**APPENDIX**

**3. Relevant examination questions and outcomes**

Table 1 Percentage of students in sections 2 and Honor of SOCY 100 who correctly answered each of questions 1 to 5 – used as measures of understanding the concept of the sociological imagination – top half of table. . In the writing assignments, bottom half of this table, the percentage of students in each section who met each goal from Excellent to Poor

Sections 2 and Honor

Goal: The central goal of this course is to introduce students to the concept of Sociological Imagination. The Sociological Imagination challenges us to question the obvious, to remove ourselves from familiar experiences and examine them critically and objectively. It also challenges us to see beyond individual experiences and to see how individual choices are always made within a cultural and structural context. Given that gender, race and social class condition every aspect of our social structure and culture, particular emphasis is paid to these components.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **SOCY 100 SEC 2: R. Moayedi** |  | **SOCY 100 Honors: R. Moayedi** |  |
| **Goal 1.** **Students understand, can define and identify the concept: sociological imagination.** | Excel-lent 1 | VeryGood | Good | Fair | Poor | N2 | Excel-lent1 | VeryGood | Good | Fair | Poor | N2 |
| **Question 1**. When sociologists group people into categories based on  |  |  | 73  |  |  | 27 |  |  |  |  | 46  | 15 |
| their age, gender, educational level, job, and income, they are trying to |  |  |  |  |  |  |  |  |  |  |  |  |
| Determine: Answer: B, Social location |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Question 2:** The sociological perspective emphasizes how the social |  |  | 77  |  |  | 27 |  |  |  | 69  |  | 15 |
| Context influences people’s lives, particularly how people are  |  |  |  |  |  |  |  |  |  |  |  |  |
| influenced by: Answer: D, Society |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Question 3:** Which of the following elements does C. Wright Mills  |  | 86  |  |  |  | 27 | 92  |  |  |  |  | 15 |
| Attribute to being the one that sociologists would use to explain  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual behavior? Answer: C, external influence |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Goal 2**. Students can use other Concepts in conjunction with the |  |  |  |  |  |  |  |  |  |  |  |  |
| sociological imagination concept to display a broader understanding of |  |  |  |  |  |  |  |  |  |  |  |  |
| The sociological perspective |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Question 4**: Based on studies of isolated and institutionalized children, |  | 86 |  |  |  | 27 |  | 85 |  |  |  | 15 |
| What is the key variable in acquiring the basic “human” traits we take  |  |  |  |  |  |  |  |  |  |  |  |  |
| for granted? Answer: C, Intimate early social interaction |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Question 5.** What concept do sociologists refer to when they say that | 100 |  |  |  |  | 27 | 92 |  |  |  |  | 15 |
| :society makes us human”? Answer: D, Socialization |  |  |  |  |  |  |  |  |  |  |  |  |

 Table 1 Continues

The following is the raw data assessing Sociological Imagination in written assignments at the end of the fall 2014. Students in the section 2 and honor intro to soc were required :

1) To view a video on race (section2); read an assigned book(honor);

2)To analyze and write a paper on the video or the book using sociological imagination.

**Summary of Exercise for SOCY 100 Section 2**: Students in SOCY 100 Section 2 were asked to watch the DVD: Race – the Power of an

Illusion and, after reading the textbook, answered five questions –used as measures of each of the three goals.

