

Syllabus

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This course is a Web Course and is conducted within Canvas at <http://utpb.instructure.com>

Course Catalog Description:

This course will consider the social consequences of the economic and environmental impact of energy choices in the U.S. and globally and how they shape societal norms and values. It will develop a critical understanding of the social attitudes, norms, values and behaviors toward energy consumption.

Prerequisites: SOCI1301 Introduction to Sociology

Measurable Learning Outcomes: By the end of this course, you will be able to:

1. To recognize how sociologists define the concept of energy and environmental change.
2. To analyze the effects of historical, social, political, economic, cultural, and global forces on energy and the environment.
3. To define the differences between the two macro-sociological paradigms, structural-functionalism and social-conflict on energy and the environment.
4. To recognize the continuing importance of ascriptive factors, including gender, ancestry, race and ethnicity as well as an individual's social class (income or wealth) in determining energy use in the United States and Globally.

Required Textbook:

Easton, Thomas. Taking Sides: Clashing Views in Energy and Society. 2012. 5th edition. Boston: McGraw-Hill. ISBN 978-0-205-82053-5.

Charles L. Harper. 2012. Environment and Society: Human Perspectives on Environmental Issues. 5th ed. New Jersey: Prentice Hall. 978-0-205-82053-5

UTPB [Academic Calendar](#)

COURSE OVERVIEW:

1. **Readings:** 8 chapters from the text with additional articles, websites, and (online) handout materials. Several assignments from the Taking Sides book.
2. **Exams:** 2 multiple choice exams based on the Harper book.

Essay Grading Rubric					
GRADE VALUE	Exceptional (A or A+)	Above Average (B)	Average (C)	Needs Improvement (D)	Zero grade value (F)
DEADLINE	The essay is posted before or on the deadline	The essay is posted before or on the deadline	The essay is posted before or on the deadline	The essay is posted shortly after the deadline	The essay is posted after the deadline
EMPIRICAL SKILLS	Essay demonstrates exceptional discussion, interpretation, and presentation of available refereed sociological empirical evidence as	Essay demonstrates sound discussion, interpretation, and presentation of available refereed sociological empirical evidence as	Essay demonstrates basic discussion, interpretation, and presentation of available refereed sociological empirical evidence as	Essay demonstrates poor discussion, interpretation, and presentation of available refereed sociological empirical evidence as relates to the topic. Does not follow ASA style guide.	Essay demonstrates no discussion, interpretation, and presentation of available empirical evidence as relates to the topic.

	relates to the topic. Follows ASA style guide.	relates to the topic. Mostly follows ASA style guide.	relates to the topic. Has some elements of ASA style guide.		Excessive errors make it difficult to understand or to evaluate the essay.
CRITICAL THINKING	Essay draws well-reasoned, logical conclusions from information, demonstrating strong competency in inquiry, evaluation, and analysis.	Essay draws sound logical conclusions from information, demonstrating adequate competency in inquiry, evaluation, and analysis.	Essay draws basic logical conclusions from information, demonstrating minimal competency in inquiry, evaluation, and analysis.	Essay draws poor logical conclusions from information, demonstrating poor competency in inquiry, evaluation, and analysis.	Essay draws no conclusions from information, with no evidence of competency in inquiry, evaluation, and analysis.
COMMUNICATION SKILLS	Essay clearly communicates evidence supporting claims of the paper and provides clear academic discussion of relevant counterpoints. It clearly demonstrates that the student understood and has mastered the topic.	Essay adequately communicates evidence supporting claims of the paper and provides sound academic discussion of relevant counterpoints. It clearly demonstrates that the student understood most of the topic.	Essay communicates evidence supporting claims of the paper and provides basic academic discussion of relevant counterpoints. It demonstrates minimum understanding of the topic.	Essay poorly communicates evidence supporting claims of the paper and provides minimal academic discussion of relevant counterpoints. It failed to demonstrate that the student understood the topic.	Essay does not communicate evidence supporting claims of the paper and provides no academic discussion of relevant counterpoints. No evidence of learning was demonstrated.
SOCIAL RESPONSIBILITY	Essay demonstrates mastery of concept in regard to the	Essay demonstrates sound understanding of concept	Essay demonstrates basic understanding of concept	Essay demonstrates minimal understanding of concept in regard	Essay demonstrates no understanding of concept

