The University of South Dakota  
Department of Anthropology and Sociology  

SOC 100 – Introduction to Sociology  

Desire2Learn online course  

Spring 2019 Syllabus, 2nd 8-Week session  

Instructor: Dr. Stephanie Spars  

Undergraduate Credit Hours: 3  
Lessons: 7  
Quizzes: 7  
Essays: 3  

Required Text  
There are two versions of this text – the Seagull edition (cheaper black and white text) and the full color, regular edition. The choice is up to you as the information is the same only the layout and price differ.  


Course Prerequisites  
There are no prerequisites for this course.  

Course Description  

Please note - the shorter session moves at a much faster pace than the traditional 16-week course because it has the same amount of material but in fewer weeks.  

Sociology is the study of the principles and problems pertaining to group behavior, the relationships among human beings, the development and nature of institutions, and the structure of society. The course objectives are to: 1) apply the general sociological perspective to the examination of both routine patterns of human interaction and major social issues; 2) understand the basic principles of scientific research methods; 3) analyze social phenomena from sociology's three basic theoretical perspectives;
and 4) comprehend the basic ideas of sociology's core concepts and theories and be able to apply them to understand personal experience and larger social events.

Topics covered include:

- What is sociology?
- Traditions of Sociological Thought
- Logic of Sociological Inquiry
- Socialization
- Deviance and Social Control
- Economic Stratification
- Racial and Ethnic Stratification
- Gender Stratification
- Marriage and Family Institution
- Religion
- Formal Organizations
- Social Change and Social Movement

Course Expectations

Successful completion of this course will enhance the student's ability to:

- Interpret and synthesize information and ideas
- Analyze and evaluate arguments
- Select and apply scientific and other appropriate methodologies
- Integrate knowledge and experience to arrive at creative solutions
- Gather and assess information from printed sources, electronic sources, and observation
- Read, observe, and listen with comprehension and critical perception
- Communicate clearly, precisely, and in a well-organized manner
- Learn to recognize patterns of social inequality and stratification and their implications in their multiple forms
- Learn to recognize various patterns of social structure, such as norms, roles, relationships, and institutions
- Develop an awareness of the sociological perspective
- Become familiar with research methods
- Develop a basic understanding of sociological theory
- Recognize that differences exist in the world regarding the ideas of family, religion, rights, and other aspects of our lives

These expectations will be assessed using a series of short discussions and quizzes.

Course Structure, Assignments, and Evaluation

Unlike in a conventionally taught course (a fairly boring one, in which the lecturer goes through the textbook week after week and you simply follow along), you must work through the textbook on your own – using it as a resource tool, providing ideas and content for the writing, research and discussion
parts of the course. It takes some discipline to sit down and read through each chapter – but you should see the results in your final grade!

We will cover two to three chapters each week over the next eight weeks (seven if you don’t include finals week), so things move along pretty quickly compared to a normal length semester course. There will be seven weekly quizzes – covering all the chapters in the textbook. **There will be no midterm or final comprehensive exam.**

The weekly quiz will be available on the Quiz page of the D2L course site over each weekend – the last two days of the Chapter Week – between 12:00 am on Thursday morning and 11:59 pm Sunday night. **The quizzes will be NOT be proctored – but they will be TIMED. You will get one chance to take the test and one minute to answer each question.**

Don’t use your books or other aides. That is cheating, cheating is obvious, and cheating tends to catch up with you.

The course structure follows the structure of the textbook. We will divide the semester into 7 Chapter Weeks, with Mondays as day 1 and Sundays as day 7.

Each Week I will expect you to follow the traditional textbook routine – read the chapters, ponder the issues, answer the questions, learn the key words – so that you gain some insight and understanding into the subjects under discussion. Spend time at the textbook’s online student website. It has many very useful study aids, including chapter summaries, research questions, and multiple choice tests. While the following may look like a lot of work – they are all smaller tasks that can be accomplished in a week along with the work from your other courses as long as you stay on top of it all.

**Summary and Assignments**

Each week (in the course Content Section) is a document “Summary and Assignments”. This document outlines what needs to be done each week (such as quizzes, essay, online discussions, and videos) and the deadlines. It also highlights some of the main concepts from the chapter. **Make sure you read this document.**

**Objectives and Activities**

In addition to “Summary and Assignments”, each week and/or chapter has a “Objectives and Activities” document. This document outlines the learning objectives and highlights a topic (paired with an optional activity) for each chapter of your text. You might think of this document as a type of lecture notes.

