Student surveys

Regular student evaluations conducted at the end of the semester as well as more informal surveys
are used to gauge how students feel about their learning in SOC251. For example, questions such
as how well a student feels s/he achieved understanding human behavior and use of research
methods and scientific inquiry skills help derive quantitative data on students’ confidence in these
areas. Furthermore, areas where students feel they need more work and/or support can be fleshed
out in the open-ended questions at the end of the evaluations.

3. Assessment of assessment. How have you used (or plan to use) the assessment findings to modify
or improve this course? If there are multiple sections of the course taught by different instructors,
please discuss how review of assessment results is (or will be) carried out across instructors.

Individual instructors review results from exams, papers, and oral presentations each semester to
determine where students are succeeding and where they are experiencing difficulty. Instructors
then work on modifying teaching in areas where assessment shows students having difficulty. For
example, exams often show that students have difficulty in applying concepts to real-life scenarios.
Theories are often abstract and difficult to grasp; therefore, instructors work at exposing students to
many examples in lectures and through reading. If students do not come to class or do not do the
reading, they will not be fully comprehend or be able to apply these concepts. Instructors have
therefore worked on attendance policy or testing and quizzing students specifically on readings.

Instructors in Sociology also continuously reflect on and discuss challenges in the SOC251
sections throughout the semester. At the end of the semester, the instructors meet as a department
to reflect back on what worked and what hadn’t worked during the past semester. Exam questions,
paper guidelines, use of specific materials, group projects, and other innovations are continuously
revisited in these instructor group settings. Looking to the future, we now have a plan in place to
continue these meetings, but with a focus on the Diversification Hallmarks and course SLOs. The
results of these meetings will be reflected in the next round of recertification of the course.
DIVERSIFICATION BOARD DECISION:

☐ Approved
   Re-Certification Due: ________________

☐ Not approved
   If not approved, reasons for disapproval:

__________________________________________________________________

Diversification Board Chair Signature: ________________________________

Date: ________________
HONOLULU COMMUNITY COLLEGE
Social Science Division
SOC 251(WI) – Intro to Sociology of the Family (3.0 credits)
Course Syllabus – Fall Semester 2012

Instructor: Krista Hodges
khodges@hawaii.edu

DS Credit/Articulation/Prerequisite: SOC231 fulfills a social sciences requirement (DS) for the A.A. degree at HCC and UH-Manoa. This three-credit course transfers to all UH campuses and virtually every college in the country; however, students should review their core distribution requirements before enrolling. As this is a transfer level course, ENG22/60 is a prerequisite and collegiate reading and writing skills are absolutely necessary.

Prerequisites: English 100 and possess basic Internet skills. As a WI course, English 100 (C grade or higher) in the UH system or an equivalent college level composition course is an absolute prerequisite.

Internet Access: All students must have a University of Hawaii email account and regular access to the internet. Your grade will depend on your timely submission/completion of work. Please be sure to have a backup plan for internet access in case of travel or problems with your current access. Problems with access are not an excuse for not submitting/completing your work.

Each student is to have access and know how to use the Lauilima site for quizzes and other assignments. For tutorials, please contact http://www.hawaii.edu/talent/lauilima_students.htm. For any problems Lauilima problems, you must contact Lauilima immediately. This would include not being able to access the course site or being kicked out of the site or being kicked out of a quiz or exam (assuming your time is not up). Please let me know if you are having problems with Lauilima so I can assist: as necessary but it is up to you to initiate contact with Lauilima to resolve any technical problems. Contact me with issues regarding not agreeing with an answer on a quiz or assignment or not seeing a grade posted.

Course Content/Description: In this course we will examine, study, and apply theories and concepts of sociology as they relate to the social institution called family. Throughout this course you will find many of the concepts tied to your own relationships and social reality. The foundations of sociology and sociological analysis focus on: groups, status, personality, role, socialization, social processes, social organization, institutions, and social change. This foundation forms the focal point and background from which families and relationships, including marriage, are researched and studied. The study of marriage and the family is to provide you with an alternative perspective as to what you experience and know about such relationships.

Student Learning Objectives
Upon successful completion of this course, students will be able to:

1. Employ major sociology theoretical perspectives to the individual and the family in daily life,
2. Recognize strengths and weaknesses of basic sociological research methods in the study of the individual and the family,
3. See the individual and the family in the local as well as the global,
4. Summarize, analyze, and evaluate academic articles related to the individual and the family
5. Use writing to discover, develop, and support ideas on the individual and the family,
6. Use discussion to discover, develop, and support ideas on the individual and the family.

Readings
All of the readings will be from the required text(s). You might receive additional small reading assignments (which will be posted on Laulima). Complete reading assignments prior to class.

Required Text(s) tbd

Also available as an e-book at: you can get access to the ebook for ______ for approximately $_____

Announcements, Email and online Discussions: Please only use the Laulima course message folder to communicate me as I am on the course at least daily (except some weekends) and will be able to respond quickly. There are occasions when I am not on my regular email every day and so will not be able to respond as quickly. Be sure to check the course message folder several times each week. From time to time, I will use the Laulima Message folder for assignment updates or modifications or to provide other information. I will also use, and encourage you to use, Laulima as a place to discuss sociology and writing.

Course Requirements (Overview)
This class will consist of the student reading the textbook and other readings as assigned, completing various online activities related to the materials and attending class lectures and then demonstrating learning through:

Assignments (250 pts)
- There will be five assignments of approximately two to three pages each (500-750 words). Each assignment will receive detailed evaluation and feedback from the instructor on both the writing and concepts the assignment covered.
- Each paper is worth 50 pts.
  - **W-Focus Students**: If any of these five papers fall below 35 pts, you will be required to submit a revised copy of the paper to earn any points on the paper.
  - **Non W-Focus Students**: No requirement to revise
- The exact due dates are on the schedule at the end of this syllabus and are posted, along with the detailed assignment, on Laulima.

