



**Soc 485.01B – Senior Seminar in Sociology**  
**COURSE SYLLABUS: Spring 2018**  
**Class Time: MWF 2:00pm - 2:50pm**  
**Rm. SS 309**

**Instructor:** Dr. Willie Edwards, Associate Professor  
**Office Location:** Ferguson Hall, Social Science Bldg., Rm 217  
**Office Hours:** MW 3:00pm - 5:00pm; Tues 3:30pm - 4:30pm  
Any other Times, Please Schedule an Appointment  
**Office Phone:** (903) 886-5331  
**Office Fax:** (903) 886-5330  
**University Email Address:** willie.edwards@tamuc.edu

**COURSE INFORMATION**

**Materials - Textbooks, Readings, Supplementary Readings:**

**Required Readings (given as handouts):**

- 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.
- 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.
- 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.
- Spalter-Roth, Roberta, Mary Senter, Pamela Stone, & Michael Wood. 2010. "ASA's bachelor's and beyond survey: Findings and their implications for students and departments." *Teaching Sociology* 38:314-329.

**Supplementary Readings:**

- Hudd, Suzanne S., Lauren M. Sardi, & Maureen T. Lopriore. 2013. "Sociologists as writing instructors: Teaching students to think, teaching an emerging skill, or both?" *Teaching Sociology* 40(1):32-45.
- Pedersen, Daphne E., & Frank White. 2011. "Using a value-added approach to assess the sociology major." *Teaching Sociology* 39(2):138-149.
- Persell, Caroline H., 2011. "How sociological leaders rank learning goals for introductory sociology." *Teaching Sociology* 38(4):330-339.

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

### **Suggested Readings:**

(Students are encouraged to obtain copies of books in the following subject areas – introduction to sociology, sociological theory, and social research)

### **Course Description:**

**This class is a blended class. This means that some assignments will be placed on ecollege.** Every student should make sure he/she is familiar with ecollege. Those deadlines, due dates on ecollege are set so please do not miss any of them. The class will review the dates and assignments placed on ecollege, but it will be the student's responsibility to complete all assignments placed on ecollege. There will be no opportunity for make-up or submitting assignments late.

This course will be conducted predominately by discussions, group activities, and involve explorations of 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 exist 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 of 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 assemblage 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 discussions
  - 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 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 discussions on various sociological concepts and the theoretical paradigms in sociology
  - b. There will be in-class 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 the other social sciences
  - c. Students will maintain a journal which will contain an assortment of assignments developed to facilitate the measurement of the students' knowledge of why sociology is viewed as a science
  
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 the sociologist; 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. Students will be grouped and be responsible for formulating a research project, describing all the parts of the project before the class (this will be a group project thus a group grade), this project must incorporate appropriate theory and method; there will also be an individual grade
  - c. Each student will write a research paper and present it to the class, there will be a grade for the research paper and grade for the presentation; this paper must be written using the American Sociological Association (ASA) 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 pertaining to the assigned readings
  - b. Each students 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
  - b. Students will review and discuss information about interviewing, writing letters of reference, and dressing for success; assignment and activities will exist to measure how well students handle or determine how well students perform these tasks

### **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. This learning outcome will be achieved through a group format which will also introduce and familiarize the students with how to accomplish task while working in a group.

<b>COURSE REQUIREMENTS</b>
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### **Instructional / Methods / Activities Assessments**

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

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

During this course students will be encouraged to practice their speaking, sharing and demonstrating their gained knowledge of sociology. There will be two forms of discussions, one in-class and the other one will be through ecollege.

A. In-class discussions will be identified on certain dates and students will be encouraged to participate. Those participating in the discussion that day will be able to earn three (2) extra points. Missing these types of class discussions cannot be made up. There is no anticipated number of extra point discussions. They will simply be added to the into the student's total score at the end of the semester.

