Global Citizenship Program BSS Course Revisions
SOCI 1100 Introduction to Sociology

Introduction:

The Global Citizenship Program (GCP) is the new general education program at Webster University. Each course within the GCP will typically be coded for one of several content areas. Courses may also be coded as delivering content associated with one of several skill areas.

Content Area:

SOCI 1100 has been coded for the Social Systems and Human Behavior content area. Please indicate this on your course syllabus. In addition, you will need to include the following course outcomes on your syllabus. You may add additional outcomes if desired.

Social Systems and Human Behavior: Expected to help students develop knowledge of human cultures and how people and their cultures and institutions work, focused by engagement with “big questions,” whether contemporary or enduring.

Upon the successful completion of this course, students will be able to:

- Describe and provide examples of the major concepts in sociology.
- Differentiate between the ways the major theoretical perspectives in sociology explain the social world.
- Develop evidence-based arguments about the social world.
- Describe the scientific process and discuss the importance of research ethics.
- Compare and contrast the major research methodologies in sociology.
- Identify the structural constraints in their lives and recognize how those constraints might differ for individuals in other cultures.
- Describe cultural differences among people in contemporary society.

The content of SOCI 1100 lends itself to the Social Systems and Human Behavior content area. There is no need to change your course content unless you are not meeting the aforementioned learning outcomes. At the end of your course, please use the attached rubric (Knowledge Rubric) to assess student knowledge of the content area. Your assessment is based on a student’s overall performance on the various exams, papers, etc. associated with the class. Note that the assessment score is separate (although likely related) to the grade you will be assigning to student.
Skill Area:

A new element in the GCP is the addition of skill areas. The inclusion of these skill areas will often mean that instructors will need to add additional course content to justify the inclusion of a skill area. SOCI 1100 has been coded for the Written Communication skill area. Please indicate this on your course syllabus. In addition, you will need to include the list of course outcomes in your syllabus. You may add additional outcomes if desired.

Written Communication: The development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data and images. Written communication abilities develop through iterative experiences across the curriculum.

Upon the successful completion of this course, students will be able to:

- Describe, with originality and through understanding, the purpose of the assignment, audience, and opposing arguments.
- Discuss compelling, relevant content to demonstrate mastery of the subject and originality of thought.
- Illustrate original ideas using appropriate form, content, style, and citation conventions within the context of the discipline.
- Apply well-respected sources to engage in dialogue with the complex arguments of a particular text or area of study.
- Apply appropriate mechanics, syntax, and vocabulary of the discipline to write with clarity and fluency.

A common assignment has been developed to assist with content and assessment. Instructors need to incorporate the assignment into their courses. The assignment will need to be included in the calculation of the final grade (exact percentage is up to each instructor). In addition, instructors may elect to have this as the midterm paper or final paper. A description of the standard assessment assignment for this course is attached. At the end of your course, please use the attached rubric (Written Communication Rubric) to assess student knowledge of the skill area. Note that this is in addition to the grades you will be assigning to students.

Common Skills Area Assignment:

To assess written communication, students will have the opportunity to write a socioautobiography describing how the big story of the world relates to the little story of the student’s life. The assignment follows in the tradition of sociologist C. Wright Mills, who emphasized the influence of society on the individual. He argued that personal troubles are
typically rooted in larger social forces – that is, in public issues. Why do teenagers start smoking? Often because they’ve seen their parents do it and/or they have been influenced by media images that show smoking as cool. We all experience the effects of social forces that we can do little to avoid. As we begin to understand how we have been acted upon, we have greater freedom to control how we shape and produce the culture around us as well as ourselves.

One important element in the written communication skill is instructor feedback. To that end, students will be given two opportunities to receive written feedback on their draft paper prior to the final submission. For each draft, students will be provided with feedback on the purpose/audience, content development, genre/disciplinary conventions, sources/evidence, and control of syntax and mechanics. Students will be expected to revise each draft incorporating suggested changes, adding additional information, and refining their argument.

For the first draft, students will need to select one central value or belief (honesty, trustworthiness, material comfort, hard work, leisure, a spiritual tradition, etc.) and then discuss how the major agents of socialization (such as family, peers, education, media) instilled this value. For the second draft, students will incorporate the feedback from the first draft and expand the paper to tie their life to a major world event (e.g., the financial crisis, war, political scandal, a natural disaster). Students will examine analyze how their memory and awareness of certain events (including the response of family, friends, media, etc. to the event) influenced their core value/belief.

