

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number SOCI 222 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add SOCI 222 to the social and behavioral science menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	9-15-2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	SOCI 222, Social Problems
Terms offered:	Fall
Catalog description:	Application of sociological concepts and methods of analysis to selected current social problems such as overpopulation, poverty, race and ethnic relations, the family, crime and delinquency, mental disorders, drug abuse, and suicide. May be used to satisfy University Requirements.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None

Other general education menus on which the course appears or you are applying for:	None
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Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

This course focuses on the social construction of social problems, critical analysis of competing claims about social problems, and efforts to ameliorate social problems. SOCI 222 requires students to examine, compare and contrast, and evaluate claims made by actors like politicians, non-governmental organizations, and social movement groups regarding social problems. The course examines social problems using contemporary social scientific methods at the individual, group, and institutional level. Course content and assignments focus on developing students' critical analysis skills and revealing the complexities of social problems and the social forces that create them.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

Course content directly responds to the Social and Behavioral sciences description by:

- Using theory to explain interactions among individuals and groups that lead to social problems.
- Examine social relations at the meso- and macro- level that are fundamental causes of social problems like homelessness, poverty, substance use disorder, gendered violence, among other topics.
- Course assessments like the "Ride the Bus" project asks students to use social science methods to examine complex social problems like poverty and residential segregation while riding Abilene's public transit system.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

None

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	In-class quizzes
Outcome A2	In-class quizzes
Outcome C1	Take-home assignments Example: SOCI 222: Social Problems Take-Home Assignment 1: Childcare Costs Purpose: The purpose of this assignment is to help students understand the real expenses associated with childcare, and how difficult it is to successfully balance work and family, especially for low income families. Procedure: 1. Locate your scenario below. Students whose last names start with A-C get scenario 1, D-H get scenario 2, I-M get scenario 3, and N-Z get scenario 4. 2. Carefully read your scenario. Make any necessary calls or complete fact-finding. 3. Based on the information you gather, write up your results, carefully following directions listed in your scenario. 4. Submit via Canvas by the due date and time. <u>Scenario 1</u> You and your spouse are both assistant professors of sociology at the University of Texas at Austin. You are expecting a child in September and you are trying to make plans for the birth. You would like for one of you to be home with the baby for at least the first year of life and for the second person to also be home for at least the first month. Also, you would like a child care reimbursement from the University, the option to work flexplace and flextime, the option to bring the baby to work, a private location to pump breastmilk during the day, and paid leave for you when your baby is sick. Using the internet or the phone, research the University of Texas at Austin's family leave plan. How many of these options are available to you? Are you