	social relevance of the topic on a local, national, and/or global scale and proposes well-reasoned solutions.	in regard to the social relevance of the topic on a local, national, and/or global scale and proposes useful solutions.	in regard to the social relevance of the topic on a local, national, and/or global scale and proposes basic or unrefined solutions.	to the social relevance of the topic on a local, national, and/or global scale and proposes poorly reasoned solutions.	in regard to the social relevance of the topic on a local, national, and/or global scale and proposes no solutions.
OVERALL EXCELLENCE	The student's essay demonstrated critical thinking and a college level research and understanding of the topic.	The student's essay demonstrated fairly good research and understanding (perhaps an emerging understanding) of the topic.	The student's essay demonstrated good research and understanding (perhaps an emerging understanding) of the topic	The student's essay demonstrated insufficient research and understanding of the topic	The student's essay demonstrated no understanding of the topic

3. **Discussion Assignments:** 6 discussion topics with evidence of sociological, academic research worth 600 points and 1 Debate assignment worth 200 points.

- Give a full answer to the question asked using sociological references; consider it a mini essay. Write using the ASA style guide format with in-text citations and references.
- Debate and discuss the question with your classmates. Try to respond early in the week so this exchange can be meaningful. One liners are not considered an adequate response.
- Provide a minimum of 3 academic sociological references in your response, excluding the ones used in your question, or module lecture. Wikipedia, dictionaries, general websites, mass media (commercial, holy religious (Bible, Koran, etc.) books are not accepted as references.
- Use proper language form. You may need to formulate your response in WORD, and use spell check before posting your response. Save your WORD file as a .txt prior to posting. Post directly into the textbox. Do not post attachments.
- **PLEASE NOTE: You are required to post one primary post BY THURSDAY each week and at least one peer response by SUNDAY midnight, but you may reply to as many of your classmates as you wish.** If you miss the dates for posting, your responses will not receive a grade.
- **Please see the rubric below for full grading policies.**

Discussion Grade Rubric					
GRADE VALUE	Exceptional (A or A+)	Above Average (B)	Satisfactory – Average (C)	Needs Improvement (D)	Zero grade value (F)
DEADLINE	All entries before deadline and were spaced out evenly during the discussion to allow two-way interaction between the student and others in the class.	All entries before deadline and the entries were not all made on the same date.	All entries before deadline	All entries before deadline	Entries after deadline
NUMBER OF ENTRIES	At least two comprehensive entries for the topic responding not only to the professor's question (or the assigned learning goal) but also to other students	At least two entries for the topic responding not only to the professor's question (or the assigned learning goal) but also to other students	At least one entry for the topic responding to the professor's question (or the assigned learning goal)	At least one entry	No entry
DEPTH OF ANSWER	The question was answered completely and all aspects of the topic were addressed thoroughly.	The question was answered completely and all aspects of the topic were addressed satisfactorily.	The student addressed most of the question satisfactorily.	The answer was incomplete but addressed less than half of the question.	The answer addressed less than half of the question.
GRAMMAR AND SPELLING	ASA style guide. No errors	ASA style guide. One error	ASA style guide. Very few errors	Many errors	Excessive errors made it difficult to understand or to evaluate.
ACADEMIC VALUE	Almost all of the writing had academic value	Much (more than 70 percent) of the writing had academic value	Some (more than half) of the writing had academic value	Little of the writing had academic value. Most of it was personal.	No academic value
EVIDENCE OF READING	The writing demonstrated that the student had completed	The writing demonstrated that the student had completed	The writing demonstrated that the student had completed	The writing failed to demonstrate that the	No post was made or no evidence of learning was