Students must include at least TWO citations from academic, peer-reviewed journal articles. Online sources, such as Wikipedia, are not acceptable. If students include direct quotes from these sources, the quotes need to be substantive to support an argument made in the paper. Writing two drafts of this assignment will allow students to develop their writing skills and will also allow them to develop increasingly more developed evidence-based arguments. For each draft, instructors will rely on the GCP written communication rubric to provide feedback to students on the development of their socioautobiography.

Paper and/or presentation length is up to each instructor but should be sufficient to assess the skill. The assignment must factor into the student’s grade for the course (exact percentage is up to the instructor). Essentially, the instructor will grade the assignment using two different metrics. Once for the letter grade and again for assessment purposes (must be scored using the attached GCP rubric for Written Communication).
Assessment Reporting:

Each course needs to be assessed at the end of every semester. Assessment scores will need to be sent back to the home department using the attached excel spreadsheet. In the future, online assessment entry options will be made available.

Sample Student Handout:

SOCIOAUTOBIOGRAPHY

The purpose of this course requirement is to give you practical experience with sociological concepts, to develop your writing ability, and to assess how you have met the course objectives of replacing “common sense” notions of society with empirical facts, analyses, and generalizations; how you have achieved a more accurate understanding of “the self” through ongoing processes of socialization; how you have developed a healthy and practical sense of skepticism through enhancing “critical thinking” skills; and how you have learned to think about inequality from a sociological perspective by applying concepts to personal experiences as well as understanding how life chances differ for various groups.

A “sociobiography” looks at how the big story of the world relates to the little story of you. It follows in the tradition of sociologist C. Wright Mills, who emphasized the influence of society on the individual. He argued that personal troubles are typically rooted in larger social forces – that is, in public issues. Why do teenagers start smoking? Often because they’ve seen their parents do it and/or they have been influenced by media images that show smoking as cool. We all experience the effects of social forces that we can do little to avoid. As we begin to understand how we have been acted upon, we have greater freedom to control how we shape and produce the culture around us as well as ourselves.

For the socioautobiography, you will need to select one value or belief that is central to how you think about yourself. (This should be some guiding principle in your life that defines who you are – it could be a spiritual or religious belief, a belief about hard work or material comfort, a belief about caring, altruism, social or family responsibilities, etc.) You will then need to discuss how the major agents of socialization discussed in class and your text instilled this value in you. Include specific examples or stories about how each agent of socialization developed this core value in you. Your paper must include, at minimum, the following terms: achieved status, ascribed status, and master status; and at least one of: Sapir Whorf hypothesis, Thomas Theorem, the looking glass self, or the presentation of self.
Your first draft will include all of the elements above (one core value/belief, agents of socialization, and the concepts listed). It may or may not include the required peer-reviewed journal articles required for the assignment.

For the final draft, you must evaluate the feedback from the first draft and make appropriate adjustments. You must also expand the paper to include one global social event that helped shape the belief in your core value. To tie your life to a major world event, look back at some of the many books available that chronicle the major national/world events of your lifetime. History books that include pictures of war years, major economic recessions, and other events are very evocative. Magazines and newspapers often commemorate major events and are often archived online. You can also surf the web to jog your memory. The website www.ourtimelines.com allows you to enter the current date, your birth date, and some events in your life. A historical timeline will then be generated showing your personal events in the context of other historical events. Another website, http://www.mapreport.com/subtopics/i.html, lists some of the top stories from around the world.

Browse through whatever historical material you have available and see what seems significant to you. Does your memory and awareness of certain events (e.g. stock market crash, 9/11, race riots, etc.) influence your core value? Think of inventions or advances you’ve seen in your lifetime. How did this invention or advance develop your core value?