**Evaluation**

- **7 On-line Discussion Board Assignments (10 points each=70 total)** – Students are required to participate in online discussions with their classmates *(minimum of 250 words)*. I will post questions for you to respond to almost every week. You will need to **respond thoroughly to my questions** (for a maximum of 5 points) by Thursday 11:59 pm and then **respond briefly to at least 1 of your fellow group’s posts** no later than 11:59 pm (CT) on Sundays. This discussion board participation is worth up to 10 points each.
In order to get your points, be sure your responses are of substance and do not wait until the last minute to make your posts.

Be sure to check in with the discussion board frequently as the discussions may be helpful to your study of that week’s chapter.

You should treat all communications in this class as you would in the business world. In other words, I expect communication to be formal, using proper grammar, spelling and netiquette. For examples of proper netiquette, please refer to the Online Student Handbook. The seven discussion weeks will therefore score 42 points maximum. Feedback and grades will be returned within one week after the conclusion of the discussion topic. Grades and feedback can be found in the Grades section of the course and will be designated by “OLD#,” where the “#” will be replaced by the discussion number.

<table>
<thead>
<tr>
<th>Posting a response to instructor’s question by Thursday @ 11:59 PM CT. Including the Substantiveness of initial posting, minimum word count (250) and citing your textbook</th>
<th>Up to 5 points</th>
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<tbody>
<tr>
<td>Posting a response to instructor’s question by Friday @ 11:59 PM CT. Including the Substantiveness of initial posting, minimum word count (250) and citing your textbook</td>
<td>Up to 4 points</td>
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<tr>
<td>Posting a response to instructor’s question by Saturday @ 11:59 PM CT. Including the Substantiveness of initial posting, minimum word count (250) and citing your textbook</td>
<td>Up to 3 points</td>
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<tr>
<td>Posting a response to instructor’s question by Sunday @ 11:59 PM CT. Including the Substantiveness of initial posting, minimum word count (250) and citing your textbook</td>
<td>Up to 2 points</td>
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<tr>
<td>Responding to peer posting</td>
<td>1 point</td>
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<tr>
<td>Substantiveness of peer posting response Including citing your textbook</td>
<td>3 points</td>
</tr>
<tr>
<td>Reading all other peer postings</td>
<td>1 point</td>
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An Important Note: Discussions can be a bit difficult, as you have to know something of the subject in order to discuss it (thus, the emphasis on reading each week’s chapter and doing some work in the online student learning center). With this in mind, you should not be surprised that certain answer types will get no grade points in discussions:

1. **Simply parroting someone else’s statement** (that is, using the same ideas/words as an answer – like a talking parrot does when you speak to it).

If you respond by simply agreeing/disagreeing, e.g.: “I agree/disagree with X’s statement that SD will always be mainly agricultural” and you don’t add any new information that is not in the original poster’s text, you get no grade points.

2. **Merely copying the definition from the text.**

For example, if you include the definition without any context or interpretation as to what it means, you don’t get any grade points for merely proving you have the text.
• **3 short essays (15 points each=45 total)** – 16% of your grade will come from three short essays which will be due the 6th week of class. Pick three topics to write three short essays (minimum 800 words each (not including citations and bibliography) to be submitted by the end of the sixth week of class (i.e. by April 21. I will not accept late papers. You can submit your papers any time during the first 6 weeks of class. Feedback on graded essays will be available one-two weeks after the submission deadline. Read the Essays Guidelines document for paper topics and essay requirements.

• **7 Quizzes (25 points each= 175 total)** – Seven 25 point quizzes (multiple choice) will be given which cover the assigned readings and possible video for that week. The quizzes will be available for you to take on-line and must be completed within a 25 minute time period for a 25 question quiz. Any quizzes that are not received within the time limit will receive a zero. The quiz will allow only one minute (approx.) per question. These quizzes will open Thursdays at 12:00am (CT) and will be due by 11:59pm (CT) on Sundays. To be successful on these quizzes you should have read the chapter, read any lecture notes and watched any videos assigned. Be sure that you are not only familiar with the definitions of any terms asked for in the study guide, but have thought about them so that you are able to apply them to real situations. Feedback and grades will be returned within one week after the conclusion of the quiz. Grades and feedback can be found in the Grades section of the course and will be designated by “Quiz#,” where the “#” will be replaced by the Quiz number. These are *not* open-book quizzes and you get one attempt. Plus, once you enter - the clock starts ticking.

