

Administrative Master Syllabus

Course Information

Course Title	Social Problems
Course Prefix, Num. and Title	SOCI 1306 Social Problems
Division	Social and Behavioral Sciences
Department	Psychology, Sociology and Anthropology
Course Type	Academic WCJC Core Course
Course Catalog Description	Application of sociological principles and theoretical perspectives to major social problems in contemporary society such as inequality, crime and violence, substance abuse, environmental issues, deviance, or family problems.
Pre-Requisites	TSI ELAR (Reading and Writing) requirements met or concurrent enrollment in INRW 0307 or ENGL 1301/NCBI 0300
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Department Head:		
Division Chair:		
VPI:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

Any social problems course should include at least the following topics/material:

- the description and definition of sociology and how sociology evolved as a science and as an academic discipline
- the role of history and religion in the evolution of sociology as a science
- the definition and understanding of perspectives and paradigms within the major theoretical frameworks of sociology
- the relationship of sociology to other academic disciplines and sciences
- an overview of basic research methodology and its associated terminology
- the distinction between the functional, conflict, and interactionist approaches to social problems
- a description of social problems versus social conditions
- an explanation of how proposed solutions to social problems are different among different social groups and how such solutions can be the cause of additional problems and/or conflicts
- a listing, analysis, and understanding of the facts and current research surrounding the following social problems: physical and mental health, sexually-related social problems, alcohol and other drugs, deviance and criminality, violence, problems of social class, discrimination and prejudice, sex-roles and inequality, aging, the family, education, the economy and work, population and urbanization, the environment, technology and political and religious conflicts
- proposed solutions and issues regarding problems presented and discussed from the textbook as well as the history, failures, and progress concerning such proposals
- appropriate theoretical considerations regarding current social problems as presented throughout the semester

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Describe how the sociological imagination can be used to explain the emergence and implications of contemporary social problems.
2. Explain the nature of social problems from at least one sociological perspective, e.g., critical, functional, interpretive, etc.
3. Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.
4. Discuss how “solutions” to social problems are often contentious due to diverse values in society.
5. Describe how the proposed “solutions” to a social problem, including social policies, may bring rise to other social problems.

Methods of Assessment:

1. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.
2. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.
3. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.
4. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.
5. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.

Required text(s), optional text(s) and/or materials to be supplied by the student:

Lauer. Social Problems and the Quality of Life (14th edition). New York: McGraw-Hill, most current edition

Suggested Course Maximum:

35

List any specific or physical requirements beyond a typical classroom required to teach the course.

None

Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

For research papers, semester projects, essay exam questions, or other written learning components required by individual instructors as part of the course requirements, the following grading rubric will apply to assess learning and for grading of the assigned project:

- I. The assignment will have been based on a relevant topic or exercise related to the course goals included in this syllabus and in general (to incorporate the use of critical thinking/reasoning), to the subject matter of the course and such assignment will have been of sufficient length (and research/writing effort) to merit the status of a major graded assignment and thereby, students will be expected to fulfill the spirit of the assignment in a professional and conscientious manner, and will be scored by the instructor taking the following grading criteria into account in determining the final grade of the assignment:
 - a) Fulfillment of the goals, requirements, and/or other criteria required by the assignment
 - b) Correctness in following all instructions established by the assignment, including the format, documentation form, required length, numbers of sources, and so forth previously established by the instructor in making the assignment
 - c) Correctness in spelling, grammar, paragraph structures, abbreviated forms, etc. with thesis statement and supporting paragraphs/sections appropriate to the assignment.
 - d) Writing style commensurate to first or second year college students
 - e) Adherence to other assignment particulars and details as stated at the time of the assignment
- II. Any deadlines, due dates, or late work policies established for the assignment by the instructor will be used without exception in the final grading of the assignment.
- III. Some form of the written component examples included in this section (Section I above) are required by each instructor to fulfill the learning goals and objectives of this course and the grade from the written exercise(s) will be included as a major grade for each student enrolled without exception. The grade on the written component described herein may not be excluded in the calculation of the student's final grade for the course. Written components of this course should normally account for at least 20% of the student's final grade.
- IV. Reading assignments, both of the required textbook and/or outside readings are required of students and information from such readings will be included to a significant degree on the learning assessment methods used in the course.
- V. Class attendance, papers/projects, exams, discussions, presentations, and other learning assessments may all be used in determining the final grade for the course in proportions determined by the individual instructor with suggestions/requirements in mind from previous subsections of this section.

