SOCI 201

SOCIAL PROBLEMS

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From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 5
I believe this course could be taken with one –two other courses within an 8-week format. The student will need to stay on task weekly with module assignments.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 7
Students are expected to read 2 chapters a week prior to reviewing the power point lectures and completing the guided notes provided. The course content is enhanced by the reading assignments. We have received good feedback on the text. It is written by the same author as the SOCI 200 text and there is a consistency of style. It is easy to read and provides good examples throughout.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 6
This course contains 15 online, ppt presentations averaging 40-60 minutes in length. The course also provides guided notes which the student completes while reviewing the power points.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 8
This course contains four online multiple choice exams. The questions for the exams are taken directly from the assigned reading and from the power point presentations and guided notes. The guided notes help direct the students’ study in preparation for the exam. The exams focus on terminology and concepts used in the practice of sociology. The exams constitute 60 % of the course grade so significant preparation for testing is necessary.
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?

Level of demand = 5
This course contains four online graded – Discussion Boards. There are time-sensitive requirements for each discussion board (meaning, the student must post within particular assigned weeks of the course) but the requirements are clearly stated and defined. The student is expected to post a response that is several paragraphs in length and to respond appropriately to peers in the course to build rapport. Each posting is worth 25 points, these assignments account for 10 % of the course grade.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 7
This course contains two written papers. The first assignment, a Journal Article review is the review of an article of the student’s choice taken from a preselected list of approved journals. The list of the approved journals is located in Module 3 where this assignment is located and is discussed in the syllabus. Specific guidelines and grading rubric are provided on Blackboard. This is not a formal APA writing assignment. This assignment accounts for 10% of the course grade.

The second assignment is a formal APA research assignment (8 pages) on a topic of interest to the student related to a current social problem. The format is provided online for each paper and expectations are clearly outlined. This project accounts for 20% of the course grade.

Additional comments:

This is a very well-organized course. The course expectations are clearly outlined, with weekly assignments to keep the student moving forward. The students have the chance to interact with peers and their professor during the Discussion Board assignments, each DB is geared toward concepts being discussed during that module.

The student should be encouraged to take the Discussion board assignments seriously and to follow assignment directions. At times they will post several sentences not paragraphs or will only post a response to a classmate, but not their own original work. This results in loss of points.

Not all students understand research and are not able to locate “peer reviewed” articles online and do not understand that many things posted on the Interned are not valid research findings. These questions arise and are discussed with the individual student.
## COURSE CHART


<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>PERCENT</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapters 1 &amp; 2 PowerPoint lectures</td>
<td>Discussion Board 1</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Chapters 3 &amp; 4 PowerPoint lectures</td>
<td>Test 1</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Chapters 5 &amp; 6 PowerPoint lectures</td>
<td>Discussion Board 2</td>
<td>2.5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journal Article Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Chapters 7 &amp; 8 PowerPoint lectures</td>
<td>Test 2</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Chapters 9 &amp; 10 PowerPoint lectures</td>
<td>Discussion Board 3</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Chapters 11 &amp; 12 PowerPoint lectures</td>
<td>Test 3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Chapter 13 PowerPoint lecture</td>
<td>Discussion Board 4 Research Paper</td>
<td>2.5</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>Chapters 14 &amp; 15 PowerPoint lectures</td>
<td>Test 4</td>
<td>15</td>
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<td><strong>TOTAL</strong></td>
<td></td>
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<td><strong>100</strong></td>
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COURSE SYLLABUS

COLLEGE OF ARTS AND SCIENCES

SOCI 201
SOCIAL PROBLEMS

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COURSE DESCRIPTION

A study of social dilemmas such as crime, pollution, war, poverty, drug addiction, and racial discrimination. Course content is both theoretical and practical.

RATIONALE

Many of us go through our daily lives with little understanding of the many social problems that affect our world. There is a great need to study social problems because they arise out of human need or perceived need. These need-based behaviors and situations interlock to cause other social problems. A careful description and understanding of the causes of these problems will facilitate solutions.

I. PREREQUISITES

None

II. REQUIRED RESOURCE PURCHASE(S)


III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic equipment
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available at a special discount to LU students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:
A. Recognize, discuss, and write about important social problems and their historical development in the United States and around the world.

B. Place social problems within their respective theoretical underpinning.

C. Discuss Christian perspectives and critiques of the various social problems.

D. Utilize basic research methodologies in sociology.

E. Research various social problems and present facts, trends, and possible solutions to class members, and in written APA research form.

F. Identify current group phenomena which are problematic in society.

G. Analyze specific problems in the following fields, but not limited to: poverty, sexual behaviors, prejudice and discrimination, family systems, crime and violence, mental health and health care, war and terrorism, and technology and environment.

V. Course Requirements and Assignments

A. Textbook readings and lecture presentations

B. Discussion Board forums (4)

Current events or topics of interest will periodically be posted in the discussion board of Blackboard. Students are expected to regularly review the current events posted and to present their reactions and responses to the situations presented. The professor will regularly monitor the discussion board and will note student participation and input. The discussion boards take place in Modules 1, 3, 5, & 7.

C. Journal Article Review

Each student will write a review of an article from a scholarly source. The article selected needs to be of personal interest to the student for professional development purposes, which may be related to the research paper topic. This assignment will be graded on a specific format (located in the module) which must be followed completely. There is also a list of journals for article review in the module.

D. Research Paper

Each student will write a research paper covering a specific area dealing with social problems. The topic should be thoroughly researched and the issue should be described in detail. The social dynamics must be addressed and solutions to the problem investigated. The role of the church, the family, and the community must also be discussed and examples of supports or services from each area should be described. Investigation of Biblical examples should also be incorporated. The specific format required for this paper is located in the module.
E. Tests (4)

Tests are to be taken every other week (Modules 2, 4, 6, 8). The tests are comprised of 50 multiple-choice questions and cover information from the test and PowerPoint presentations. The tests are closed-notes and closed-book.

VI. Course Grading and Policies

A. Weight

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (4 at 2.5% each)</td>
<td>10%</td>
</tr>
<tr>
<td>Journal Article Review</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Test 1 (Chapters 1–4)</td>
<td>15%</td>
</tr>
<tr>
<td>Test 2 (Chapters 5–8)</td>
<td>15%</td>
</tr>
<tr>
<td>Test 2 (Chapters 9–12)</td>
<td>15%</td>
</tr>
<tr>
<td>Test 2 (Chapters 13–15)</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

B. Scale

- A = 90–100
- B = 80–89
- C = 70–79
- D = 60–69
- F = 0–59

C. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.