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| --- | --- | --- |
|  | **SOCY 100 SEC 2: R. Moayedi** | **SOCY 100 Honors: R. Moayedi** |
|  | Excel-lent | Good | Fair  | Poor | N2 | Excel-lent | Good | Fair | Poor | N2 |
| **Sociological Imagination**: Student recognizes that an individual is impacted by and exists within a social context (meets goals 1) | 65 | 12 | 24 | 0 | 17 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Vocabulary:**Student demonstrates use (application) of sociological terms and vocabulary to describe, and/or comment on the social context of questions asked: (meets goal 2) | 29 | 47 | 24 | 0 | 17 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Application of the Sociological Imagination:**Student demonstrates appropriate and accurate application of sociological ideas, concepts, vocabulary, and theory in describing, identifying and analyzing relationships among elements in a social context, i.e., has developed a sociological perspective (meets goal 3) | 35 | 41 | 18 | 6 | 17 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Summary of Exercise for SOCY 100 Honor Section: Students in** |  |  |  |  |  |  |  |  |  |  |
| SOCY 100 Honor Section were asked to read a book: **Between Good** |  |  |  |  |  |  |  |  |  |  |
| **to Ghetto,** a book about exposure to use of violence by young women  |  |  |  |  |  |  |  |  |  |  |
| From distressed inner city neighborhoods, and answer nine questions. |  |  |  |  |  |  |  |  |  |  |
| The percentage of students with scores ranging from Excellent to Poor, |  |  |  |  |  |  |  |  |  |  |
| Corresponding to each of the three goals, is presented below. |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Sociological Imagination**: Student recognizes that an individual is impacted by and exists within a social context (meets goals 1) |  |  |  |  |  | 77 | 15 | 8 | 0 | 13 |
|  |  |  |  |  |  |  |  |  |  |  |
| **Vocabulary:**Student demonstrates use (application) of sociological terms and vocabulary to describe, and/or comment on the social context of questions asked: (meets goal 2) |  |  |  |  |  | 54 | 31 | 15 | 0 | 13 |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Application of the Sociological Imagination:**Student demonstrates appropriate and accurate application of sociological ideas, concepts, vocabulary, and theory in describing, identifying and analyzing relationships among elements in a social context, i.e., has developed a sociological perspective (meets goal 3) |  |  |  |  |  | 38 | 46 | 15 | 0 | 13 |
|  |  |  |  |  |  |  |  |  |  |  |

 1Percentage of students correctly answering each of question 1 to 5.

 **Percentage of Students Category**

Excellent- Sociological ideas, concepts, etc. are consistently applied with accuracy and clarity of use.

Good- Sociological ideas, concepts, etc. are applied with reasonable accuracy and frequency

Fair- Sociological ideas, concepts, etc. are infrequently used, or frequently misused and inappropriately applied.

Poor - Does not use sociological ideas, concepts, etc.

. 2N refers to Number of Students in each section answering the question(s) or who completed and turned in the writing assignment

 3See attached assignments for SOCY 100 Sections 2 and Honor

**Table 2**.Percentage of students in sections 4 and 5 of SOCY 100 who correctly answered each of questions 1 to 4 – used as measures of understanding the concept of the sociological imagination – below. For the Term paper, percentage of students who scored in Excellent, Very Good, Good, Fair, or Poor categories.

**Course Description & Goals**

 Sociology is the scientific study of human society, social groups, and social interaction. Even though we all live in a society and interact with other people on a daily basis, this course will help us to view this familiar world in a more critical way. In the tradition of C. Wright Mills, this introductory course will focus largely on how larger social forces influence our lives as individuals. In other words, understanding C. Wright Mills’ concept of the sociological imagination will be a major goal throughout this course. According to Mills, the sociological imagination enables us to grasp the relationship between history and biography, making it possible for us to further understand the difference between “the public issues of social structure” and “the personal troubles of milieu.” In order for us to fully explore and understand the sociological imagination, we will employ a number of activities – lectures, a three-page assigned reading, film, exam questions, and a short term paper to achieve this goal.

