

**CLASS AND INSTRUCTOR INFORMATION**

<p><b>Section / Meeting days and times:</b></p> <p><b>Section 1 / Mondays, Wednesdays, and Fridays 8:30-9:25AM</b></p>	<p><b>Instructor title and name:</b>                  Dr. Jimiliz Valiente-Neighbours  <b>Dr. V, Dr. Jimi, Dr. Valiente-Neighbours</b></p> <p><b>Phone:</b> 619-849-3001</p>
<p><b>Meeting location: Rohr Hall 108</b></p>	<p><b>E-mail: <a href="mailto:jvalient@pointloma.edu">jvalient@pointloma.edu</a></b></p>
<p><b>FINAL Schedule:</b></p> <p><b>Service Learning Journal due in Canvas no later than <u>12/14 Friday 7pm</u></b></p>	<p><b>Office location and hours:</b>  <b>Rohr Hall 106</b>  <b>Tuesdays 1:30-4:30pm and by appointment</b></p> <p><b>Teaching Assistant:</b> Cynthia Gutierrez</p>

**PLNU MISSION**

*To Teach, To Shape, To Send*

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundation, truth is pursued, and holiness is a way of life.

**PLNU STUDENT OUTCOME**

*To Learn, To Grow, To Serve*

**GENERAL EDUCATION MISSION STATEMENT**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

**DEPARTMENT MISSION STATEMENT**

*Sociology, Social Work, and Family Sciences*

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

## WELCOME AND COURSE DESCRIPTION.

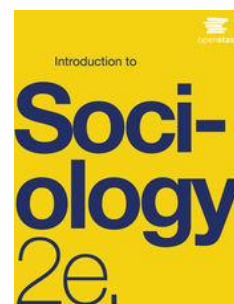
First of all, welcome to Introduction to Sociology! This introductory course is a general education (GE) course aimed at teaching students basic sociological theories and tools to better understand and engage the social world. During our semester together, we will explore ways of “thinking sociologically.” What might this look like? One of our foundational theorists C. Wright Mills talks about this perspective as the *sociological imagination*: the ability to see our personal lives within a larger context, including how we as individuals are connected to the experiences of others and formations of institutions. *Building and practicing empathy is key.*

Sociologists study and analyze at both the micro and the macro level. This means that we will, for example, look at how individuals interpret symbols or define their identities, but also at how institutions, such as families, churches, schools, and governments, shape individuals’ perceptions of themselves and others like them or, purportedly, unlike them. We will consider how things like gender, age, race, socioeconomic standing, disability, etc. influence the opportunities people have and the decisions they make. Sociologists study a broad array of topics: from McDonald’s and Disney to selfies and SAT’s; from dating and marriage to hospital gowns and Lyft/Uber. In addition to the foundational sociological theories and areas such as culture, deviance, and research methods, we will also explore Environmental Sociology, Health and Medicine, and Disability. This means that any background you bring to our class will enrich your individual as well as our collective experience and learning. Our diversity and interdisciplinarity will be strengths in this class!

**REQUIRED TEXT.** *Introduction to Sociology, 2<sup>nd</sup> Edition* (2015) through OpenStax This is a FREE online text. You have a choice of downloading the free PDF from the link below, purchasing the iBook, or purchasing the hardback copy from the PLNU Bookstore or online retailers.

<http://openstaxcollege.org/textbooks/introduction-to-sociology>

ISBN-10: 1938168410/ISBN-13: 978-1938168413



There will also be a few select articles and/or chapters, available as PDFs in Canvas, to help further illustrate and illuminate course concepts. It is helpful that students complete these readings before class meetings! Our class is structured in a way that while I will provide a brief lecture to review or give an overview of our readings, we will mostly have group work and discussions. In some cases, we will view films/documentaries and/or have guest lectures. In all cases, the key is to be prepared and be active in our learning process.

**COURSE LEARNING OUTCOMES.** Teaching Sociology is a passion of mine, and I am excited to share this semester with you. Upon completion of this course, my prayer is that students will be able to<sup>1</sup>:

- Identify and critique various social structures, particularly those resulting in inequality and injustice.
- Evaluate and apply social science data to inform decisions in everyday life.
- Describe and exemplify the relationship between our Christian faith and human actions.
- Apply service-minded sociological concepts to specific need areas in our communities.
- Demonstrate an understanding of the complex issues faced by diverse groups in global contexts and across cultures.