A typical grading composition for this course might look like this:

3-5 exams—50% of final grade

1 term paper or another substantial critical written assignment—25%

1 comprehensive end-of-course exam—25%

Grading system for individual instructors may vary slightly, but all instructors will meet established general reading and writing requirements (and related learning assessments thereof) during the course.

The general grading rubric for tests, papers, and projects will approximate as follows: 90% - 100%=A 80% - 89% =B 70% - 79% =C 60% - 69% =D Below 60%= F

Curriculum Checklist:

- Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.
- Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms
 - Critical Thinking
 - Communication
 - Empirical & Quantitative Skills
 - Teamwork
 - Social Responsibility
 - Personal Responsibility
- WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: SOCI 1306

Core Objective:

Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Describe how the sociological imagination can be used to explain the emergence and implications of contemporary social problems.	-lecture/critical discussion of “The Sociological Imagination” and how varying perspectives effect the perception of social problems -paper/project over problem(s)	-section quiz/unit exams -written paper/project -section/comprehensive final exam
State Mandated	Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.	-lecture/class discussion on multifaceted/complex nature of problems -paper/project exploring problem(s) in depth	-section quiz/unit exams -written paper/project -section/comprehensive final exam
State Mandated	Describe how the proposed “solutions” to a social problem, including social policies, may bring rise to other social problems	-lecture/class discussion on multifaceted/complex nature of problems -paper/project exploring problem(s) in depth	-section quiz/unit exams -written paper/project -section/comprehensive final exam

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: SOCI 1306

Core Objective:

Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Explain the nature of social problems from at least one sociological perspective, e.g.,critical, functional, interpretive, etc.	-lecture/discussion/oral explanations of perspectives and their effect on perceptions -paper/project/presentation exploring problem(s) in depth	-section quiz/unit exams -written paper/project -section/comprehensive final exam
State Mandated	Discuss how “solutions” to social problems are often contentious due to diverse values in society	-lecture/discussion/oral explanations of perspectives and their effect on perceptions -paper/project/presentation exploring problem(s) in depth	-section quiz/unit exams -written paper/project -section/comprehensive final exam
State Mandated	Describe how the proposed “solutions” to a social problem, including social policies, may bring rise to other social problems.	-lecture/discussion/oral explanations of perspectives and their effect on perceptions -paper/project/presentation exploring problem(s) in depth	-section quiz/unit exams -written paper/project -section/comprehensive final exam

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: SOCI 1306

Core Objective:

Empirical and Quantitative Skills—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.	-lecture/class discussions on current empirical findings on social problems and proposed solutions -paper/project exploring problem(s) in depth	-section quiz/unit exams -written paper/project -section/comprehensive final exam
State Mandated	Discuss how “solutions” to social problems are often contentious due to diverse values in society.	-lecture/class discussions on current empirical findings on social problems and proposed solutions -paper/project exploring problem(s) in depth	-section quiz/unit exams -written paper/project -section/comprehensive final exam
State Mandated	Describe how the proposed “solutions” to a social problem, including social policies, may bring rise to other social problems.	-lecture/class discussions on current empirical findings on social problems and proposed solutions -paper/project exploring problem(s) in depth	-section quiz/unit exams -written paper/project -section/comprehensive final exam

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: SOCI 1306

Core Objective:

Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Describe how the sociological imagination can be used to explain the emergence and implications of contemporary social problems.	-lecture/class discussions on how problems are perceived differently by different cultural/regional groups -paper/project/presentations comparative perspectives of problem(s)	-section quiz/unit exams -written paper/project -section/comprehensive final exam
State Mandated	Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.	-lecture/class discussions on how problems are perceived differently by different cultural/regional groups -paper/project/presentations comparative perspectives of problem(s)	-section quiz/unit exams -written paper/project -section/comprehensive final exam
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