Note: The quiz questions are derived from and based on the materials in this specific edition of the textbook. As such, they reflect the ideas expressed by the authors at the time of publication and make no reference to competing texts and/or alternative research.

To summarize: 1) participation points from seven (7) online class discussions = 24%; 2) three (3) short essays = 16% ; and 3) seven (7) weekly quizzes=60%.

Grading Scale (points): A (90-100%) = 290-261; B (80-89%) = 260-232; C (70-79%) = 231-203; D (60-69%) = 202-174; F (59% - <) = 173-0

*I do not offer Extra Credit*

**Typical Week:**

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<tr>
<th>Day</th>
<th>Activity</th>
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<tr>
<td>Monday</td>
<td>Start of week. Reading assignments given.</td>
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<tr>
<td>Tuesday</td>
<td>On-line discussion topic assigned and forum opened.</td>
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<td>Wednesday</td>
<td>Open for independent work and discussion</td>
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<td>Thursday</td>
<td>Respond to initial On-line discussion posting</td>
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<td></td>
<td>Quiz opens at 12:01am (CT)</td>
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<tr>
<td>Friday</td>
<td>Open for independent work and discussion</td>
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<tr>
<td>Saturday</td>
<td>Open for work/quizzes</td>
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<tr>
<td>Sunday</td>
<td>All weekly assignments due by 11:59 CT Sunday night</td>
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Schedule:

<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Discussion/Exercise</th>
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<tbody>
<tr>
<td><strong>Week One</strong>&lt;br&gt;March 11 - 17</td>
<td>What Is Sociology?&lt;br&gt;Sociological Questions</td>
<td>Ch.1 Ch.2</td>
<td>Quiz 1 (Chapters 1 and 2) Due&lt;br&gt;Online Discussion 1</td>
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<td><strong>Week Two</strong>&lt;br&gt;March 18 - 24</td>
<td>Culture and Society&lt;br&gt;Socialization&lt;br&gt;Social Interaction</td>
<td>Ch.3 Ch.4 Ch.5</td>
<td>Online Discussion 2&lt;br&gt;Quiz 2 (Chapters 3-5)</td>
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<td><strong>Week Three</strong>&lt;br&gt;March 25 - 31</td>
<td>Global Inequality&lt;br&gt;Race and Ethnicity</td>
<td>Ch. 9 Ch. 11</td>
<td>Online Discussion 3&lt;br&gt;Quiz 3 (Chapter 9 &amp; 11) Due</td>
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<td><strong>Week Four</strong>&lt;br&gt;April 1 - 7</td>
<td>Stratification, Class, &amp; Inequality&lt;br&gt;Gender Inequality&lt;br&gt;Aging</td>
<td>Ch. 8 Ch. 10 Ch.12</td>
<td>Quiz 4 (Chapters 8, 10, 12)&lt;br&gt;Online Discussion 4</td>
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<tr>
<td><strong>Week Five</strong>&lt;br&gt;April 8 - 14</td>
<td>Groups, Networks, &amp; Org.&lt;br&gt;Conformity, Deviance, Crime&lt;br&gt;Government, Political Power</td>
<td>Ch. 6 Ch. 7 Ch. 13</td>
<td>Quiz 5 (Chapters 6, 7, 13)&lt;br&gt;Online Discussion 5</td>
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<tr>
<td><strong>Week Six</strong>&lt;br&gt;April 15 - 21</td>
<td>Families&lt;br&gt;Education&lt;br&gt;Religion</td>
<td>Ch. 15 Ch. 16 Ch. 17</td>
<td>Quiz 6 (Chapters 15-17)&lt;br&gt;Online Discussion 6&lt;br&gt;Essays Due</td>
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<tr>
<td><strong>Week Seven</strong>&lt;br&gt;April 22-28</td>
<td>Work and Economic Life&lt;br&gt;The Sociology of the Body&lt;br&gt;Population ... Environment</td>
<td>Ch. 14 Ch. 18 Ch. 19</td>
<td>Quiz 7 (Chapters 14, 18, 19)&lt;br&gt;Online Discussion 7&lt;br&gt;Quiz open April 23 -April 29</td>
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**Contacting the Instructor/Instructor Availability**

If you may have questions or concerns, you can contact me by my USD email address or the course email (not the course pager): Stephanie.spars@usd.edu. I will be happy to respond and will do so within a reasonable time (from instantly to around 48 hours, depending on my schedule and my proximity to a computer). As this is an online course contact is solely through email or D2L.