	able to keep both of your jobs and care for the child in the way you want to? If you are not able to both keep your jobs, how will you live on half the family income at the same time that you have an additional family member? Write two paragraphs explaining your family plans for after the child is born. Assume that you have no family within driving distance. If you make any phone calls, you should identify yourself as a student doing research. <u>Scenario 2</u> You and your spouse are both janitors at Hendrick Medical Center. You are expecting a child in September and you are trying to make plans for the birth. You would like for one of you to be home with the baby for at least the first year of life and for the second person to also be home with the baby for at least the first month. Also, you would like a child care reimbursement after the first year of life, the option to work flexplace and flextime, the option to bring the baby to work, a private location to pump breastmilk during the day, and paid leave for you when your baby is sick. Using the internet or the phone, research the Hendrick Medical Center's family leave plan. How many of these options are available to you? Are you able to keep both of your jobs and care for the child the way you want to? If you are not able to both keep your jobs, how will you live on half the family income at the same time that you have additional family member? If you choose to both work, how will you afford the \$700/month cost of child care? Write two paragraphs explaining your family plans for after the child is born. Assume that you have no family within driving distance. If you make any phone calls, you should identify that you are a student doing research. <u>Scenario 3</u> You and your spouse are both assistant professors of sociology at Abilene Christian University. You each make \$23/hour. Your take home pay (after taxes, your retirement contribution, and health insurance) is \$18/hour. You are expecting your second child in September and you are trying to make plans for the birth. One of you is planning on taking some time off through December. Starting in January, both children will need to be in day care during the entire day. Because you are both in tenure-track positions, the children will need to be in day care at least 50 hours a week, from 8am until at least 6pm. One day a week, you both teach an evening class from 6:30-9pm. Call at least three of the following local day care centers and find out: 1. Do they have full-time openings for a three month old and a twenty month old starting in January? 2. What are the weekly costs for child care? 3. Will they take a child if the child is sick?
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	4. Will they provide diapers and formula? 5. How many other children will the staff members care for? 6. Are they open the hours you need? Is there an additional fee if you are late? Based on the information that you gathered, select one day care to be your children's day care. Write two paragraphs explaining your child care plan, including how you will afford the day care, what you will do if the child is sick, and how you will meet childcare needs when the center is not open. Assume that you have no family within driving distance. On the phone, please identify yourself as a student doing research. Day Care Centers: Day Nursery of Abilene - Vine Street Center (325) 672-7351 (Links to an external site.) Rainbow Bible School (325) 673-6972 (Links to an external site.) South Willis KinderCare (325) 698-1878 (Links to an external site.) All God's Children Child Development (325) 437-5437 (Links to an external site.) <u>Scenario 4</u> You and your spouse are both janitors at Hendrick Medical Center. You each make \$10/hour. Your take home pay (after taxes, a retirement fund, and a health care plan) is \$7.50/hour. You are expecting your first child in September and you are trying to make plans for the birth. One of you is planning on taking some time off through December. Starting in January, the child will need to be in day care from 5am until 2pm. Call at least three of the following local day care centers and find out: 1. Do they have full-time openings for a three month old starting in January? 2. What are the weekly costs for child care? 3. Will they take a child if the child is sick? 4. Will they provide diapers and formula? 5. How many other children will the staff members care for? 6. Are they open the hours you need? Is there an additional fee if you are late?
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	Based on the information that you gathered, select one day care to be your child's day care. Write two paragraphs explaining your child care plan, including how you will afford the day care, what you will do if the child is sick, and what you will do if you have to work overtime. On the phone, please identify yourself as a student doing research. Day Care Centers: Day Nursery of Abilene - Vine Street Center (325) 672-7351 (Links to an external site.) Rainbow Bible School (325) 673-6972 (Links to an external site.) South Willis KinderCare (325) 698-1878 (Links to an external site.) All God's Children Child Development (325) 437-5437 (Links to an external site.) Source: This assignment adapted from Ulrich, Monika J. 2007. "Assessing the Costs of Childcare: An In Class Activity." ASA Trails: trails.asanet.org
Outcome C2	"Ride the Bus" Exercise You must ride the Abilene public bus system from campus (any stop is acceptable -- but you must find out where the stops are...) to the Abilene Mall and back. You must document your journey using photographs and field notes, with which you will comprise a 1,000-2,000 word photo essay, which both documents your journey and uses course concepts to illustrate any public issues you either observe or experience during your trips to and from the mall. Plan on this assignment taking most of one day. More details to come. Due before Thanksgiving break. 15% of your final grade. 2% for turning in your field notes; 3% for the quality of your photographs, and 10% for your essay.

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write "Not Assessed" in the "Meets Expectations" section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Fewer than 84% of students will earn a "C" or above average on in-class quizzes.	84% of students will earn a "C" or above average on in-class quizzes.	90% of students will earn a "C" or above average on in-class quizzes.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Fewer than 84% of students understand intent of source.	84% of students understand intent of source.	90% of students understand intent of source.
Interpret source within rhetorical context			
Evaluate relevance of source within multiple contexts			

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic			
Develop and express an evidence-based viewpoint on a topic	Fewer than 84% of students develop and express an evidence-based viewpoint on their Costs of Childcare Assignment.	84% of students develop and express an evidence-based viewpoint on their Costs of Childcare Assignment.	90% of students develop and express an evidence-based viewpoint on their Costs of Childcare Assignment.
Synthesize information from multiple sources			

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Fewer than 84% of students have drawn informed conclusions based on course material	84% of students have drawn informed conclusions based on course material from their observations	90% of students have drawn informed conclusions based on course material from their observations

	from their observations during the “Ride the Bus” Exercise.	during the “Ride the Bus” Exercise.	during the “Ride the Bus” Exercise.
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Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

Example Rubric

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their paraphrasing of source material in Essay 2	Students accurately paraphrase source material in their own words in Essay 2	N/A
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in Essay 2	Students identify relevant aspects of context for a source in Essay 2	Students correctly use the context of a source to explain their own position in Essay 2
Evaluate relevance of source within multiple contexts		Not assessed.	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic		Not assessed.	
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from one or fewer sources in Essay 2.	Students cite evidence from two or more sources that effectively supports their position in Essay 2	Students cite evidence from four or more sources that effectively supports their position in Essay 2.
Synthesize information from multiple sources		Not assessed.	