Quizzes (250 pts)
- There will be 5 quizzes consisting of short answer and multiple choice questions.
- The quizzes will open on the Laulima course site at 1 am on Thursday and close at 11 pm on Saturday. Both times noted are Hawaii time.

Papers (500 pts)
- There will be two papers (between 1,000 and 1,250 words each) assigned for this course.
- Each paper topic or area and specific instructions will be posted on Laulima at least 3 weeks before the first draft of the paper is due.
- Drafts will be returned with detailed feedback (content and writing). Drafts are worth 50 pts each.
Drafts must be submitted for the student to submit a final version of the paper; drafts are not optional.

- If a draft is not submitted, or earns less than a C (35 pts), the final paper will not be accepted.
- **W-Focus Students:** Both complete papers, draft and final versions, must be completed with a C to pass this course.
- Students will revise and resubmit their papers. Final papers are worth 200 pts each.

There may be shorter, ad hoc writing assignments assigned as needed.

**Missed or Late Assignments/Quizzes/Papers**
I will accept only one late submission of any sort (assignment or draft or paper) not one of each. If you do have a late submission, you must have it submitted to me via an attachment within 24 hours of the original due date/time (drafts/papers/assignments). Only exception is a documented medical emergency. As you have 70 hours to take each quiz, there is no reason (unless medically documented) to miss a quiz so no makeup quizzes are allowed.

All assignments, quizzes, the papers and any additional information are accessible on the website https://aulima.hawaii.edu/portal

**Grading (Papers and Assignments)**
As this is a writing intensive course and there are certain standards to adhere to, papers will be graded according to this matrix.

<table>
<thead>
<tr>
<th></th>
<th>100-90%</th>
<th>75-89%</th>
<th>60-74%</th>
<th>59% or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas/Content</td>
<td>Sociological ideas are clear, specific, and paper exceeds minimum word requirement. Main idea stands out along with details. Ideas are clearly objective and not biased. Clearly illustrates critical and reflective thinking.</td>
<td>Sociological ideas are clear but information is general and predictable. Paper meets minimum word count. Ideas are not biased. Shows some critical and reflective thinking.</td>
<td>Sociological ideas are clear but more information is needed. Paper meets minimum word count. Ideas are somewhat biased. Poorly thought out response.</td>
<td>Sociological information is limited and text is repetitious. Paper does not meet minimum word count. No central theme. Ideas are clearly subjective and biased. No evidence of having given the assignment real thought or No assignment submitted or submitted late.</td>
</tr>
<tr>
<td>Sociological Concepts</td>
<td>Sociological understanding is illustrated through an in-depth application of concepts presented in the chapters and presentations.</td>
<td>Sociological understanding is illustrated through a strong application of concepts presented in this module</td>
<td>Sociological understanding is illustrated through an adequate application of concepts presented in this module</td>
<td>Sociological understanding is illustrated through a superficial application of concepts presented in this module</td>
</tr>
<tr>
<td>Organization and Style</td>
<td>Organization enhances the central theme. Sequencing is logical and transitions are smooth. There are few or no errors in punctuation, capitalization, grammar and spelling. All sources are accurately documented in the desired format (ASA)</td>
<td>Organization is adequate and introduction needs more anticipation. Conclusion leaves no closure. Connections are faint. There are a grammar, spelling, punctuation, and capitalization. All sources are accurately documented, but many are not in the desired format (ASA).</td>
<td>Organization is not clear. Introduction is present, but has no lead. Conclusion is present but not clear. Some usage, grammar, or paragraphing problems are more frequent. Spelling and end-of-sentence punctuation are almost always correct. Internal punctuation may be incorrect or missing. Some sources are not accurately documented.</td>
<td>No clear direction with no lead or conclusion. Connections are confusing or incomplete. Errors in grammar and usage affect meaning. Frequent spelling errors. Punctuation is often missing or incorrect. Sources are not accurately documented.</td>
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**Final grades will be calculated on the percentage of points earned:**

Total number of points available for the course will vary depending on pop quizzes and random writing assignments so final grades will be calculated on the percentage of points earned:

- **91-100**  
  A
- **81-90**  
  B
- **71-80**  
  C - lowest grade to earn W-Focus Credit if enrolled in W-Focus course
- **61-70**  
  D - no W-Focus Credit.
- **60 or less**  
  F

**Email:** From time to time, I will use Laulima messages for assignments and/or to get in touch with the students for assignment updates or modifications, etc. Please make sure you check your Laulima messages frequently. Not knowing about a change is not an excuse for missing an assignment or doing it incorrectly or late.

**Do not use regular email (UH or otherwise) to contact me unless you are absolutely unable to log on to Laulima. I will not respond to emails unless there is a problem with Laulima and you have let Laulima know.**

**ADA statement**  
If you need or desire special support services, you can contact Student ACCESS (Bldg. 2, Room 409, phone 844-2392 or 845-9272 or http://honolulu.hawaii.edu/skillcenter/). Services are based on documented needs. It is recommended that you contact ACCESS early, so that there is sufficient time for services to be put in place. You can also let me know of a special need or support needs and I can help you get the ball rolling.

**Student Conduct**  
Please be courteous by respecting different points of view and by being an active participant in the class. Any cheating, including plagiarism, will result in an F for the assignment and possibly an F for the course. It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake" is not considered a valid excuse when it comes to plagiarism.

"Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that
the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry labbing, which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results. "
http://honoolulu.hawaii.edu/policies/conduct.html

Tentative Schedule
*The instructor reserves the right to change the syllabus according to class need and progression.