



SOCI-C1000: INTRODUCTION TO SOCIOLOGY

Also listed as: SOCI-C1000H

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

SOCI - Sociology

Course Number

C1000

Course Title

Introduction to Sociology

Short Title

Intro to Sociology

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

SOCI-C1000H

C-ID (Admin Only)

C-ID SOCI 110

CB 00

CCC000301080

Course Title

Introduction to Sociology - Honors

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID SOCI 110

Catalog Description

This course introduces students to Sociology: the study of people, groups, and institutions that shape people's lives. Through a mix of theory, research, and real-world examples, students explore key sociological concepts like culture, inequality, power, collective action, and social change. With content reflecting diverse histories and lived experiences, students make connections between their lives and the social forces that influence individual opportunities and choices. Students in this course will develop a critical lens that allows them to better understand and transform themselves and society.



Codes

TOP Code (CB 03)

2208.00 - Sociology

CIP Code

45.1101 - Sociology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Sociology (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Define and apply the sociological imagination to everyday life.
2. Compare a variety of major sociological theories and concepts and apply them to socially-constructed dynamics.
3. Explain what makes sociology a social/behavioral science and the methods sociologists use to ethically conduct research.
4. Analyze the origins and processes of social inequality, systemic oppression, and social change using an intersectional approach.
5. Identify and evaluate the social forces and structures that shape, guide, and influence individual and group behaviors in society.

Honors Objectives

1. Conduct independent research by analyzing primary sociological data, historical documents, or contemporary case studies to develop original theoretical insights.
2. Design innovative approaches to examining social phenomena by synthesizing multiple data sources and theoretical frameworks to reveal hidden patterns in how social systems, institutions, and cultures operate.
3. Predict and assess emerging social transformations by applying sociological theories to current events, identifying early indicators of institutional change, and evaluating potential long-term impacts on communities and society.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will compare and contrast major sociological theoretical perspectives (e.g., functionalism, conflict theory, symbolic interactionism) and their foundational concepts.
2. Students will analyze the relationships between institutional changes and broader societal developments in domestic and global contexts.

3. Students will apply sociological concepts and theoretical perspectives to analyze everyday social interactions and personal experiences.

Content

Course Lecture Content

1. The Sociological Imagination
2. Sociological Theories and Paradigms
 - a. Classical Theories including Structural Functionalism, Conflict Theory, and Symbolic Interactionism
 - b. Contemporary Theories (such as Feminist Theory, Intersectionality, Queer Theory, Racial Formation Theory, and Social Exchange Theory)
3. Sociological Research
 - a. Qualitative Methods
 - b. Quantitative Methods
 - c. Ethical Considerations
4. Society and Culture
5. Socialization and the Self
6. Social Structure: Groups and Organizations
7. Conformity, Deviance and Social Control
8. Stratification, such as:
 - a. Class and Socioeconomic Status
 - b. Race and Ethnicity
 - c. Sex, Gender, and Sexuality
 - d. Age
 - e. Disability
 - f. Global
9. Social Institutions, such as:
 - a. Family
 - b. Education
 - c. Mass Media
 - d. Religion
 - e. Health and Medicine
 - f. Economy and Work
 - g. Politics and Government
 - h. Criminal Justice System
10. Social Dynamics, such as:
 - a. Population
 - b. Urbanization
 - c. Globalization
 - d. Environment
 - e. Science and Technology
11. Social Movements and Change

Honors Content

The Honors section covers all standard SOCI C1000 content while providing enhanced instruction through advanced readings, specialized assignments, and in-depth exploration of sociological research sub-fields. Honors students are expected to demonstrate greater analytical depth, creativity, and precision in both written and oral work, adhering to professional organizational, formatting, and citation standards.

Honors students engage with primary sociological research and conduct original analysis projects that go beyond standard coursework. Students evaluate and interpret scholarly articles, apply theoretical frameworks with greater sophistication, and develop advanced critical thinking skills through specialized assignments.

The following are a variety of potential topics that may be covered in the Honors section:

- Cultural evolution in public attitudes toward major social issues (e.g., domestic violence, school violence, sexual harassment, police militarism, media racism, or domestic terrorism) have changed over time, analyzing the sociological factors driving these shifts.

- Shifts in historical and contemporary scholarly articles on a specific sociological topic to trace how theories develop, evolve, and influence public policy or social norms across different time periods.
- Mass media representations of social issues such as women and children in poverty, male domestic violence victims, sexual assault, child abuse, immigration, addiction, or environmental racism, examining their impact on affected groups and social institutions.

