



## Course Syllabus

- **Course Number:** SOSCI24L

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- **Course Title/Modality:** Introduction to Sociology: Online

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- **Credit Hours:** 3

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- **Semester:** Spring 2026

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- **Faculty Name:** Rachel Sullivan, Ph.D.

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- **Email Address:** rasullivan@ccsnh.edu

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- **Office Location:** N/A- office hours can be conducted over Zoom

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- **Office Hours:** I am happy to meet virtually over Zoom to discuss course concepts and assignments at a time that works for you. Please send me an email or Canvas message to set up a time.

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- **Prerequisites:** None

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- **Course Description:** Our daily lives are affected, consciously and unconsciously, by social forces and influences of which we are largely unaware. This introductory course to sociology, the scientific study of society, explores and uncovers these hidden factors behind the behaviors and attitudes of individuals, groups and societies.

### **Text/Instructional Materials and Equipment Required:**

*Introduction to Sociology* (3e) –Conerly et al.

\*This is a free textbook available online at the following website:

<https://openstax.org/details/books/introduction-sociology-3e?Book%20details>

You can view the book online or download a PDF version. If you'd prefer to purchase a print version, you can order it through the LRCC bookstore or through online platforms, including Amazon.

### • **Grading Scale:**

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

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**Course Learning Outcomes/Competencies:** By the end of this class you will be able to:

- 1. Define key sociological terms & concepts.
- 2. Critically examine the social institutions that make up society.
- 3. Identify and critique the causes and consequences of social division & inequality.
- 4. Recognize and analyze sociological issues that you are exposed to in your everyday life.

### **Course Design**

This course is run in an asynchronous format, which means that you will not have to log in at a certain class time to access or complete course material. The course material is divided into weekly modules (see schedule on page 5 of this syllabus for specific due dates), which typically open on a Monday and end on Sunday.

Each module consists of:

- A learning guide page, which outlines the learning objectives and assignments for the week.
- Overview lecture(s), which cover key concepts from each of the assigned textbook chapters.
- Slides, which correspond to what is covered in the lecture(s).
- An activity, which requires you to apply or elaborate on concepts/findings from the lecture(s), and is due on Sunday (the last day of the module).
- A discussion board forum, which allows you to reflect on a course concept or related topic while also engaging with your peers. Your initial post is typically due on Thursday, and your peer response is typically due on Sunday (the last day of the module).

These materials will all be made available at the start of each module. Some weeks, we will also have an additional assignment due (like a unit reflection, or part of the final project). These are listed on the syllabus and will be made available on Canvas ahead of time.

### **Course Assessments**

Activities: 40% of course grade

Discussion Boards: 30% of course grade

Unit Reflections: 10% of course grade

Final Project- Fact or Fiction- Using Sociology to Assess a Common Belief : 20% of course grade (& breakdown is below)

- Topic & Source Submission 5%
- Paper 10%
- Presentation 5%

You can find a brief overview of each course assessment below. I will also post more detailed instructions and assessment rubrics on Canvas.

**Activities:** You will be asked to complete an individual activity in each module. These activities will differ each week, but they typically will ask you to either: respond to discussion questions related to the textbook reading, apply key course concepts to research and policy scenarios, or read/watch supplemental material and analyze it through a sociological lens. Activities will be evaluated based on completion & appropriate application of course concepts on a 3-point scale.

- 3 pts= Completed all parts of activity & appropriately applied course and/or supplemental materials.
- 2 pts= Did not complete all parts of the activity or did not make sufficient connections to course material.
- 1 pt= Did not complete all parts of the activity and did not make sufficient connections to course material

\*I will drop the lowest activity grade at the end of the semester.

**Discussion Boards:** You will also be required to complete a discussion board post each week, which tends to be shorter and more informal than the weekly activity. Discussion boards also provide you with an opportunity to engage with your classmates in a virtual format. You have to make two posts within weekly discussion boards: your individual post and a peer response.