Student Outcome C2

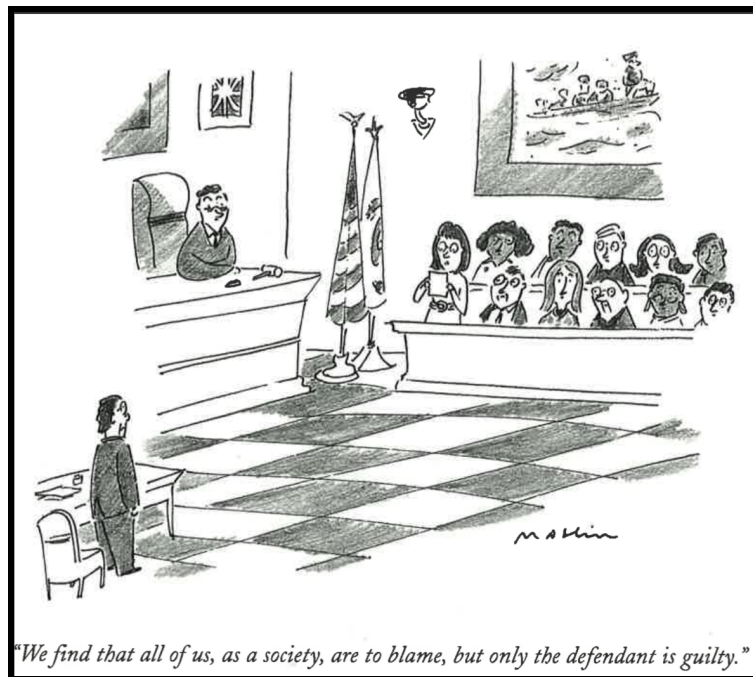
Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students answer fewer than 50% of test questions on data correctly in Exam 1.	Students answer the majority of test questions related to reading data correctly in Exam 1.	Students answer 80% or more of test questions related to reading data correctly in Exam 1.

Social Problems
SOCI 222 Section 01
Mondays, Wednesdays, and Fridays
10-10:50 a.m., 213 Sherrod Building

Always subject to change

Instructor: Dan Morrison, PhD
Office: 211 Sherrod Building
Email: dan.morrison@acu.edu
Web: Canvas

Student Hours, also known as "Office Hours":
Please sign up at
<https://calendly.com/drm-acu/15min>; also, by
appointment



COVID Safety Statement:

Let's do our best to keep each other safe by respecting others' decisions about masks.

Course Description¹

This course introduces you to the art of thinking like a sociologist. Just as becoming an effective lawyer, doctor, businessperson, or artist takes practice, so too with developing sociological insight. We will practice thinking, talking, and acting like sociologists in this class. Sociologists use theories and research methods as tools to learn about how our society works. We will investigate sociology by doing sociology. The discipline of sociology is dynamic because its

¹ I gratefully acknowledge Jennifer Keys (Denison University) and Monika Myers (Arkansas State University) for their contributions to this syllabus and course.

subject, society, is dynamic.

This course focuses on the social definition of social problems and their dynamics. There are seemingly an endless array of social problems in the United States. This course is designed to deepen students' understanding of some troubling social issues. From a sociological perspective, we will study and discuss: poverty, homelessness, racism, sexuality, family structure, discrimination in housing and racial segregation, drug and alcohol abuse, the environment, and politics, among other topics.

Student Learning Outcomes

At the conclusion of this course, students will be able to:

- Accurately identify terminology used by sociologists to discuss social problems
- Describe the experience of navigating a public transportation system and relating your experience to concepts in the textbook and/or in class discussion.
- Analyze case studies of real social problems and clearly communicate your analysis in writing.

"We only see what we look at. To look is an act of choice." -- John Berger

Students and Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support:

Mark Lewis, Dean of Students
325-674-2067

Students who struggle to afford groceries or access sufficient food to eat are especially encouraged to reach out to SOAR at: soar@acu.edu

Finally, please notify me of any difficulties you are having in meeting your basic needs. I will do my best to find the resources you need.

Readings

We will be using an online, interactive text for this course. Access codes to *The Sociology Project: Social Problems* for Revel, ISBN: 9780135159637. Reading this book and doing your best on the quizzes and other material studied will be very helpful to your learning. You should complete assigned sections in the online text and supplementary readings before the class period in which these will be discussed and/or referenced in lecture. It will help if you read and check your understanding through frequent self-quizzing. Honest. If you want to know how to define a word used in class, search in the textbook first. Then *think* about whether or not the

textbook definition makes sense. If it does, you may proceed. If it doesn't, *search* for other definitions using the web. *Talk* to your classmates, and to me, about the word. Find help if you need it. Do not assume that a word or concept is not important if you do not understand it immediately.