Methods of Instruction

Method

Critique

Integration

Article critique incorporates the evaluation and interpretation of research surrounding topics outlined in course content (including but not limited to theory, research methods, crime, deviance, socialization agents, social stratification, health, political systems and social change) by collaboratively and/or individually reading and deconstructing peer reviewed, published sociological articles in the subject area (listed above). This can be incorporated into a face-to-face and/or online environment, and presented through blogs, journals, discussion forums or through other CMS.

DE Adaptations for MOI

Article critiques incorporate the evaluation and interpretation of research surrounding topics outlined in Course Content, aligning with Learning Objectives and may encompass collaboratively and/or individually reading and deconstructing peer reviewed, published sociological articles. Articles may be accessed using electronic resources through MSJC Library and/or presented through the CMS. Article critiques may be administered collaboratively and/or individually and may be presented in the form of discussion forum, blog, essay, audio/video presentation, live stream, or other digital presentation features of the CMS. Article critique materials and delivery must meet accessibility guidelines.

Method

Discussion

Integration

Discussion will be guided by faculty incorporating topics outlined in course content (including but not limited to theory, research methods, crime, deviance, socialization agents, social stratification, health, political systems and social change) as they relate to groups and institutions in society to demonstrate, explain, and reinforce critical thinking, sociological concepts, and theories. Students may demonstrate public speaking, critical thinking, and integrate course content to classroom discussions. This may be accomplished in small or large groups, face-to-face or online, through the use of blogs, journals, discussion forums or other CMS tools.

DE Adaptations for MOI

Student discussions will be guided and monitored by faculty incorporating topics outlined in Course Content to demonstrate, explain, and reinforce critical thinking and evaluation of subject matter, sociological concepts, theories as related to Learning Objectives. Discussions will be administered through the CMS and may be offered in the form of discussion forum, synchronous or asynchronous video/audio, blog, group journal or other features of the course management system. All discussion materials and delivery methods must meet accessibility guidelines.

Method

Lecture

Integration

Lecture in which presentations of course content to illustrate, explain, and reinforce sociological concepts (encompassing, but not limited to, sociological research methods, crime, deviance, socialization agents, social stratification, health, political systems and social change) and theories (including, but not limited to, conflict theory, functionalism, postmodernism and symbolic interactionism) which may be administered in a face-to-face classroom or online environment and may incorporate audio/visual aids (print material, closed captioned videos, slide presentations, computer simulations, etc.)

DE Adaptations for MOI

Lecture in which Course Content is presented to illustrate, explain, and reinforce sociological concepts, theories and incorporates related Learning Objectives. Lectures may be delivered in the form of slide presentations, recordings, and/or readings utilizing features within the CMS. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. All lecture materials and delivery methods must meet accessibility guidelines.

Additional Methods of Instruction for Honors

Method: Instructor-Student Meetings

Integration: Honors students engage in self-directed exploration of a specialized sociological sub-field through guided independent study. Instructor will meet with students at least one time per month (minimum of 3 meetings) to discuss assigned readings. Students may select from advanced topics such as, but not limited to, environmental sociology, digital sociology, or medical sociology, and work with the instructor to identify appropriate readings, research objectives, and deliverable expectations.

Method: Projects

Integration: Honors students complete research projects that integrate multiple course content areas through community-based investigations. Students design and implement research studies examining local manifestations of social institutions, stratification systems, or social dynamics using a mixed-methods approach (both qualitative and quantitative). Projects might include analyzing educational inequality in local school districts, investigating gentrification patterns in neighborhoods, or studying religious diversity's impact on community social structure.

Method: Field Experience

Integration: Honors students participate in structured field experiences that provide direct observation of sociological concepts in real-world settings. Placements may include shadowing professionals in social services agencies, courts, schools, or community organizations to observe social institutions functioning within broader societal contexts. Students maintain detailed field journals documenting observations of social stratification, organizational behavior, and social control mechanisms while connecting experiences to theoretical frameworks from course content.

Methods of Evaluation

Method

Exams/Tests

Integration

Students may complete multiple exams/tests over the course of the semester to assess comprehension of sociological concepts (such as race, ethnicity, socioeconomic class, or sexuality), theoretical paradigms (such as conflict theory, functionalism, and symbolic interactionism), and/or research methods (such as statistical analysis or ethnography). Exams/tests may include a combination of multiple-choice questions, short answer questions, and essay questions.