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|  | **SOCY 100 SEC 4: K. Kollehlon, Below** |  | **SOCY 100 SEC 5: K. Kollehlon** |  |
|  |  |  |  |  |
| **Goal 1. Students understand, can define and identify the concept: sociological imagination.** | Excell-Ent 1 | VeryGood | Good | Fair | Poor | N2  | Excell-ent | VeryGood | Good | Fair | Poor | N2 |
| **Question 1**. When sociologists group people into categories based on  |  | 83 |  |  |  | 30 | 92 |  |  |  |  | 13 |
| their age, gender, educational level, job, and income, they are trying to |  |  |  |  |  |  |  |  |  |  |  |  |
| Determine: Answer: B, Social location |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Question 2:** The sociological perspective that emphasizes how the | 90 |  |  |  |  | 30 | 100 |  |  |  |  | 13 |
| how the social context influences people’s lives, particularly how |  |  |  |  |  |  |  |  |  |  |  |  |
|  people are influenced by: Answer: D, Society |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Question 3**:The sociologist responsible for suggesting the connection | 97 |  |  |  |  | 30 | 92 |  |  |  |  | 13 |
| Between history and biography to explain the sociological imagination |  |  |  |  |  |  |  |  |  |  |  |  |
| was: Answer: C. C. Wright Mills |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Question 4:** Which of the following elements did C. Wright Mills  |  | 83 |  |  |  | 30 |  |  |  | 77 |  | 13 |
| attribute as being the one that sociologists would use to explain  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual behavior? Answer: C, external influence |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Goals 1, 2 & 3. Students’ use of other concepts with sociological 3** | 26 | 9 | 17 | 17 | 30 | 23 | 8 | 17 | 0 | 17 | 58 | 12 |
| **imagination concept and their application of the sociological**  |  |  |  |  |  |  |  |  |  |  |  |  |
| **imagination concept to specific social issue or experience** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Mean Grade on Term Paper** |  |  |  | **71** |  |  |  |  |  |  | **59** |  |

Table 2 Continues

|  |  |  |  |
| --- | --- | --- | --- |
|  | **SOCY 100 SEC 4: K. Kollehlon, Below** | **SOCY 100 SEC 5: K. Kollehlon** |  |
| **Three page term paper in which students apply the concepts:**  | Excel-lent | VeryGood | Good | Fair | Poor | N2 | Excel-lent | VeryGood | Good | Fair | Poor | N2 |
| **ascribed status, achieved status, role conflict, and role strain in** |  |  |  |  |  |  |  |  |  |  |  |  |
| **their own lives. Then demonstrate how Mills’ concept of the** |  |  |  |  |  |  |  |  |  |  |  |  |
| sociological imagination enables them to explain how larger social |  |  |  |  |  |  |  |  |  |  |  |  |
| contexts/forces will enhance or restrain their ability to achieve |  |  |  |  |  |  |  |  |  |  |  |  |
| their future achieved social statuses. |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |

 1 **Percentage of students correctly answering a question Category**

 If percentage is 90 or above Excellent

 If percentage is 80 to 89 Very Good

 If percentage is 70 to 79 Good

 If percentage is 60 to 69 Fair

 If percentage is below 60 Poor

 2N refers to Number of Students in each section answering the question(s) or who completed and turned in the writing assignment

 3Percentage of students in each category of Excellent, Very Good, Good, Fair, or Poor on term paper. If the student’s grade on term paper was 90 % or higher, that would constitute Excellent; if the grade was 80 to 89, that would constitute Very Good; if the grade was 70 to 79 that would constitute Good; if the grade was 60 to 69, that would constitute Fair; and if the student’s grade was below 60%, that would constitute Poor.

 3See attached Term paper instructions; copies of individual student term papers are available, if needed.

See next page for additional information.

In the first part of Table 2, the four questions are used as measures of Goal 1: students’ ability to understand, define, and identify the concept of the sociological imagination. The percentage before each question is the percentage of students who correctly answered the question. Out of the 30 students in Section 4 and the 13 students in Section 5 of SOCY 100.

The term paper was an attempt at addressing all three Goals. In the Introduction, after reading the three page excerpt of C. Wright Mills’ **The Promise [of Sociology],** students were to define the concepts **biography, history, personal troubles of milieu, and public issues of social structure** in their own words as much as possible. These concepts lie at the heart of understanding the concept of the sociological imagination. If they did this well, that would satisfy Goal 1: **Students understand, can define and identify the concept: sociological imagination.**

In the Discussion section of the paper, students had to define the concepts: **social status, ascribed status, achieved status, social role, role conflict, and role strain.** Thispart of the paper relates to Goal 2: **Students can use other concepts in conjunction with the sociological imagination concept to display a broader understanding of the sociological perspective.**

Next, students had to indicate one ascribed and one achieved status which they currently occupy. Finally, the students had to indicate what they expect their two major achieved statuses would be ten years from now; and how the ascribed status and the achieved status that they currently occupy may positively/enhance or negatively/restrain their ability to achieve their two future achieved statuses. Obviously, this relates to **Goal 3: Students can apply the sociological imagination concept to a specific social issue or experience.**