B. The other form of discussion will be conducted as a Threaded Discussion in ecollege. There will be ten (10) Threaded Discussions worth ten (10) points each. These

discussions must be posted by the designated date and time. If these discussions are missed, they cannot be made up, and they cannot be posted after the designated date and time. The topic or question will be posted for every week in ecollege. Students will be expected to demonstrate their knowledge of the sociological topic/idea. There is no certain length or word count for this discussion but students are expected to develop a thoughtful reply, using sociological jargon where useful or appropriate.

Students will enter ecollege and make their discussion contribution on the topic between Monday and Wednesday of the week designated. All discussions for that week must be posted by 11:59pm on Wednesday of that week. The weeks for Threaded Discussions are as follows and they are marked in ecollege under these specific weeks. The last dates to post the discussions are:

Week 3, January 31, 2018	Week 8, March 7, 2018
Week 4, February 7, 2018	Week 9, March 21, 2018
Week 5, February 14, 2018	Week 10, March 28, 2018
Week 6, February 21, 2018	Week 11, April 4, 2018
Week 7, February 28, 2018	Week 12, April 11, 2018

### **2. In-Class Writing:**

Students will engage in five (5) writing exercises, this too 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 in-class writing will be worth 15 points each. Missed writing exercise cannot be made up.

### **3. Testing:**

There will be two graded tests, one will be composed of multiple choice questions and the other one will be completely essay. These tests will be over the review of sociological material covered from the three books that students are required to secure for the duration of this class.

- The multiple choice test will be composed of one hundred items/questions; the test will be worth 100 points (ecollege – available May 7, must be completed by May 10, 2018 by 11:59pm)
- The essay test will be composed of at least 5 questions (the number of essay questions may vary); the essay must be written in a Blue Book; this test will be worth 100 points (in class May 4, 2018)

### **4. Group Research Project:**

Students will be organized into several groups. Each group will develop a research project (the research project will not be conducted, but it must cover details or portray every aspect of a research project). The description of this assignment will be explained later before its due date. This assignment will be worth one hundred (100) points.

### **5. 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 useable resume upon graduation. Students will obtain some practice in the development of a resume and the other items that usually accompany it. Each student will develop a draft of each of these items to be reviewed by the professor, afterward they will be returned to students for corrections and suggested changes. Students will make changes then turn in this corrected assignment a second time. It is at that point the assignment will be graded.

- 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

#### **6. 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.

- The research paper assignment will be worth 70 points.

#### **7. Job/Position Presentation:**

It is essential that students become familiar with what types of professional employment they can anticipate obtaining. Students will use this assignment to gather an idea of possible employment venues after graduation. **These positions announcement must be actual job advertisements, not job descriptions pull from a resource book, such Stephen Lambert's *Great Jobs for Sociology Majors*, 2008 McGraw Hill.**

- Each student will present 2 position announcements on the designated dates identified in the course content schedule
- Each presentation will be worth 10 points
- The description of the needed information to be gained will be given out by the professor before the due date of this assignment

#### **8. Weekly Quiz:**

In order to facilitate students retaining the information learned from previous sociology classes, a quiz approach will be instituted for this class. There will be ten (10) weekly quizzes (most likely multiple choice) spread over the semester. The quiz will focus on the information discussed in the class and topics identified in the three resources books that students are encouraged to review throughout the semester (an introductory to sociology, a sociological theory and a research methods books). Each quiz will be composed of 10 questions. Each quiz will be worth 10 points. Each quiz must be completed by Sunday at 11:59pm of each ending week. For example, Week Two begins January 22, 2018 and ends January 28, 2018, so the quiz has to be completed by that Sunday, January 28, 2018 by 11:59pm. Weeks go from Monday to Sunday. The quizzes are in ecollege, so each student will enter ecollege to take the quiz. The quizzes are located in the following Weeks:

Quiz # 1 located in Week 2	Quiz # 8 located in Week 9
Quiz # 2 located in Week 3	Quiz # 9 located in Week 10
Quiz # 3 located in Week 4	Quiz # 10 located in Week 11
Quiz # 4 located in Week 5	Quiz # 11 located in Week 12
Quiz # 5 located in Week 6	Quiz # 12 located in Week 13
Quiz # 6 located in Week 7	Quiz # 13 located in Week 14
Quiz # 7 located in Week 8	Quiz # 14 located in Week 15