DE Adaptations for MOE

Exams/tests are submitted through the CMS and will be evaluated on the basis of the presentation of correct factual material and the identification of appropriate connections between different sociological concepts. Feedback will be given through the instructor feedback sections within the CMS.

Method

Papers

Integration

Essays may be assigned to evaluate students' ability to demonstrate understanding of sociological concepts and/or theories outlined in course content, such as stratification by age or education. Essays will be evaluated based on the following criteria: identification of contemporary social issues related to sociology, understanding of sociological theories and concepts, and the ability to apply concepts and/or theories to existing social issues, groups or institutions. Evaluation will also incorporate student ability to analyze and demonstrate critical thinking. This can be achieved in a face-to-face classroom environment, blogs, journals, discussion forums or other course management systems.

DE Adaptations for MOE

Essays will be submitted through the CMS and instructor feedback will be given within the CMS using rubric and written feedback options.

Method

Class Participation

Integration

Class participation includes contributing to class discussions, engaging in group activities, asking thoughtful questions, and demonstrating preparation through informed responses to instructor inquiries. Students participate in collaborative learning exercises, peer review sessions, and presentation activities that require interaction with classmates and application of course concepts, such as the significance of disability in social interactions. Participation is evaluated based on quality of contributions, frequency of engagement, and demonstration of critical thinking.

DE Adaptations for MOE

Class participation will be evaluated through focus on the quality, frequency, and appropriateness of student contributions during instructional activities and discussions of course material. Evaluation criteria emphasize meaningful contributions that advance class understanding.

CCN Methods of Evaluation

Methods of formative and summative evaluation used to assess course outcomes and objectives may include, but are not limited to, academic writing and analysis, reflections, participation and discussion, service learning, project-based learning, research, presentations, field journals, quizzes, and/or exams.

Methods of evaluation and appropriate representative assignments will be determined at the discretion of local faculty.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete course assignments for SOCI C1000 students and maintain consistent and active participation in scheduled meetings with and as assigned by the course instructor of record. Scheduled meetings may be held individually or in groups as part of the requirements for the either assignment option.

Additionally, the following explanation of evaluation is applicable to honors methods of instruction:

Directed study: Student progress can be assessed through multiple checkpoints such as weekly reflection journals documenting engagement with specialized readings and theoretical developments, monthly progress reports outlining research discoveries and intellectual growth, and/or bi-weekly consultation meetings with the instructor to discuss comprehension and application of advanced concepts. Evaluation will emphasize depth of analysis, integration of primary sources, critical evaluation of theoretical perspectives, and ability to articulate complex sociological concepts with accuracy.

Projects: Projects are evaluated through multiple components including project proposals outlining research design and methodology, progress reports documenting data collection and preliminary analysis, and final research presentations delivered to class and/or community stakeholders. Evaluation criteria focus on application of sociological research methods, integration of multiple theoretical perspectives, quality of data analysis, and presentation of findings with clear connections to course content.

Field experiences: Field experiences are assessed through detailed field journals documenting observations and theoretical connections, structure reflection essays analyzing how real-world observations relate to course concepts, and final synthesis papers that integrate field experiences with course content. Evaluation criteria emphasize depth of sociological observation, quality of theoretical application, and ability to articulate connections between experiential learning and academic coursework.

Assignments

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Maintain ongoing reading journals connecting contemporary news articles, social media trends, or pop culture content to stratification issues such as economic inequality, racial discrimination, or gender disparities. For each journal entry, summarize the current event or media content, then analyze it using sociological concepts from this week's readings and lectures. What are potential biases in your sources? What ethical implications are present in how social issues are presented?

How assignment will be adapted in online format

Online courses will make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

You will complete a brief, 10-15 minute reflective writing exercise that analyzes your personal socialization experiences through sociological concepts. For example, consider how at least two difference agents of socialization, such as your family and peers, have shaped your understanding of culturally appropriate clothing. How does your socialization reflect broader patterns of social structure, conformity expectations, and social control mechanisms.

How assignment will be adapted in online format

Online courses will make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

You will complete a comprehensive written exam where you must apply multiple sociological theories to analyze a complex case study. The question is: "How would a functionalist, conflict theorist, symbolic interactionist, and postmodernist analyze the significance of the ICE raids in Los Angeles?" In your response, explain how each theoretical framework would interpret social dynamics, power structures, and individual experiences.