An access card for this product is available at the ACU Bookstore.

Students should read the assigned material and come to class prepared to answer questions verbally and in writing. Students who are unwilling to do the reading or attend class will not perform well in the course, as your learning will be assessed based on readings and work completed in class.

We will be using Canvas to host readings and to administer the in-class quizzes. On quiz days, be sure to bring a device that you can use to access Canvas, and be sure to have LockDown Browser downloaded and available; this is how we will administer all quizzes.

Assignments and Assessing your Learning

You will have many opportunities to demonstrate that you are meeting the learning outcomes I have selected for this course. It is not enough to simply read and recall the definition of concepts and theories in this course. In order to adopt a sociological frame of mind, you must reflect upon and live with the material we read and discuss in class.

1. **Reading.** No assignment is as important for your progress in this class, therefore I expect for you to keep up and be an active critical reader. The specific reading assignments and their due dates are listed below in the Course Schedule. **Your scores on each Chapter Quiz (15 items, 75 points each) will be averaged and count for 5% of your final grade. Be aware that you only have one attempt for each Chapter Quiz. Late quizzes are marked down 50%.** I have assigned several short quizzes and other exercises within Pearson Revel. Consider these “formative assessment” that help you identify the core concepts and facts that you should review further. To ensure you learn the most from the readings, take notes that help clarify a sense of the author’s arguments and their relationships to that of other readings or class discussions. Take special notes on concepts that are difficult to understand, ideas that are particularly persuasive, or critiques you may have, since all will aid you in class discussions and assignments.

2. **Complete the Student Information Sheet** Assignment and return via Canvas before class on September 5. I am requiring each student to complete this form. Students who complete the assignment on Canvas by September 5 at 10 a.m. will receive one bonus point added to their final grade.

3. **Optional:** Meet with Dr. Morrison. I am strongly encouraging every student to meet with me during the first four weeks of the semester. [Make an appointment using this tool.](#) Several 20-minute time periods are available. This meeting is not required, but is encouraged. I want to

get to know each student as a unique person.

4. **In-Class Quizzes.** There will be 14 in-class quizzes, comprised of multiple choice questions. I will drop your lowest two quiz scores. Administered via Canvas, each quiz will randomly scramble the questions so that there is no point in trying to observe your neighbor's screen. You will have 15 minutes at the start of each class period in which a quiz is administered to complete all questions. The material covered by the quizzes will draw from readings, lectures, class discussions and class activities. While I do not explicitly test on prior material, each quiz may contain one or more questions on past topics, concepts, and theories. Each quiz is worth 5% of your final grade. Therefore, **they constitute a total of 60% of your final grade.** The dates are indicated in the schedule below. **Missed Quiz Policy:** Missed quizzes will be recorded as zeros in the gradebook.

5. **Final Quiz.** There will be a final assessment for this course. It will be just like the other 14 assessments in class, featuring 20 multiple-choice questions. **It also counts for 5% of your final grade.** This assessment is comprehensive, and may include questions you have seen before. Students should plan on attending class and the final exam period. **You must take this final exam; it cannot be dropped.** Late final exams are not given unless your absence is excused by a note from the Dean's Office. You may be given an alternate exam.

6. **Ride the Bus.** You must ride the Abilene public bus system from campus (any stop is acceptable -- but you must find out where the stops are...) to the Abilene Mall and back. You must document your journey using photographs and field notes, with which you will comprise a 1,000-2,000 word photo essay, which both documents your journey and uses course concepts to illustrate any public issues you either observe or experience during your trips to and from the mall. Plan on this assignment taking most of one day. More details to come. Due before Thanksgiving break. 15% of your final grade. 2% for turning in your field notes; 3% for the quality of your photographs, and 10% for your essay. A detailed rubric will be provided.

7. **Take Home Assignments.** You will apply your learning and develop valuable data analysis experience through completing at least five take-home assignments. Seven opportunities are available, so you may choose to do more than 5 and have lowest scored dropped. Be mindful of the due dates for these, since each assignment is due when we discuss the associated topic. Occasionally, you choose between one or two assignments on the same due date. Each assignment will be worth 2% of your final grade, for a total of 10%.