**Quizzes may be completed early but cannot be done late or after that Sunday of that specific week.**

**Course Possible Points:**

10 college Thread Discussions @ 10 pts. each	100 pts.
5 In-class writings @ 15 pts. each	75 pts.
1 Objective Test	100 pts.
1 Essay Test	100 pts.
1 Group Research Project	100 pts.
1 Resume, Cover Letter, Letter of Reference	50 pts.
1 Research Paper	70 pts.
2 Job/Position Presentations @ 10 pts. each	20 pts.
14 Weekly Quizzes @ 10 pts. each	<u>140</u> pts.
	755 pts. total

**The following grade scale will be used:**

A = 755 – 679 pts.
B = 678 – 604 pts.
C = 603 – 528 pts.
D = 527 – 453 pts.
F = 452 and below

**COMMUNICATION AND SUPPORT****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.

***Research Assistance:***

For research assistance, students should contact: Ms. Emily Witsell Reference Librarian at James G. Gee Library Room 218; 903-886-5719 emily.witsell@tamuc.edu or <http://www.tamuc.edu/library>

***Extra Credit Plan:***

Extra credit points may be earned by students participating in a number of events offered by the Career Development Office. A special handout will be distributed to students. Students are encouraged to take advantage of some of the offering or services provided by the Career Development Office.

**COURSE AND UNIVERSITY PROCEDURES/POLICIES****Course Specific Procedures:****Class Policy:**

Class attendance and participate are expected. Tardiness is reacted to in an unfavorably manner. Students will not be permitted to enter the class after the professor has initiated the focus for that class period.

Telephone and pagers must be placed on vibrate but should not be answered unless you work for some type of emergency agency (medical or law enforcement, etc.) or you know it to be an emergency call.

A scantron answer sheet (blue) and a number two pencil should be brought to class for each exam, unless instructed differently by the professor.

This department has a strong policy and a low tolerance for cheating. Plagiarism is disliked and treated very seriously. Texas A&M University-Commerce 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 as helpful and understanding where possible, but please be aware that this professor does not like to give an incomplete as a grade.

### **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. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum (i.e. discussion boards): [Netiquette  
http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

### **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce 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 A&M- Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event organizer. 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.

## ADA Statement Students with Disabilities

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

Texas A&M University-Commerce  
Gee Library- Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)  
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### Nondiscrimination Notice

Texas A&M University-Commerce 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.

Course Outline/Calendar		
Week	Date	Activities
Week 1	January 17, 19, 2018	Introduction of Class Requirements Review of Class Syllabus Focus of Sociology-Define Sociology
Week 2	January 22, 24, 26, 2018	Focus of Sociology-Continue with Defining of Sociology
	January 28, 2018 Sunday	Complete Quiz # 1 in Week 2 of ecollege (Intro to sociology)
Week 3	January 29, 2018 Monday	Administer the Sociology Survey Exam
	January 31, 2018	Review the Sociology Survey Exam Discuss Sociological Theoretical Perspectives Last day to post Discussion # 1 in ecollege (Week 3)
	February 2, 2018	
	February 4, 2018 Sunday	Complete Quiz # 2 in Week 3 of ecollege (Theoretical perspectives)
Week 4	February 5, 2018	Discuss Sociological Theoretical Perspectives
	February 7, 2018	Last day to post Discussion # 2 in ecollege (Week 4)
	February 7, 9, 2018	Continue discussing Sociological Theoretical Perspectives
	February 11, 2018 Sunday	Complete Quiz # 3 in Week 4 of ecollege (Research Methods)
Week 5	February 12, 2018	In class writing # 1- Intro to sociology