How assignment will be adapted in online format

Online courses will make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Choose one of the following social institutions: family, education, religion, economy, politics, health/medicine, or criminal justice systems. Then, conduct independent research that examines and your chosen social institution functions across three different cultural or national contexts. In your analysis, explore how cultural values, economic systems, and political structures shape institutional variations across your chosen contexts. For example, compare how education functions in the United States, South Korea, and Mexico. Your research paper must analyze at least 5 scholarly sources, including peer-reviewed articles, ethnographic studies, and comparative research.

How assignment will be adapted in online format

Online courses will make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read Chapter 1: The Promise, from C. Wright Mills' famous essay, "The Sociological Imagination". Write a brief summary of the examples of the sociological imagination that Mills offers. Then, explain how we can adapt his essay with more contemporary examples where you attach individual experiences to broader social forces. Finally, describe how you can connect your own individual experience in community college to broader social forces.

Honors Assignments**Assignment**

Honors students are required to complete course assignments described in Introduction to Sociology C1000, as well as Honors Assignment 1 and Assignment 2 for a total of two honors assignments. Students will select honors enrichment assignments and topics in collaboration with the course instructor of record.

Assignment

Assignment 1: Research Paper and Presentation - Choose a specific sociological subject area (as described in "Honors Content") and construct a study in which established methodologies (quantitative, qualitative, or mixed methods) are used to gather primary data, which would address the subject chosen. The data compiled should be interpreted and evaluated in conjunction with archival data in the subject area.

Your data should be compiled and analyzed with findings presented in a written research paper of 12-15 pages (excluding references and appendices), incorporating a minimum of 10-12 scholarly sources including peer-reviewed journal articles, books, and credible research reports. Your paper must demonstrate original analysis that goes beyond summarizing existing research by developing new arguments, identifying previously unexamined patterns, or offering innovative theoretical applications based on your primary data findings.

You will present your original research findings to fellow honors students or the class in a formal 15-18 minute presentation that synthesizes your methodology, data analysis, and conclusions. Your presentation should include visual aids (slides, handouts, or other materials) that effectively communicate your research process and key findings to an academic audience. Following your

presentation, you will facilitate a 7-10 minute scholarly discussion where you respond to questions from peers and the instructor, defend your methodological choices, and explore implications of your findings.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment demands rigorous application of the scientific method through systematic data collection, analysis, and interpretation while adhering to ethical research standards. Students engage in higher-order critical thinking by evaluating the reliability and validity of both their original data and existing scholarship, then constructing evidence-based arguments supported by multiple sources of information. The requirement to present findings in formal academic writing with scholarly citations develops professional communication skills essential for advanced academic work.

Assignment

Assignment 2: Field Experience - Complete a structured field experience by spending a minimum of 15-20 hours observing and documenting sociological concepts in a real-world setting such as a social service agency, courthouse, community organization, educational institution, healthcare facility, or religious organization. Your field placement should provide opportunities to observe social institutions, stratification systems, or social control mechanisms in action.

Throughout your field experience, maintain a detailed ethnographic field journal documenting your observations, recording specific examples of sociological concepts manifesting in practice, and noting interactions between individuals, groups, and institutional structures. Your journal should include regular entries that describe observed behaviors, social dynamics, power relationships, and institutional processes while connecting these observations to course theoretical frameworks such as Structural Functionalism, Conflict Theory, Symbolic Interactionism, or contemporary theories like Intersectionality.

Following your field experience, you will produce a comprehensive ethnographic analysis paper of 5-7 pages that synthesizes your field observations with course content and scholarly research. Your analysis should examine how theoretical concepts are evidenced in your field setting. Include a methodological reflection discussing the challenges of participant observation, ethical considerations you encountered, and insights gained through experiential learning. Support your analysis with 6 scholarly sources that provide context for your observations and demonstrate connections between your field experiences and broader sociological research.

Additionally, you will present your original research findings to fellow honors students or the class in a formal 15-18 minute presentation that synthesizes your methodology, data analysis, and conclusions. Your presentation should include visual aids (slides, handouts, or other materials) that effectively communicate your research process and key findings to an academic audience. Following your presentation, you will facilitate a 7-10 minute scholarly discussion where you respond to questions from peers and the instructor, defend your methodological choices, and explore implications of your findings.