For this assignment, you must include at least TWO citations from academic sources (other than your textbook). Ideally, your sources will be either academic, peer-reviewed journal articles or original data sources. To find peer-reviewed journal articles, meet with your librarian or explore the journals and databases on the library website. Sociological Index is a good journal database. If necessary, a book printed by an academic press may be acceptable, but you must check with your instructor first. Online sources, such as Wikipedia, are not acceptable. You may use your textbook, but it WILL NOT count as one of your required academic sources. Newspaper articles are not academic sources, but may have valuable contributions for your paper. The quotes need to be substantive. That is, do not include a quote defining socialization or values or some other term. Use the quote to support some argument you are making in your paper – why your value/belief is important, why your value/belief should be a guiding principle in a person’s life, how someone else viewed a similar value/belief, how some social theorist views your value, the social significance of your value or the global social event, how other Americans or people in other countries view your core value or global social event, how common your belief/value is, etc. Some information you can research in these databases include: the percent of the country who is your race, gender, has an annual family income similar to yours, or works in industries or occupations similar to yours. Since you are all college students, you could search for research on values and beliefs or experiences of college students.
Existing data is a valuable asset and will count towards the academic sources required for your paper. Existing data can help assess what some of the special features of the cultural time of each event that shaped your thinking and behavior are – and how they helped develop your core value. Existing data can show how cultural beliefs and values of a particular time shaped and molded your values, beliefs, and view of the world. Looking up public opinion polls can be very helpful here. Check out: http://www.issp.org/public.shtml for the International Social Survey Programme (click on archive and data) and search for data on your core value/belief. This database can help you compare how people in other countries feel about your core value/belief.

The final paper will be approximately 7-10 typed pages (page count does not include the bibliography or title page).
Knowledge Rubric
(adapted from the AAC&U VALUE rubrics)

In each of five requirements areas, students are expected to demonstrate knowledge:
- of human cultures and the sources of meaning (Roots of Cultures),
- of human cultures and how people and their cultures and institutions work (Social Systems and Human Behavior),
- of the physical and natural world (Physical and Natural World),
- of cultures foreign to them, international languages, or the forces that draw people of the world together and forces that push them apart (Global Understanding),
- of human artistic expression (Arts Appreciation).

* Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet Beginning (cell 1) level performance.

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<thead>
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<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
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<td>Existing Knowledge, Research, and/or Views</td>
<td>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Presents in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Presents information from relevant sources representing limited points of view/approaches.</td>
<td>Presents information from irrelevant sources representing limited points of view/approaches.</td>
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### Written Communication Rubric
(adapted from the AAC&U VALUE rubrics)

**Definition:** Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

**Students who complete the Global Citizenship Program will be able to:**
Use language effectively to communicate in a variety of written genres.
Demonstrate—through effective use of genre, content, and syntax—their understanding of the purpose of the writing and the appropriate approach to a particular audience.

* Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet Beginning (cell 1) level performance.

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<tr>
<td><strong>Purpose/Audience</strong></td>
<td>Demonstrates originality a thorough understanding of purpose of assignment, audience, and opposing arguments.</td>
<td>Adequately demonstrates awareness of purpose of assigned task and of audience, and consideration of opposing ideas.</td>
<td>Demonstrates awareness of purpose of assignment and audience.</td>
<td>Demonstrates minimal attention to purpose and expectations of assignment, as well as audience.</td>
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<td><strong>Content Development</strong></td>
<td>Uses compelling, relevant content to demonstrate mastery of the subject and originality of thought.</td>
<td>Uses relevant and compelling content to explore and argue ideas within the context of the discipline.</td>
<td>Uses relevant content to develop and explore ideas through most of the work.</td>
<td>Uses relevant content to express simple ideas.</td>
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<td><strong>Genre/Disciplinary Conventions</strong></td>
<td>Demonstrates ease of execution in creating form and content to express original ideas and engage in a dialogue within the context of the discipline.</td>
<td>Demonstrates consistent use of form, content, style, and citation conventions particular to the discipline or writing assignment.</td>
<td>Follows expectations appropriate to discipline or writing assignment in basic organization, content, and presentation.</td>
<td>Attempts a system of organization appropriate for discipline.</td>
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<td><strong>Sources/Evidence</strong></td>
<td>Demonstrates skillful, original use of well-respected sources to engage in dialogue with the complex arguments of a particular text or area of study.</td>
<td>Demonstrates consistent use of credible sources and careful close reading to support ideas and engage in a dialogue within the discipline.</td>
<td>Demonstrates an attempt to use relevant sources and close reading to support ideas appropriate to the discipline and genre.</td>
<td>Demonstrates an attempt to use sources to support ideas in the written assignment.</td>
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<td><strong>Control of Syntax and Mechanics</strong></td>
<td>Demonstrates command of mechanics, syntax, and vocabulary of the discipline to write with clarity and fluency.</td>
<td>Uses language with some complexity, general clarity, and few errors.</td>
<td>Uses language that generally conveys meaning; may contain some errors.</td>
<td>Uses language that sometimes impedes meaning, due to errors of usage.</td>
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