**Study Suggestions**

How can you successfully complete this course? The following guidelines will help you achieve your goals.

*Read your syllabus.* The lesson introduction and reading assignment are your “lecture” for a lesson. I suggest reading the introduction twice, before beginning your assignment and then once again after reading the chapter to help clarify key points.

*Read each text assignment carefully.* Many students find it helpful to take notes as they read and reread their assignments. In these notes, include any points that are unclear or about which you have questions. If you cannot find the answers to these questions, feel free to e-mail me.

*Refer to outside sources* such as books on society and sociology, dictionaries, encyclopedias, and academic journals to supplement your text and help you understand the course material.
Study the text illustrations. The author has included many illustrations throughout the text to lend further explanation to the points he is making in each chapter.

Answer the Study Questions. These questions are designed to help you identify key ideas and analyze the information from the lesson. Some will require one or two word answers while others will require a more in-depth answer. These questions are similar to and meant to prepare you for questions on your exams. When you purchase the textbook, you may have been provided with access to its Online Resource Center. Here you can test your knowledge with a variety of learning resources: practice quizzes, critical thinking questions, exercises, and case studies; and links to other relevant websites.

Ask questions by e-mail. Since we will not be meeting each week as we would in a course taken in residence, I cannot see the puzzled look on your face when a concept is unclear. Please feel free to ask me to clarify anything you do not understand.

Set aside time for the class. Online study courses require you to take the responsibility for completion of the course. This takes self-discipline and time. Set aside time each week to work on this course just as you would for a course take in residence. You will successfully complete this course once you make a commitment to it.

Technical Standards and Issues
To take the course successfully, you will need to use a computer with the appropriate technology to access D2L. Of course, if you are reading this now, you probably do! If you need other technological help, contact the ITS Help Desk at 877-269-6837, 605-658-6000, or through the HelpTicket system: https://apps.usd.edu/helpdesk/requests

Please remember that it is up to you to sort out any technological problems, so I would advise you to test the system as soon as you sign up so that you are ready to go on the first day of the semester. Just to give you a sense of balance, please be aware that the D2L system is not perfect either (e.g., see suggestions on the D2L site about using a Firefox browser if you have Internet Explorer 10+ on your computer, and comments about the server being either slow or down at certain times). So make sure in advance that you have the right computer and know the quirks of the system.

I also expect you to save and back up any files you create out of D2L for this course as you work on them. Your word processor will have several options for doing this. The simplest is to hit that little floppy disk icon (or other icon for saving a document) on your word processor now and again. You can usually recover a document that you have saved at least once, but if you have not saved a version, it’s gone (well, there are programs that will find data outside files on a hard drive)! We have all had the horror of computer hang-ups, crashes and other glitches, and so you are forewarned – no ‘virtual dog/cat ate my virtual homework’ excuses allowed.

University Course and Exam Policies
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Examinations
There are not any required exams for this course.
**Early Alert and Deficiency Grades**

University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings and/or received a grade of D or less on the midterm exam.

**Instructor Initiated Drop**

An Instructor Initiated Drop will take place if the student has not submitted required coursework as per the syllabus schedule.

**Incomplete**

The grade Incomplete (I) is given at the discretion of the instructor and only if arrangements are made by the student with the instructor for completing the course before the last day of the semester. The student must have completed all course requirements except for the final examination to be considered for the grade of Incomplete. A student then must complete the course before the end of the next semester or the grade automatically changes to F.

**Course Evaluation**

Students may be asked to evaluate the course using the institutional form as per the directives of the University.

**Other Course Policies**

I do not accept late submissions. If your request is due to extenuating circumstances which are medically related, you will be required to submit supporting documentation.

Policies and procedures covering this course are detailed in the *Internet Study Student Handbook*.

**University’s Academic Dishonesty Statement**

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 [www.sdbor.edu/policy/Documents/2-33.pdf](http://www.sdbor.edu/policy/Documents/2-33.pdf).