	Monday	Society & Culture chapters of Introductory Sociological Textbook
	February 14, 2018	Last day to post Discussion # 3 in ecollege (Week 5)
	February 16, 2018	No Class
	February 18, 2018 Sunday	Complete Quiz # 4 in Week 5 of ecollege (Society & Culture)
Week 6	February 19, 2018	Discuss Research Article – Kain, 1999. “Building the sociological imagination through a cumulative curriculum: Professional socialization in sociology.” <i>Teaching Sociology</i> 27:1-16
	February 21, 2018	Social Structure, social institutions, statuses Last day to post Discussion # 4 in ecollege (Week 6)
	February 23, 2018	In-class writing # 2
	February 25, 2018 Sunday	Complete Quiz # 5 in Week 6 of ecollege (Social structure, status, social institutions)
Week 7	February 26, - March 2, 2018	Social Structure, social institutions, statuses  Social Interaction, Socialization chapters
	February 28, 2018	Continue Social interaction & socialization Last day to post Discussion # 5 in ecollege (Week 7)
	March 2, 2018	
	March 4, 2018 Sunday	Complete Quiz # 6 in Week 7 of ecollege (socialization)
Week 8	March 5, 2018	Discuss Research Article – McKinney, 2005. “Sociology senior majors’ perceptions on learning sociology: A research note.” <i>Teaching Sociology</i> 33:371-379  Discuss Research Article – Persell et al., 2007. “What should students understand after taking introduction to sociology.” <i>Teaching Sociology</i> 35:300-14
	March 7, 2018	Last day to post Discussion # 6 in ecollege (Week 8)
	March 7, 9, 2018	Groups and Formal organization chapters
	March 9, 2018	In-class writing # 3 – socialization  <b>First draft of Resume, Cover Letter, and Letter of Reference due (turn in in class)</b>
	March 11, 2017 Sunday	Complete Quiz # 7 in Week 8 of ecollege (Groups and formal organization)
	<b>March 12-18, 2018</b>	<b>Spring Break</b>
Week 9	March 19, 21, 23, 2018	Social stratification; social class chapters  Returned reviewed Resume, etc.
	March 21, 2018	Last day to post Discussion # 7 in ecollege (Week 9) Social stratification; social class chapters
	March 23, 2018	Social stratification; social class chapters sociology
	March 25, 2018 Sunday	<b>Student Research Paper due in ecollege (Week 9)</b>  Complete Quiz # 8 in Week 9 of ecollege (social stratification)
Week 10	March 26, 28, 30, 2018	Social stratification; social class chapters in introductory sociology
	March 28, 2018	Last day to post Discussion # 8 in ecollege (Week 10)

	April 1, 2018 Sunday	Complete Quiz # 9 in Week 10 of ecollege (social class)
Week 11	April 2, 4, 6, 2018	Race & Ethnicity chapter
	April 4, 2018	Last day to post Discussion # 9 in ecollege (Week 11)
	April 6, 2018	In-class writing # 4 <b>Final copies of corrected Resume, Cover Letter and Reference Letter due</b>
	April 8, 2018 Sunday	Complete Quiz #10 in Week 11 of ecollege (race & ethnicity)
Week 12	April 9, 11, 13, 2018	Agents of Socialization  Social Change and urbanization
	April 11, 2018	Last day to post Discussion # 10 in ecollege (Week 12)
	April 15, 2018 Sunday	Complete Quiz # 11 in Week 12 of ecollege (agents of socialization)
Week 13	April 16, 18, 20, 2018	Social Movements, Collective Behavior chapters in introductory sociology
	April 20, 2018	In-class writing # 5
	April 22, 2018 Sunday	Complete Quiz # 12 in Week 13 of ecollege (social change and urbanization)
Week 14	April 23, 2018	Continue Social Movement review
	April 25, 27, 2018	Group Research Presentations
	April 29, 2018 Sunday	Complete Quiz # 13 in Week 14 of ecollege (social change)
Week 15	April 30, - May 1, 2018	Job/Position Presentations
	<b>May 4, 2018</b>	<b>Essay Test over the field of sociology – In Classroom</b>
	May 6, 2018 Sunday	Complete Quiz # 14 in Week 15 of ecollege (social movements)
	<b>May 7 - 10, 2018</b>	<b>Objective Final Exam available in ecollege; must be completed by May 10, 2018 by 11:59pm</b>