**Individual Post:** This is your initial discussion board response where you answer the prompt or question posed. Your response should typically be between 200-250 words. Individual posts are worth up to 1.5 points.

- 1.5 points: Answered all parts of the prompt and appropriately applied course and/or supplemental material
- 1 point: Did not complete all parts of the activity or did not make sufficient connections to course material.
- .5 of a point: Did not complete all parts of the activity and did not make sufficient connections to course material.

Your peer response can be shorter (about 100-150 words), and is worth .5 of a point. Peer responses should contribute to the conversation in some way. For example, instead of saying that you agree with a post, explain why you agree with it. More specific discussion board guidelines can be found on Canvas.

**Unit Reflections:** While a new module opens up each week, our course information is organized into three distinct themes, or units—Unit #1: Building a Foundation, Unit #2: Forms of Identity and Inequality, and Unit #3: Selected Social Institutions- Applying Sociology to the People & Places We Interact With. At the end of each unit, you will be asked to answer a few guided reflection questions. These are informal, not exam questions, and are graded on the same three point scale as class activities:

- 3 pts= Completed all parts of activity & appropriately applied course and/or supplemental materials.
- 2 pts= Did not complete all parts of the activity or did not make sufficient connections to course material.
- 1 pt= Did not complete all parts of the activity and did not make sufficient connections to course material

### **Final Project- Fact or Fiction: Using Sociology to Assess a Common Belief**

Sociologists study all aspects of society—everything from family structure, to crime, to population growth, to racism and inequality. This assignment provides you with space to take a closer, research-informed look at a topic that you find particularly interesting. More specifically, you'll be asked to select one common belief in society (This can be a belief about anything-- you will be provided with a list to choose from, or can brainstorm your own). Then, you will identify one peer-reviewed source that focuses on this topic, and will determine whether or not sociological data/findings confirm or contradict this belief. You will be asked to write an approximately three page paper and will also record and submit to Canvas a short presentation outlining your findings. You will be asked to submit your topic and article in advance, so that I can provide you with feedback. Additional guidelines will be posted on Canvas.

### **Course Policies**

**Online Expectations:** Canvas and Zoom are the main technologies that we will be using in this class. All lectures will be prerecorded on Zoom (and posted to Canvas), and Zoom can be used for office hours. All activities, announcements, etc. will be on Canvas, so be sure to get in the habit of checking the course page regularly.

**Class Climate:** We all arrive to this virtual course with different lived experiences that impact how we view the world. In social science courses, there are sometimes sensitive issues, including gender, race, social class, religion, and related topics, that are assigned. Our different experiences inform how we make sense of these topics. It is my hope that you can use this class to apply sociological concepts to these issues, and respectfully learn from and alongside each other. As we complete activities, let us all be mindful to engage in criticism/evaluation of data and course concepts, not of each other as individuals.

**Late Policy:** Please make every effort to submit class assignments by their due date. That being said, I do recognize that sometimes life circumstances impact our ability to complete an assignment. If that is the case, please email or Canvas message me as soon as possible to let me know.

**Disability Services:** Reasonable accommodations will be provided for students with documented disabilities. If you believe you have a disability that requires accommodations in this class, please notify the Campus Accessibility Coordinator as soon as possible by phone (603 366 5243) or email ([LRCCAccessibility@ccsnh.edu](mailto:LRCCAccessibility@ccsnh.edu)).

### **Academic Integrity, Cheating, and Plagiarism**

Honesty is expected of all LRCC students. In academic matters this includes the submission of work that clearly indicates its sources. Dishonest acts include cheating and plagiarism, as well as other forms of academic misconduct.

**Cheating** is defined as copying or otherwise using material from others, or using sources not approved by faculty.

**Plagiarism** is defined as using the work (ideas, words, artwork, etc.) of another person as one's own. The failure to cite sources or the extensive use of others' work in written material are the most common types of plagiarism.

Cheating, plagiarism, and other forms of academic misconduct are considered serious disciplinary matters and are subject to the same penalties and procedures as other LRCC disciplinary matters. Students should be aware that penalties levied in substantiated cases of cheating or plagiarism may include, but are not limited to, the issuance of a grade of F, which may in turn lead to delay of graduation. Repeated offenses may lead to dismissal from a program or from the college.