8. **Participation, Engagement, and In-Class Assignments.** Class participation is absolutely essential if you are to achieve the kind of deep and sustained learning that is the goal of this course. Reading, hearing, and speaking are equally important factors in learning sociology. The course will be more productive and enjoyable if students attend class, ask questions, and contribute their own sociological insights during discussion. For these reasons, I explicitly take participation and course engagement into consideration when I calculate final grades.

No late in-class assignments are accepted. Students who miss more than two classes will lose two points off their final grade per class.

I may use Canvas Analytics to determine how engaged students have been in the course. 5% of final grade.

I will calculate your final grade based on your performance on the assignments and exercises explained within this syllabus. Participation will also count, as it is a prerequisite for deep understanding.

Policies

Academic Freedom: This class will succeed to the extent that everyone exercises their freedom to discuss course content respectfully and responsibly. Students have the right to make well reasoned and thoughtfully supported arguments, and to have those arguments heard. Students also have the right to argue against a well supported argument using appropriate counterarguments. Students and faculty should refrain from logical fallacies, carefully critiquing the intellectual point rather than the person herself.

Canvas: You must have full regular access to Canvas. All assignments are submitted through Canvas. If you have any trouble with Canvas, you need to ask for help from campus IT resources. If they are unable to help you complete the submission of your assignment, then you should email the assignment to me as an attachment. When you submit your assignments, you should always check to make sure that the assignment has been submitted. Open the document through Canvas to make sure it is the correct document. If the assignment is missing, you will not receive credit.

Chatter: Class participation is required. But chatting with your classmates while the professor or your fellow students have the floor is simply disruptive and will not be tolerated. That includes whispering. If you have a question about what is happening in class, raise your hand and ask the professor. Similarly, talking/whispering during films and other media presentations is not acceptable.

Disabilities (including learning disabilities): Abilene Christian University and the Department of Communication and Sociology comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodations, please see me as soon as possible. You should also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

E-mail: I expect you to have an ACU email account and check it regularly. I do not answer unsigned emails. Sending me an email with a question about an assignment does not absolve you from completing the assignment by the due date. Never send an attachment without a message explaining what the attachment is.

Extra Credit: No extra credit will be given in this course.

Food: Eating and drinking is allowed and (if it helps you concentrate) encouraged.

Electronic Devices: You may bring these and are encouraged to use them to: read and reference course texts; add to group notes; work with others on class topics and materials. You should not use these devices for email, texting those outside of class, and anything else that distracts you from the learning environment. I highly recommend a laptop instead of a smartphone or tablet, if available.

Course Modifications: I reserve the right to modify the syllabus, including the schedule, grading, and requirements, as deemed necessary. Students can expect that I will announce such changes in class and/or post the information on Canvas.

Grades: At the end of the semester, your achievement on each assignment is assessed (you can track marks on Canvas). Letter grades for the final course score will be assigned as follows:

90 and higher = A

70 and higher = C

59 and lower = F

80 and higher = B

60 and higher = D

Grade Challenges: There are two types of grade challenges, “administrative” and “substantive.” Administrative grade challenges occur when there is a discrepancy between the grade on the assignment and the grade posted on Canvas. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor’s attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Note that I will not consider disputes over the meaning of a question or instruction, as these should be clarified before the work is originally submitted.

Should you wish to dispute your final grade, please know and follow the official policies. You will find these in the student handbook.

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club

paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Late Assignments: We're going to be flexible this semester. As long as you turn in your work within 5 days of the due date, I'll consider it on time. If you need more than 5 extra days, please contact me to make arrangements.

Late People: You need to be on time for class. Arriving late is disruptive to your classmates and you should assume if you arrive late that you've missed something important. Mistakes on assignments often occur because students arrived late and missed important instructions. If you do arrive a few minutes late, please minimize the disruption by taking the first possible seat and quietly getting your materials ready for class.

Preparation Time: This class meets 3 hours per week. Students can expect about 6 hours of preparation (reading, studying, and assignments) per week. Most of this time will be used outside of class, while in-class time will be used for dialogue and deepening our understanding of the arguments, data, and theory presented.

Religious Holidays: If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class, please go ahead and do so.

Weather: This class will only be canceled when ACU elects to close because of the weather.

Please check the ACU Academic Calendar for add/drop/withdrawal dates.