	almost all or all of the assigned reading. 3 or more sociological references were cited.	much the assigned reading. 3 or more sociological references were cited.	some (more than half) of the assigned reading. 2 or more sociological references were cited.	student had completed or understood the assigned reading. 1 sociological reference was cited.	demonstrated in the post. No sociological references were cited.
ACCURACY	The posts were germane (i.e. on the correct topic), contained correct information, and clearly demonstrated that the student understood and has mastered the topic.	The posts were germane, contained correct information, and clearly demonstrated that the student understood most of the topic.	The post was germane, contained correct information, and demonstrated minimum understanding of the topic.	The post was not germane, contained incorrect information, or failed to demonstrate that the student understood the topic.	No post was made or no evidence of learning was demonstrated.
OVERALL EXCELLENCE	The student's comments or questions demonstrated critical thinking and a college level understanding (perhaps an emerging understanding) of the topic.				

Grading:

Course Activity	Points
Discussions (6) @100 ea.	600
Debate	200
Exams (2)	200
Total	1000

Grading Scale:

Points	Letter Grade
900-1000	A
800-899	B

700-799	C
600-699	D
Below 599	F

**Unless otherwise stated, all materials, activities, and assessments are required and are not optional*

Communication, Grading & Feedback: It is best reach me through the internal course communication at the “INBOX” to the left of your screen. If you need to email me please make sure to put your name, course name and number, and section # (i.e. Jane Smith 1301.783) in the Subject line of your message. You should receive a reply within 72 hours, although I typically check my messages daily. If you do not hear back in the INBOX, please send an email. Try to follow this sequence, because if you just email me sometimes e-mails might go to spam. You can also leave a phone message at (432)552-2362. Please do not call me during the months of June and July because I will be out of the country. It is possible to arrange a SKYPE meeting.

Discussions are typically graded within one week from the due date. Exams are graded immediately after you submit them.

Consider spending 4-5 hours per week studying and posting your responses.

Policies

1. **Discussion Board:** Discussion Board is primarily for discussing course related topics and issues.
Best practices are:
 - a. Read all message postings in online discussion.
 - b. Respond to the question directly
 - c. Reply to minimum of one other student posts.
 - d. Use a person's name in the body of your message when you reply to their message.
 - e. Avoid postings that are limited to 'I agree' or 'great idea', etc.
 - f. Ensure responses to questions are meaningful, reflective.
 - g. Support statements with concepts from course readings, refer to personal experience, examples.
 - h. Follow **Rules of Behavior**.
2. **Rules of Behavior:** Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:
 - Do not post anything too personal.
 - Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
 - Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
 - Be courteous and respectful to other people on the list

- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

3. **Make-Up/Late Submission Policy:**

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times for a very serious reason, it is her/his responsibility to contact the instructor immediately.

4. **Academic Dishonesty/Plagiarism/Cheating:** The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

5. **Attendance and Class Participation:** Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor, as soon as reasonably possible, when emergencies arise.

6. **Tracking:** The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.
7. **Absenteeism:** All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.
8. **Course Incomplete/Withdrawal/Grade Appeal:**

All students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#)..

NOTE: Due dates and times for the activities will adhere to the Central Time Zone.

9. **Privacy and accessibility statement:** For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).
10. **Accommodation for Students with Disabilities:** Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

ADA Officer for Students: Mr. Paul Leverington
Address: **Mesa Building 4243 /4901 E. University, Odessa, TX 79762**
Computer Skills, Technical & Software Requirements

Computer Skills, Technical & Software Requirements

You would need to be proficient in Microsoft application. Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements:

See [Technical Requirements](#).