Refer to the Academic Honesty Policy in the [Student Handbook](#).

### **Non-Discrimination Policy**

Lakes Region Community College does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, gender identity and expression, genetic information, veteran status, sexual orientation, or marital status. This statement is a reflection of the mission of the Community College System of New Hampshire and LRCC and refers to, but is not limited to, the provisions of the following laws:

- Titles VI and VII of the Civil Rights Act of 1964
- The Age Discrimination Act of 1967
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990 (ADA)
- Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974
- NH Law Against Discrimination (RSA 354-A)
- NH Law RSA 188-F:3-a
- Genetic Information Nondiscrimination Act of 2008

LRCC degree, certificate, and career training programs are designed to meet the educational and workforce needs of the Lakes Region. Career and Technical Education (CTE) opportunities will be offered regardless of race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity or expression, genetic information, or veteran status. LRCC reduces barriers to future career and educational opportunities for area residents by helping them upskill with general academic and technical education, as well as customized business and industry training. View the CTE program details at [LRCC.edu](http://LRCC.edu).

Inquiries regarding discrimination may be directed to Laura LeMien, Associate Vice President of Academic & Student Affairs and Title IX Coordinator, at [LLeMien@ccsnh.edu](mailto:LLeMien@ccsnh.edu)

I hope this course meets your expectations as a challenging, engaging, and respectful learning experience. If you find this not to be the case, I welcome the opportunity to address your concerns. This is not only a courtesy; it is a matter of process and procedure. Should we fail to arrive at a mutually satisfactory understanding, you should take the matter to my immediate supervisor, Professor Stephen Freeborn, at [sfreeborn@ccsnh.edu](mailto:sfreeborn@ccsnh.edu).

## Course Schedule

\*While I expect us to follow this schedule, it may shift a bit as the semester unfolds. If that happens, I'll keep you in the loop & will update the syllabus.

\*\* All readings listed are from the Conerly et al. Openstax textbook. Additional short readings, which correspond with activities, will be posted within certain modules.

Module/Dates	Topic(s)	Reading	Assignments	Targeted Learning Outcomes
<b>Unit #1: Building a Foundation- What is Sociology? How do Sociologists Study Society?</b>				
#1: Tues 1/20 - Sun 1/25	An Introduction to Sociology	Read chapter sections 1.1 & 1.3	<b>Activity #1:</b> due by 11:59pm, 1/25 <b>Discussion Board #1:</b> Individual Post- due by 11:59pm, 1/23 (due on Friday this week because of Tuesday module start) Peer Response- due by 11:59pm, 1/25	#1, #4
#2: Mon, 1/26- Sun 2/1	Sociological Research	Read chapter sections 2.1- 2.3	<b>Activity #2:</b> due by 11:59pm, 2/1 <b>Discussion Board #2:</b> Individual Post- due by 11:59pm, 1/29 Peer Response- due by 11:59pm, 2/1	#1
#3: Mon 2/2- Sun 2/8	Culture & Socialization	Read chapter sections 3.1 & 3.3 (culture) and 5.2, 5.3, & 5.4 (socialization)	<b>Activity #3:</b> due by 11:59pm, 2/8 <b>Discussion Board #3:</b> Individual Post- due by 11:59pm, 2/5 Peer Response- due by 11:59pm, 2/8	#1, #4
#4: Mon 2/9- Sun 2/15	Groups & Organizations	Read chapter sections 6.1, 6.2, and 6.3	<b>Activity #4:</b> due by 11:59pm, 2/15 <b>Discussion Board #4:</b> Individual Post- due by 11:59pm, 2/12 Peer Response- due by 11:59pm, 2/15 <b>Unit #1 Reflection:</b> due by 11:59pm, 2/15	#1, #2, #4
<b>Unit #2: Forms of Identity &amp; Inequality</b>				
#5: Mon 2/16- Sun 2/22	Social Stratification in the U.S.	Read chapter sections 9.1, 9.2, & 9.4	<b>Activity #5:</b> due by 11:59pm, 2/22 <b>Discussion Board #5:</b> Individual Post- due by 11:59pm, 2/19	#2 & #3