This class meets the PLNU **CREDIT HOUR POLICY** for a 3-unit class delivered over 15 weeks. I hope that your learning continues beyond this class, so on top of the course learning outcomes listed above, please let me know of other spiritual, service-oriented, or career-oriented goals you may have that you hope to work toward, and we can have a conversation about how you hope this class can be helpful for you.

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<sup>1</sup> Respectively, EP 2.1.4 (1), EP 21.6 (2), EP 2.1.1 (1, 2), EP 2.1.7 (2), and EP 2.1.4 (1).

**EXAMS.** When you read, I encourage you to take note of what new concepts you are learning and what questions they bring to mind. Use these notes to prepare for your exams, so that you do not wait until the week/day before to study. There are three exams, altogether worth 40%. They will be 40 multiple choice questions in Canvas, exam location to be confirmed. To encourage taking handwritten notes, you are welcome to use your handwritten notes during the exam, which you will submit at the end of the exam. I will return the notebooks at the next class meeting. No printed or online notes are allowed.

ASSIGNMENT VALUES	
Participation and Attendance	10%
Quizzes and Homework	10%
Exam 1	10%
Exam 2	15%
Exam 3	15%
Service Learning Journal Packet 1 (2 visits)	5%
Service Learning Journal Packet 2 (+2 more)	5%
Service Learning Journal Final Packet (+ 2 more visits, total of 6 for the semester)	30%

**SERVICE LEARNING.** The application of what you will be learning in this class through Service Learning will contribute to and complement your spiritual growth. This requirement is worth 40% in total. Please note: out of 70 possible days this to participate this semester, students will be required to do it SIX times.

GRADING SCALE	
A = 90-100	D = 60-69.99
B = 80-89.99	F = 0-59.99
C = 70-79.99	<i>No rounding up!</i>

Because the intent is to serve the community outside Loma, select from these PLNU Community Ministries:

DAY	MINISTRY	NOTES	DURATION	MEET HERE
Tuesday	Bread of Life	Meal prep <b>and</b> service	5:15pm-9pm	Loading dock behind Nicholson Commons
	Surf & Serve	Only service will count, not the surfing ☺	4:45pm-7pm	Cross at the front of campus
	ALIMA Tutoring		4:15pm-7pm	Loading dock behind Nicholson Commons
Wednesday	Night of Outreach	Meal prep <b>and</b> service	5:15pm-9pm	Loading dock behind Nicholson Commons
	Kids at Heart Tutoring		5:15pm-8pm	Caf Lobby
	T.H.R.I.V.E. Tutoring		2:45pm-5:45pm	Loading dock behind Nicholson Commons
Thursday	Threshold	Meal prep <b>and</b> service	4:15-8:30pm	Loading dock behind Nicholson Commons
	Reality Changers Tutoring		6pm-9:30pm	Loading dock behind Nicholson Commons
Friday	Beacon of Light	Meal prep <b>and</b> service	4:45pm-8:30pm	Loading dock behind Nicholson Commons
Saturday	Elderly Outreach		9:30-11:30am	Loading dock behind Nicholson Commons

**VISIT REPORTS.** For each PLNU Community Ministries visit, students will:

- (1) submit in Canvas a photo of them with the leader/s or the group at the meeting place (please do not take photos with the people you are serving, out of courtesy to them)
- (2) write a 200-word “journal entry” after *each* visit, answering these questions:
  - (a) What did you do? What did you see? (100 words)
  - (b) Which 1 or 2 key concepts from the textbook or lectures could you apply to this visit? (100 words)

For the final packet, worth 30%, students will do the VISIT REPORTS for their final 2 visits as well as answer the more in-depth questions in Canvas. These questions will ask them to connect their experiences with course materials, reflect on their growth as an individual, a person of faith, and a community member both in Loma and in the greater community. These prompts/questions and key concepts/theories will be posted in Canvas weeks ahead of the final deadline.

**LATE ASSIGNMENT POLICY.** Be mindful of deadlines! All assignments are to be submitted when they are due. There will be no opportunities to make up missed in-class assignments or classwork, unless students have documented medical emergencies or are considered “excused” by the administration. Those with documentation for medical emergencies will need to discuss with me their revised deadlines. I also understand that sometimes students have to reprioritize due to things beyond their control. If this happens to you, inform me immediately.