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. This course satisfies student authentication by providing 2 forms of photo ID*. Student must provide through the assignment drop box:

- A clear image of yourself: in color, well lit, and no shadows on your face or your ID that can obscure your image, must be taken on the day you submit the photo to reflect your current appearance, taken in full-face view directly facing the camera with a neutral facial expression and both eyes open.
- AND, a picture of your ID with only your name and picture showing (Picture ID card in which the ID number has been covered (tape over any numbers).
- Attach both image files in either JPEG or PNG format to the assignment BEFORE you submit it.

I just need to see you, then the image of you on the card with your name. You will not be able to see the units or the essays if you do not submit this.

*Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Preparation for Emergencies:

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact: If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files: You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student’s own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation:

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department, (432) 552-2630 http://www.utpb.edu/academics/undergraduate-success/TSAAD
Advising	UTPB E-Advisor at http://cas.utpb.edu/academic-advising-center/e-advisor/
Bookstore	(432) 552-0220, http://www.bkstr.com/texas-permianbasinstore/home
Email, Outlook 365, my.utpb.edu	Information Resources Service, http://www.utpb.edu/services/ird/how-to-submit-a-service-request
Financial Aid and Scholarship	(432) 552-2620, http://www.utpb.edu/campus-life/financial-aid
Library	(432) 552-2370, The J. Conrad Dunnagan Library Online at http://library.utpb.edu/
Registrar	(432) 552-2635, http://www.utpb.edu/services/academic-affairs/office-of-the-registrar
Student Services	http://www.utpb.edu/campus-life/studentactivities/student-senate/committees/student-affairs
Technical Support	Canvas 1-866-437-0867, https://guides.instructure.com/
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course). Student Success Center: http://www.utpb.edu/academics/undergraduate-success/success-center

Disclaimer & Rights:

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

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Sample Syllabus

Sociology 4316
Energy and Society
Summer A2020 (1st 7 Week Calendar)
Weekly Course Schedule

Week	DATE	MODULES/ASSIGNMENTS	Due By:
1	May 11 – May 17	Classes begin.	May 11
		Module 1: Sociology, Energy and the Environment Discussion 1/ SOCI Café Easton: Issue 1 Harper: Chapter 1	Discussion Original Post By: Thursday, 5/14, 11:59 PM Peer Response By: Sunday 5/17, 11:59 PM
2	May 18 - May 24	Module 2: Humans and the Resources of the Earth Discussion 2 Easton: Issue 2 &4 Harper: Chapter 2	Discussion Original Post By: Thursday 5/21, 11:59 PM Peer Response By: Sunday 5/24, 11:59 PM
		Last day to drop without a record.	<i>Check the UTPB Academic Calendar</i>
3	May 25 – May 31	Module 3: Global Climate Changes and the Energy Crises	Discussion Original Post By: Thursday 5/28, 11:59 PM Peer Response By:

		Discussion 3 Easton: Issue 6 & 8 Harper: Chapter 3 & 4	Sunday 5/31, 11:59 PM
4	June 1- June 7	Test: Harper 1,2,3,4 and Debate Discussion	Due By: 6/5-6/8
5	June 8- June 14	Module 4: Population, Environment and Food Discussion 4 Easton: Issue 11 & 16 Harper: Chapter 5	Discussion Original Post By: Thursday 6/11, 11:59 PM Peer Response By: Sunday 6/14, 11:59 PM
6	June 15- June 21	Module 5: Globalization, Transformation and Sustainability Discussion 5 Easton: Issue 15 & 19 Harper: Chapter 6 & 7	Discussion Original Post By: Thursday 6/18, 11:59 PM Peer Response By: Sunday 6/21, 11:59 PM
7	June 22- June 26	Module 6: Collective Action / Alternative Energy Sources Discussion 6 Easton: Issue 17 & 18 Harper: Chapter 8	Discussion Original Post By: Thursday 6/24, 11:59 PM Peer Response By: Sunday 6/26, 11:59 PM
		Test: Harper 5,6,7,8	Test due By: 6/22- 6/26, 11:59 PM

		Last regular class day	June 26
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