CLASS SCHEDULE

*The course should proceed as outlined below. However, I reserve the right to employ the technique of **improvisation** as the students, the class, and the course demand. Such revisions may involve an extra (short) reading. This is the nature of the academic enterprise—you may not know in advance what you need to know in order to do your work well.*

Wk	Date	Themes; Questions	Read	Tasks
1	8/29	Themes: Learning Strategies, Introduction to the course	Watch Dr. Stephen Chew Videos on Making the Most out of Studying Perusall/Canvas How should students study? Perusall/Canvas Syllabus Perusall/Canvas	
	8/31	Consider: Metacognition. What it is, how it can work for you. What does a successful college student know? What does a successful college student do? How does a successful college student approach coursework?	Chambliss, "The Mundanity of Excellence" Perusall/Canvas	Come to class prepared to discuss the videos and articles.
	9/2	Theme: How are social problems defined?	<i>Social Problems</i> , Chapter 1 in Revel.	Quiz 1 in class. This will be a quiz on the syllabus, Chambliss, and metacognition (AKA the Samford University "How to Study" Videos" and article from Psychological Science)
2	9/5		<i>Social Problems</i> ,	Revel Quiz for

			Chapter 1 in Revel.	Chapter 1 due, 10 a.m. Due: Student Information Sheet
	9/7		<i>Social Problems</i> , Chapter 1 in Revel.	
	9/9	What can theory tell us about social problems? Fight for Justice Friday Guest from International Rescue Committee	<i>Social Problems</i> , Chapter 2, "Theories of Social Problems" in Revel.	
3	9/12		<i>Social Problems</i> , Chapter 2, "Theories of Social Problems" in Revel.	Quiz 2 on Textbook Chapter 1
	9/14		<i>Social Problems</i> , Chapter 2, "Theories of Social Problems" in Revel.	Revel Quiz for Chapter 2 due, 10 a.m.
	9/16	Why does poverty exist, even in rich, developed countries? Fight for Justice Friday	<i>Social Problems</i> , Chapter 3, "Poverty and Inequality" in Revel.	Quiz 3 on Textbook Chapter 2
4	9/19		<i>Social Problems</i> , Chapter 3, "Poverty and Inequality" in Revel.	Revel Quiz for Chapter 3 due, 10 a.m.
	9/21		<i>Social Problems</i> , Chapter 3, "Poverty and Inequality" in Revel.	Take Home Assignment on Child Care Costs due
	9/23	Themes: Racism, racial and ethnic inequality Fight for Justice Friday	<i>Social Problems</i> , Chapter 4, "Racial and Ethnic Disparities" in Revel.	Quiz 4 on Textbook Chapter 3
5	9/26		<i>Social Problems</i> ,	

			Chapter 4, "Racial and Ethnic Disparities" in Revel.	
	9/28		Listen to "The Fight for a True Democracy" on Perusal/Canvas	Dr. Morrison is at a conference. Alternate arrangements will be made. Revel Quiz for Chapter 4 due, 10 a.m.
	9/30	Themes: Gender inequality, Intimate Partner Violence, Gendered violence, LGBTQ+ Fight for Justice Friday	<i>Social Problems</i> , Chapter 5, "Gender and Sexualities" in Revel.	Dr. Morrison is at a conference. Alternate arrangements will be made. Quiz 5 on Textbook Chapter 4
6	10/3		<i>Social Problems</i> , Chapter 5, "Gender and Sexualities" in Revel.	Revel Quiz for Chapter 5 due, 10 a.m.
	10/5		<i>Social Problems</i> , Chapter 5, "Gender and Sexualities" in Revel.	Take Home Assignment on Gender and Work or Teen Pregnancy due
	10/7	Themes: Defining family, Problems in families, childhood Fight for Justice Friday	<i>Social Problems</i> , Chapter 6, "Changing Families" in Revel.	Quiz 6 on Textbook Chapter 5
7	10/10		<i>Social Problems</i> , Chapter 6, "Changing Families" in Revel.	Revel Quiz for Chapter 6 due, 10 a.m.
	10/12	Guest speaker Dr. Cyndi Wimberly from The Noah Project	<i>Social Problems</i> , Chapter 6, "Changing Families" in Revel.	Take Home Assignment on Divorce due