			Peer Response- due by 11:59pm, 2/22	
#6: Mon 2/23- Sun 3/1	Race & Ethnicity	Read all of chapter 11	<b>Activity #6:</b> due by 11:59pm, 3/1 <b>Discussion Board #6:</b> Individual Post- due by 11:59pm, 2/26 Peer Response- due by 11:59pm, 3/1	#1 & #3
#7: Mon 3/2- Sun 3/8	Gender, Sex, & Sexuality	Read all of chapter 12	<b>Activity #7:</b> due by 11:59pm, 3/8 <b>Discussion Board #7:</b> Individual Post- due by 11:59pm, 3/5 Peer Response- due by 11:59pm, 3/8 <b>Unit #2 Reflection:</b> due by 11:59pm, 3/8	#1, #3, #4
<b>Unit #3: Social Institutions: Applying Sociology to the People &amp; Places We Interact With</b>				
#8: Mon 3/9- Sun 3/15	Deviance, Crime, & Social Control	Read Chapter Sections 7.1 & 7.2	<b>Activity #8:</b> due by 11:59pm, 3/15 <b>Discussion Board #8:</b> Individual Post- due by 11:59pm, 3/12 Peer Response- due by 11:59pm, 3/15	#2 & #3
<b>**Spring Break: Mon 3/16 – Sun 3/22**</b>				
#9: Mon 3/23- Sun 3/29	Aging & the Elderly	Read chapter sections 13.1, 13.3, 13.4	<b>Activity #9:</b> due by 11:59pm, 3/29 <b>Discussion Board #9:</b> Individual Post- due by 11:59pm, 3/26 Peer Response- due by 11:59pm, 3/29	#2 & #3
#10: Mon 3/30- Sun 4/5	Relationships, Marriage, & Family	Read chapter sections 14.2 and 14.3	<b>Activity #10:</b> due by 11:59pm, 4/5 <b>Discussion Board #10:</b> Individual Post- due by 11:59pm, 4/2 Peer Response- due by 11:59pm, 4/5	#2, #3, #4
#11: Mon 4/6- Sun 4/12	Religion	Read chapter sections 15.1 and 15.3	<b>Activity #11:</b> due by 11:59pm, 4/12 <b>Discussion Board #11:</b> Individual Post- due by 11:59pm, 4/9 Peer Response- due by 11:59pm, 4/12	#1, #2
#12: Mon 4/13- Sun 4/19	Education	Read chapter sections 16.2 & 16.3, article on education	<b>Activity #12:</b> due by 11:59pm, 4/19 <b>Discussion Board #12:</b> Individual Post- due by 11:59pm, 4/16	#2, #3, #4

			Peer Response- due by 11:59pm, 4/19 <b>Fact or Fiction Topic Selection:</b> Due by 11:59pm, 4/19	
#13: Mon 4/20- Sun 4/26	Work and the Economy	Read article posted on Canvas	<b>Activity #13:</b> due by 11:59pm, 4/26 <b>Fact or Fiction Source Selection:</b> Due by 11:59pm, 4/26	#1, #2
#14: Mon 4/27- Sun 5/3	Health & Medicine	Read chapter sections 19.1, 19.5 & article posted on Canvas	<b>Activity #14:</b> due by 11:59pm, 5/3 <b>Discussion Board #14:</b> Individual Post- due by 11:59pm, 4/30 Peer Response- due by 11:59pm, 5/3	#1, #2, #3
#15: Mon 5/4- Fri 5/8	Course Wrap-up	No new reading or materials	<b>Fact or Fiction Paper + Presentation:</b> Due by 11:59pm, 5/8 <b>Unit #3 Reflection:</b> Due by 11:59pm, 5/8	#4