**LATE ASSIGNMENT DEDUCTIONS.**

After deadline -10% of total grade earned	2 days late -20% of total grade earned
1 day late -15% of total grade earned	>2 days late Not Accepted

**ACADEMIC ACCOMMODATIONS.** I welcome diverse learning abilities and styles in our class! Please contact Nichole Hope-Moore at PLNU’s Disability Resource Center (DRC) if you are qualified to register or are curious about accommodations. Her number is (619) 849-2486 and e-mail address is [DRC@pointloma.edu](mailto:DRC@pointloma.edu). Visit the website for additional information. The early contact with Nichole is so that she would be able to notify me within the first two weeks of the semester about how I may help provide the necessary accommodations.

**PLNU ATTENDANCE AND PARTICIPATION POLICY.** Your regular and punctual attendance at all classes is essential for our community-building, shared spiritual journey, and optimum academic achievement!

- In this class, you are welcome to TWO WELLNESS DAYS. If you are taking a Wellness Day, you are still responsible for turning in the homework and assignment by the deadline and subject to the late assignment deductions.
- After these two wellness days, per PLNU policy, student absences for more than 10% of our class meetings may lead to a written report which may result in de-enrollment.
- You are also responsible for being in class the entire time. Do not schedule appointments, work, or advising meetings during our class.
- Missing 10 minutes of class or more counts as an absence.
- Being asked to put away your electronics twice during class counts as an absence.
- If absences or tardiness exceed 20%, the student may be de-enrolled without notice until the university drop date, or after that date, receive the appropriate grade for their work and participation.

**PLNU ACADEMIC POLICY.** Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. Per PLNU policy, faculty can assign a failing grade for that assignment/examination or for the course. Please do not risk it!

**FINAL EXAMINATION POLICY.** Successful completion of this class requires observing the deadline, which is set for December 14, Friday at 7pm. You may turn in your final any time *before* that deadline, but late final submissions will not be accepted. Canvas closes the submission portal at 7pm. No exceptions, so please plan your schedules accordingly!

## COVENANT AND COMMUNITY GUIDELINES.

Consider this syllabus not as a contract but as a ***covenant*** among all of us. We are all in this together! Let us create and nurture an environment that helps us all feel loved, welcomed, and challenged-supported, a balance of understanding where we are coming from as well as extending our growth zones—hard but necessary. Toward this end, let's keep in mind the following: **RESPECT**. Respect for others is a basic element of Christian character. All discourse will be conducted in a responsible, humble, and gracious manner. What does this look like? How do we embody it?

- **Use inclusive language.** Our words have power, so let us be considerate of what we say and write and how they may impact others. Speak up/out as needed with courage, grace, and humility.
- **Give your full attention to the faculty and to your peers.** Some theologians describe prayer as attention. As we seek to become our best selves to serve God's world, let us re/consider how we act and interact in class. Put away your phones, other electronic devices, and anything that takes attention away from the task at hand, while class is in session.

### **Why do my fellow faculty and I feel so strongly about putting away electronics in class?**

- Avoid zombie note-taking. Zombie note-taking does not equal learning. Instead of copying everything, synthesize what you are learning. Highlight what stands out to you.<sup>2</sup>
  - Avoid distracted note-taking. When you are on your laptop, iPad, or phones, it is hard not to check other things. Notifications interrupt your learning process and sense-making.<sup>3</sup>
  - Avoid distracting your peers.<sup>4</sup>
  - Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines.<sup>5</sup>
- **Come to class on time, participate actively, and do not pack your materials before dismissal.** Please plan ahead in terms of looking for parking spaces or printing materials before coming to class. We will take the entire class time, so schedule other activities around our class time.
  - **Be honest with your work.** Do original work and give appropriate credit to the ideas of others. This includes proper citation formats on papers/projects.
  - **Say “I’m sorry for my mistake. Please teach me.”** God created us to be interdependent beings—we cannot live alone and we grow to be “more perfect in God” when we learn from each other. Let us acknowledge when we hurt each other—even without the intent to—and be humble.

If you have any questions or concerns, or just want to chat/chill, please feel free to contact me by e-mail or simply visit me during my office hours (Tuesdays 1:30-4:30pm and by appointment). I look forward to building this learning community with you!

<sup>2</sup> <http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>;

<https://www.chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>

<sup>3</sup> [http://www.slate.com/articles/health\\_and\\_science/science/2013/05/multitasking\\_while\\_studying\\_divided\\_attention\\_and\\_technological\\_gadgets.html](http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html)

<sup>4</sup> <https://www.sciencedirect.com/science/article/pii/S0360131512002254>

<sup>5</sup> <https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>