	10/14	Themes: Homelessness, housing affordability; racial segregation; impact of neighborhood Fight for Justice Friday	<i>Social Problems</i> , Chapter 9, "Housing and Segregation" in Revel.	Quiz 7 on Textbook Chapter 6
8	10/17		<i>Social Problems</i> , Chapter 9, "Housing and Segregation" in Revel.	Revel Quiz for Chapter 9 due, 10 a.m.
	10/19	Guest Speaker Professor Katherine Bisson, ACU Social Work/SOAR and Hope Haven	Listen to "The Scarlet E: Part 1" Start from minute 14: https://lnns.co/Zl2S0qnFCEi	
	10/21	Fall Break -- No class		
9	10/24	Themes: Education as the cause of and response to intersecting inequalities.	<i>Social Problems</i> , Chapter 11, "Schools and the Educational System" in Revel.	Quiz 8 on Textbook Chapter 9
	10/26	Guest: Dr. Ryan Richardson, ACU Student Life	<i>Social Problems</i> , Chapter 11, "Schools and the Educational System" in Revel.	Revel Quiz for Chapter 11 due, 10 a.m.
	10/28	Fight for Justice Friday Harlem Children's Zone	<i>Social Problems</i> , Chapter 11, "Schools and the Educational System" in Revel.	Take Home Assignment on Retention of students at ACU
10	10/31	Themes: What is a crime, and why has violent crime trended down?; Mass incarceration.	<i>Social Problems</i> , Chapter 10, "Crime and Punishment" in Revel.	Quiz 9 on Textbook Chapter 11
	11/2		<i>Social Problems</i> , Chapter 10, "Crime and Punishment" in Revel.	Revel Quiz for Chapter 10 due, 10 a.m.
	11/4	Themes: Defining drugs;	<i>Social Problems</i> ,	Quiz 10 on

		Substance Use and its consequences; criminalization of drugs. Fight for Justice Friday	Chapter 13, "Drug and Alcohol Abuse" in Revel.	Textbook Chapter 10
11	11/7		<i>Social Problems</i> , Chapter 13, "Drug and Alcohol Abuse" in Revel.	Revel Quiz for Chapter 13 due, 10 a.m.
	11/9		<i>Social Problems</i> , Chapter 13, "Drug and Alcohol Abuse" in Revel.	Incarceration vs. Treatment model for Substance Abuse problems
	11/11	Themes: The unequal distribution of health and illness; Healthcare costs in the U.S. vs. other countries like us; Healthcare reform. Fight for Justice Friday	<i>Social Problems</i> , Chapter 12, "Health and Medicine" in Revel.	Quiz 11 on Textbook Chapter 13
12	11/14		<i>Social Problems</i> , Chapter 12, "Health and Medicine" in Revel.	Revel Quiz for Chapter 12 due, 10 a.m.
	11/16		<i>Social Problems</i> , Chapter 12, "Health and Medicine" in Revel.	Take Home Assignment on Health Insurance Costs Due
	11/18	Themes: Connections between the political and economic systems; Representativeness of elections; Political polarization. Fight for Justice Friday	<i>Social Problems</i> , Chapter 15, "American Democracy in Crisis" in Revel.	Quiz 12 on Textbook Chapter 12
13	11/21		<i>Social Problems</i> , Chapter 15, "American Democracy in Crisis" in	Take Home Assignment on Political

			Revel.	Representation Due Due: “Ride the Bus” exercise. You must submit this assignment before you leave for Thanks-giving Break
THANKSGIVING BREAK NOV. 23-25				
1	11/28		<i>Social Problems</i> , Chapter 15, “American Democracy in Crisis” in Revel.	Revel Quiz for Chapter 15 due, 10 a.m. Gerrymandering exercise in class
	11/30	Themes: Migration; costs and benefits of immigration; Globalization and Trade.	<i>Social Problems</i> , Chapter 17, “Globalization and Immigration” in Revel.	Quiz 13 on Textbook Chapter 15
	12/2		<i>Social Problems</i> , Chapter 17, “Globalization and Immigration” in Revel.	Revel Quiz for Chapter 17 due, 10 a.m.
15	12/5		<i>Social Problems</i> , Chapter 17, “Globalization and Immigration” in Revel.	What makes a person American? In class exercise
	12/7	Making A Difference; Building the Kingdom, Day 1		Quiz 14 on Textbook Chapter 17
	12/9	Making A Difference; Building the Kingdom, Day 2		

16	12/13	FINAL QUIZ: Tuesday, Dec. 13, 10-11:45 a.m.	Final quiz features questions from past in-class quizzes and on options for building the kingdom	
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****Please remember to complete online course evaluation forms****

Reading Rubric

Today's date: _____

Article/Chapter Name: _____

Author(s): _____

Year Published: _____ Publisher: _____

The main claim (also known as the “thesis”) of the reading is:

The author(s) support their thesis using data from:

The authors analyze this data using this/these method(s):

This study is important because it helps to answer our questions about:

This study is/is not convincing, because:

(on the back) Write a paragraph summarizing the text, and another describing how this relates to your life.

