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Welcome to Sociology!

This is a list of important things to know about Sociology class. Please read over it carefully and ask any questions you have. This syllabus is also for your parent(s)/guardian(s)/etc.(s), so ask any questions you think *they'll* have to keep them in-the-loop (they'll appreciate it). And if you forget to ask something or have a question later, contact me through the methods above.

When you understand the syllabus, sign at the bottom. Make sure your parent/guardian understands the syllabus, too, then have them sign as well. If you bring this back, signed, by the end of the week, you'll get +10% on your first quiz. You only have to bring back the signature page at the end.

Course Description

Students will study the effect of environment and cultural heritage in shaping behavioral patterns. They will investigate the results of human interaction in meeting the challenges of poverty, crime, and racism in our modern urban society. Other topics include group processes, leadership, and group behavior. Students will improve critical and evaluative thinking skills, create case studies and use research and information skills throughout the course.

Essential Questions

- ❖ What does it mean to “think like a sociologist”?
- ❖ What are the main perspectives sociologists take?
- ❖ How do sociologists ask & answer questions?
- ❖ What are the components of culture?
- ❖ How do cultures grow, spread, and evolve?
- ❖ How do social institutions respond or fail to respond to social needs?
- ❖ How does a person's place in society affect their sense of self?
- ❖ What are the common patterns of inequality across societies?
- ❖ How do social movements arise and develop?

Unit Guide

- ★ Unit 1: The Sociological Perspective
- ★ Unit 2: Culture
- ★ Unit 3: Conformity & Deviance

★ Unit 4: Social Inequality

★ Unit 5: Social Change

Daily Routine

- Arrive before the bell rings—you need to be in the door by the end of the bell to be Present. If you arrive late, knock politely and I'll let you in. (Note: students are not to let anyone into the room without direct permission.)
- When you come in, you will see a timer running on the board. This is the time you have to complete the day's Do Now. At the end of the timer, the Do Now is over and class begins. The Do Now is always posted on the whiteboard...
- When you come in, locate your subject's whiteboard (Psychology, Sociology, or AP Psychology).
 - ◆ It will always be in the same place, laid out the same way, in the same format.
 - ◆ It will always be up-to-date.
 - ◆ We will always follow the board. If you want to know what we're doing today, check the board.
- The board has a **DO NOW** to start with. You should begin the Do Now right away so you don't run out of time. When the timer on the board rings, we will discuss the Do Now and transition to the day's agenda. If you're not done with it, put it to the side and join class where it is.
- Next on the board is the **AGENDA**, with 2-4 items on it every day. They should give you an idea of what's coming and what we'll be up to.
- Pay attention to the timer: we use it a lot. When the timer goes off, it's time to stop what we're doing and move on to the next thing. We can circle back later, but the class should keep moving forward.

Grading

- ☐ Do Now and Exit Ticket activities are graded on ***completion***, but aren't worth many points.
- ☐ Your daily lecture notes are graded on ***effort***. I do that by including a few critical thinking questions at checkpoints in the lesson. Your answers to those questions are checked, but your slide notes themselves are not.
- ☐ Classwork, homework, and tests are graded on ***accuracy***.
- ☐ Hazelwood recognizes two categories of assignments:
 - ☐ **Classwork** (30% of your grade), which includes lecture notes, Do Nows, and smaller activities. Each classwork assignment usually changes your grade by about 2%.

- ☐ **Assessment** (70% of your grade), which includes tests and larger activities. Each test usually changes your grade by up to 6%, sometimes more.

- ☐ The standard grade scale applies:

A	100-90%
B	80-89%
C	70-79%
D	60-69%
F	0-59% (no credit)

Late Work Policy

- All classwork is due at the end of class that day. There will be a bin for you to turn your work in. I'll check your notes for effort after the lecture (or during), but you keep them to help you study. We'll learn the best ways to do this. When there's homework, it's due in the bin at the beginning of the next class period.
- If I don't have an assignment by the due date, it will be entered as Missing - 0% until you turn it in.
- When you turn it in, I'll grade it, subtract 10% from your score, and enter it in the system.
- If you don't turn it in by the day of the unit test, you can't turn it in any more.
- There will be one review day in the middle of each unit.

Absences (Student or Teacher)

- If I'm absent, I'll post something in Google Classroom. It's your responsibility to check our Google Classroom and complete the assignment whether we have a substitute or not. Late rules still apply.
- If you are Absent-Excused, your due dates will be extended. When you get back, I'll have your work ready for you and leave the gradebook blank till it's due.
- If you are Absent-Unexcused, your work is due just as though you had been in class.
- **Make sure a parent/guardian calls the Attendance Office (_____) to excuse you officially!**

Cheating/Copying/Plagiarizing

- ❖ Cheating on tests will result in a 0%, a disciplinary referral, a call home, and a conference with me to discuss whether you can retake it. At the college level, cheating can result in anything from an automatic F in the class to expulsion from the university.

- I won't accuse anyone of cheating without a very good reason, but that *does not mean you will get a warning* or that I have to get 100% proof to apply the consequence (more like 90%).
- ❖ Copying work directly from another student is a waste of time—you can't learn anything from it and you're exploiting someone else's work. College-level students (and most workers) do not like others to get credit for work they've done on their own.
 - The alternative is actually a **GREAT WAY TO LEARN** though. You go through a couple extra steps that force your brain to process the information a bit:
 - Read the question out loud to the student you're working with. Have them read their answer back to you out loud while you listen. Then, write down the answer in your own words. It takes a bit longer, but you actually learn something.
- ❖ Plagiarism isn't just copying text without quoting it—it's presenting someone else's idea as if it's yours. Plagiarized work will be returned with a 0% and treated as Missing (see above) until it's corrected. I will always show you where your plagiarism is and help correct it. In college, plagiarism can result in expulsion or even them taking back your degree; in the professional world, plagiarism can get you fired, fined, or put in jail. Here though, you get a zero and a second chance. Any of these things counts as plagiarism:
 - Copying text word-for-word from another student, person, book, website, AI generator, etc. without citing it. (We'll go over how to do that.)
 - Copy-pasting text and then editing it is plagiarism. You can move words around or change them to synonyms, but you're still taking credit for someone else's idea.
 - Writing down exactly the answer your partner(s) had when we work in groups is plagiarism—you have to put it in your own words as much as possible.
 - If in doubt, cite the source anyway or ask me. Most plagiarism problems can actually be fixed really quickly!

Supplies/Materials

- Our textbook will be *Psychology in Everyday Life, 4th ed.*, by Myers & DeWall. We have class copies.
- Unless you have a special circumstance, you'll be asked to write notes by hand. Studies show again and again that students who handwrite notes do better than those who type them.
- You may write notes in your own style (in which case you'll need a notebook) or using guided notes.

Use this space to jot down any notes or questions to ask.

[illegible]

Student Name (First & Last):