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Reported to the program which the student is majoring and that department may take additional action
- Dropped from the course.
- Failed in the course.
Academic Dishonesty: acts of dishonesty, including, but not limited to, the following:

1. **Cheating, which is defined as, but not limited to, the following:**
   - a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination;
   - b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments: or
   - c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

2. **Plagiarism, which is defined as, but not limited to, the following:**
   - a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with the practices of the discipline;
   - b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers of other academic materials.

3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service.

4. Furnishing information known or believed to be false to any institutional official, faculty member, or officer.

5. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentations of degrees awarded or honors received.

6. Tampering with the election of any institutionally recognized student organization.

7. Claiming to represent or act in behalf of the institution when not authorized to represent or to act.

**Goals of the South Dakota System General Education Requirements**

This class fulfills the following Goals of the South Dakota System General Education Requirements:

**SGR Goal 3, Social Sciences:** Students will understand the diversity and complexity of the human experiences through study of the social sciences.

As a result of taking courses meeting this goal, students will:

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<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
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<tr>
<td>1. Identify and explain basic concepts, terminology and theories of sociology from different spatial, temporal, cultural and/or institutional contexts</td>
<td>Weekly readings, online discussion group, three essays, ten quizzes</td>
</tr>
<tr>
<td>2. Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts</td>
<td>Weekly readings, online discussion group, three essays, ten quizzes</td>
</tr>
<tr>
<td>3. Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts</td>
<td>Weekly readings, online discussion group, three essays, ten quizzes</td>
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In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of a least one of the following:
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<tr>
<th>Student Learning Outcome</th>
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<tr>
<td>4. The origin and evolution of human institutions;</td>
<td>Weekly readings, quizzes, discussions, and three essays</td>
</tr>
<tr>
<td>5. The allocation of human or natural resources within societies;</td>
<td>Weekly readings, quizzes, discussions, and three essays</td>
</tr>
<tr>
<td>6. The impact of diverse philosophical, ethical or religious views.</td>
<td>Weekly readings, quizzes, discussions, and three essays</td>
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**Freedom in Learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

**Disability Accommodation**
Any student who feels xxx may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

**Diversity and Inclusive Excellence**
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

**The Division of Continuing & Distance Education - USD Online has the following student support services:**
For information about the university’s technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook (see below). This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

USD Online also offers a comprehensive guide and other guides/aids to the many student services available to distance learners: https://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx?la=en
To access the course:
[https://d2l.sdbor.edu/](https://d2l.sdbor.edu/) or [https://my.usd.edu/uPortal/f/welcome/normal/rende...](https://my.usd.edu/uPortal/f/welcome/normal/render.uP)

## Program Learning Outcomes: Sociology

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<tr>
<th>Student Learning Outcome</th>
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<tbody>
<tr>
<td>1. Statistics and Sociological Statements - Students will understand how statistics can be used to reach solid sociological results/statements.</td>
<td>Weekly readings, online discussion group, essays, quizzes</td>
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<tr>
<td>2. Theoretical Schools of Sociology - Students will understand the major theoretical schools that have shaped Sociology.</td>
<td>Weekly readings, online discussion group, 2 essays, quizzes and internet activities</td>
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<tr>
<td>3. Inquiry and Analysis - Students will be able to systematically explore issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments, and break down complex topics or issues into parts to gain a better understanding of them.</td>
<td>Weekly readings, online discussion group, 2 essays, quizzes and internet activities</td>
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<tr>
<td>4. Critical and Creative Thinking - Students will comprehensively explore issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion, and combine or synthesize existing ideas, images or expertise in original ways reflecting a high degree of innovation, divergent thinking, and risk taking.</td>
<td>Weekly readings, online discussion group, 2 essays, quizzes and internet activities</td>
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<tr>
<td>5. Information Literacy - Students will recognize when there is a need for information and identify, locate, evaluate and effectively and responsibly use and convey that information to address the need or problem at hand.</td>
<td>Weekly readings, online discussion group, 2 essays, quizzes and internet activities</td>
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<td>6. Intercultural Knowledge - Students will be able to demonstrate cognitive, effective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.</td>
<td>Weekly readings, online discussion group, 2 essays, quizzes and internet activities</td>
</tr>
<tr>
<td>7. Diversity, Inclusion and Equity - Students will intentionally engage with diversity in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to participation in educational and community programs for all members of society.</td>
<td>Weekly readings, online discussion group, 2 essays, quizzes and internet activities</td>
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