Some Tips on Reading for Class[1]

Students have often given me feedback that they have difficulties in getting their reading done for all of their classes. In an effort to help you get things read for this class I provide you with the following tips for reading:

1. **Ask “Why am I reading this article”**

Before you begin reading an article, think about why you are reading it:

s *Are you reading to get ideas for your research project?* If so, read the abstract and/or introduction to see what has been done and the discussion/conclusion to see what questions remain.

s *Are you looking for information related to supporting your own ideas?* Pay particular attention to how the author did her or his research. Take notes.

s *Are you reading it to increase your general knowledge?* Consider how the article fits into your own understanding and how, if at all, it changes your ideas.

s *Are you reading it just because it was assigned to you?* Consider what you think the instructor wants you to get out of it and how it fits with the particular section of the course. In addition, keep in mind the total amount of readings assigned. If there are 10 readings assigned, don't spend all of your time on the first few and skip the remaining readings. Distribute your time evenly. Also, don't assume short readings will take less time! Finally, the assignment of a large amount of readings is an opportunity to learn to efficiently extract information.

2. **Don't just read the article**

Many students approach academic reading assignments as they would reading a novel; trying to read and understand each word. As a result, they often get frustrated, confused, or just plain bored. Keeping in mind why you are reading the article, focus on the relevant sections. Skim the article, looking for key points or interesting ideas.

3. **Put the article in context**

Think about who the author is, why s/he wrote the article, when it was written, how it contributes to other articles of similar topics, how it is useful, etc.

4. **Read actively**

Don't read lying down. If the article is putting you to sleep, you won't get anything out of it. Rather, read in a place where you can think about what you are reading. Be prepared to take notes (see below).

5. **Don't highlight**

Using a highlighter encourages passive reading. Rather than using a highlighter, try using a pen or marker (in a color that stands out) to underline key phrases, make notations in the margins, and to note any questions or ideas that come to you.

6. Summarize

Finally, after finishing an article take a few moments to summarize the article. Using a single sheet of paper, write on the top half of the paper what the author said. Use the bottom half of the paper to write what you think about what the author said, including any questions or ideas that came to mind.

[1]

The material in this handout was adapted from the following articles: Stephen P. Borgatti, U. of South Carolina, "How to Read (a Journal Article)" [http://www.analytictech.com/mb870/How_to_read.htm], Christian H. Jordan and Mark P. Zanna, U. of Waterloo, "How to Read a Journal Article in Social Psychology" [<http://acsu.buffalo.edu/~jtj3/howto.html>], & "How to Read a Journal Article" [http://defiant.ssc.uwo.ca/Jody_web/Culham_Lab_Docs/Advice/how_to_read_a_journal_article.htm] and from Dr. Tracy Ore's Introduction to sociology and social psychology syllabus.

Calculating your final course grade

Generic formula

Percentage score (0%-100%) * Percent that assignment counts in your final grade = final points out of 100.

Hypothetical Example:

Item	Percent Score	Multiplier (i.e. how much this item "counts" for in the final grade)	Total Points
Avg. in-class assessment scores except lowest two scores	80%	.60 (aka 60%)	48
Final Exam	90%	.05	4.5
Participation	90%	.05	4.5
Ride the Bus Project	85%	.20	21.25
Pearson Revel Quiz Average	80%	.10	8
Totals		1	86.25

Total Points/Percentage Score for the class: 86.25%

Remember to drop your lowest quiz score from the calculations below.
Your Scores:

Item	Your Percent Score	Multiplier	Total
Quiz 1		.05	
Quiz 2		.05	
Quiz 3		.05	
Quiz 4		.05	
Quiz 5		.05	
Quiz 6		.05	

Quiz 7		.05	
Quiz 8		.05	
Quiz 9		.05	
Quiz 10		.05	
Quiz 11		.05	
Quiz 12		.05	
Quiz 13		.05	
Quiz 14		.05	
Final Exam		.05	
Ride the Bus Project		.20	
Pearson Revel Chapter Quiz Average		.10	
Participation		.05	
Totals		1	_____ %

Remember this is now a total score out of 100, thus you can use the chart above to determine your final letter grade in the course.