Required or Optional

Required

Honors Core Values

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

This assignment requires students to step outside the traditional classroom setting and challenge the boundary between academic observer and engaged participant in real-world social environments. The ethnographic methodology encourages transgressive thinking by demanding that students suspend judgment, challenge assumptions about "normal" behavior, and critically examine institutional practices that may perpetuate inequality or social control in ways not immediately apparent.

Course Materials**Textbooks**

Textbook choice is at the discretion of faculty. Texts and course materials will be in accessible format. Priority will be given to OER or low-cost materials where possible. Examples of texts include, but are not limited to:

- Conerly, T. Holmes, K., Tamang, A., et al. (2024). Introduction to Sociology 3e. OER: OpenStax.
- Khan, S., Sharkey, P., & Sharp, G. (2024). A Sociology Experiment. 3rd ed.: CritReview.
- Henslin, J. (2024). Sociology: A Down-to-Earth Approach. 15th ed.: Pearson.
- Wade, L. (2025). Terrible Magnificent Sociology. 2nd ed.: Norton.
May also include supplementary materials such as primary sources or readers.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion are fundamentally infused throughout SOCI C1000 through the comprehensive examination of stratification systems and contemporary theoretical frameworks. For example, when studying stratification, students will analyze how intersecting identities, such as race, ethnicity, gender, sexuality, class, age, and disability, create different lived experiences and opportunities within society. Rather than treating these as separate categories, this course uses Intersectionality theory to demonstrate how multiple forms of stratification operate simultaneously, revealing how a working-class Latina woman with disabilities faces distinct challenges that cannot be understood by examining gender, race, class, or disability in isolation.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course content is delivered through multiple modalities including visual presentations, audio recordings, written texts, and interactive demonstrations to engage diverse learners, while complex concepts are presented using varied approaches such as real-world examples, abstract theoretical frameworks, and concrete case studies to accommodate different cognitive processing styles. Assignments offer multiple formats for demonstrating mastery including traditional essays for reflective learners, collaborative projects for social learners, research presentations for verbal processors, and creative visual projects for artistic learners, ensuring students can showcase understanding through their preferred communication methods. Instruction employs diverse pedagogical strategies including lecture-based content delivery for auditory learners, hands-on activities and simulations for kinesthetic learners, graphic organizers and concept maps for visual processors, and discussion-based exploration for interactive learners. Evaluation utilizes varied assessment methods such as written exams for analytical processors, oral presentations for verbal learners, project-based assessments for creative thinkers, and participation metrics for collaborative learners, with clear rubrics supporting different paces and styles of learning.

Interactions

Explain how the course will incorporate student-to-student interaction.

SOCI C1000 incorporates extensive student-to-student interaction through collaborative learning activities including small group discussions analyzing case studies, peer review sessions for written assignments, and team-based research projects examining local social institutions. Students engage in structured debates applying different theoretical perspectives to contemporary social issues, participate in role-playing exercises exploring social dynamics, and work in pairs to complete comparative analysis assignments. Discussion forums and group presentations provide opportunities for students to share diverse perspectives and learn from classmates' varied cultural backgrounds and experiences.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interaction occurs through multiple channels including regular office hours for individualized support, written feedback on assignments with specific suggestions for improvement, and interactive and/or pre-recorded lectures. Instructors facilitate class discussions by asking probing questions, provides real-time guidance during group activities, and offers personalized mentoring for honors students pursuing independent research projects. Virtual and/or in-person communications will support student success while brief check-ins ensure comprehension and address immediate learning needs.

Explain how the course will incorporate student-to-content interaction.

Students interact with course content through active learning strategies including analysis of primary sociological texts, application of theoretical frameworks to current events, and hands-on research projects requiring data collection and interpretation. Interactive assignments such as reflection journals, case study analyses, and multimedia presentations require students to engage critically with readings, lectures, and supplementary materials. Students practice using sociological concepts to analyze media representations, personal experiences, and community observations, transforming abstract theories into practical analytical tools.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Metacognitive reflection is integrated through regular self-assessment activities including reflection essays examining personal socialization experiences, learning journals documenting evolving understanding of sociological concepts, and portfolio assignments requiring students to track their intellectual growth throughout the semester. Students complete periodic self-evaluations identifying their strengths and areas for improvement, participate in exercises connecting course learning to future academic or career objectives, and engage in critical reflection about how sociological knowledge challenges or confirms their prior beliefs and assumptions about society.

Key: 2748