INDIANA TECH

Course Syllabus Cover Page – Spring 2021

Course Number: SS 2810

Course Title: Social Problems

Course Description:

Analysis of problem conditions in modern society in areas such as the family, economic order, crime, civil rights, ethnic and religious tensions, and the environment.

Prerequisites: SS2800.

Credit hours: 3

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

1. Define a social problem, the three sociological perspectives, and major research strategies used in sociology.
2. Explain the personal, interpersonal, and societal consequences of the use and abuse of alcohol and other drugs and evaluate social factors that facilitate and perpetuate the problem.
3. Identify the social structural factors that contribute to crime and delinquency.
4. Describe the ways that social institutions contribute to the problem of poverty.
5. Define sexism and identify the attitudes, values, and ideologies that contribute to and perpetuate gender inequality.
6. Define race, ethnic group, and racism and identify social factors that contribute to the problems of minorities.
7. Identify alternative forms of the family and how the American family is changing.
8. Explain the ways in which health care in the United States is affected by the family, the economy, and politics.
9. Identify the political and economic factors that contribute to war and terrorism.

College of Professional Studies
SS 2810 Social Problems
Online Syllabus Course Content

Instructor Information
Please see Professor Profile at the Blackboard instructional site.

Course Schedule
Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies
All of the online courses taken by students are required to follow the policies posted online at http://online.indianatech.edu/tech-policies/policies/. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Textbook
Lauer, R.H. & Lauer, J.C. (2008). *Social problems and the quality of life* (11th ed.). New York, NY: McGraw Hill Higher Education.

Grading Events & Grading Criteria
Unless otherwise specified, all assignments must be submitted via Blackboard.

Course Preparation Quiz	10	10
Discussion Board posts and responses	15 @ 10	150
Module Exams	5 @ 50	250
Total		410

Grading Criteria
Please note that course grades are *earned* rather than *assigned*. A "C" is an average grade. Students who meet the minimal requirements for a grading event can reasonably expect a "C" and the level of excellence one earns above a "C" depends on the quality of the work submitted. Simply completing a list of requirements does not guarantee an "A." Course grades follow a standard scale:

A=Excellent
Student's work shows full understanding and mastery of course concepts and fully meets or exceeds all requirements of grading event. Student shows full ability to synthesize course concepts with examples and strong critical thinking skills. Work is submitted on time and is grammatically correct and free of errors in spelling or punctuation.

B=Above average
Student's work shows understanding and mastery of course concepts and meets most requirements of the grading event and solid critical thought. Work is submitted on time and is grammatically correct and free of errors in spelling or punctuation.

C=Average
Student's work shows understanding of course concepts and meets many of the requirements of the grading event. Work is submitted on time and is grammatically correct and free of errors in spelling or punctuation.

D=Below average
Student's work does not show full understanding of course concepts and meets minimal requirements of the grading event. Work may or may not be on time and may or may not be grammatically correct or free of errors in spelling or punctuation.

F=Fail
Student's work does not show understanding of course concepts and does not meet minimal requirements of the grading event. Work was late or not submitted. Work may or may not be on time and may or may not be grammatically correct of free of errors in spelling or punctuation.

Sample Discussion Board

Topic: Describe a primary cultural group you are a part of and how membership in that group influences your perceptions of others, values and beliefs. What messages do you receive from mass media about this identity?

Poor post:

I'm an educator and that makes me view others according to their educational level. In the media, educators are shown as smart, making good money and caring about their students. This makes other people believe those things about me.

"C" answer:

As an educator I know that the media leads people to believe that I'm really smart and a little snobbish but I' m into a lot of things and have a personality beyond the stereotypes. Because I'm an educator, I tend to value educational achievement in others and hold some negative stereotypes about people who don't earn a college degree.

 "A" answer:

I am a member of a variety of cultural groups. I am a white, generation X, single, well-educated female working in higher education. One of my primary identities is as an educator. As such, I often value educational achievement in others and I sometimes assume that people who don't try to earn a degree beyond high school don't care about education can do so. I know this is a negative stereotype and the people might have a variety of reasons for not earning a college degree. Since earning my Master's degree, I have found that I value hard work, determination and critical thinking more than I used to. The mass media portrays people who work in higher education as smart, a little absent-minded, financially stable, drab, bookish and willing to go above and beyond for their students. While some of these are positive stereotypes, they aren't all necessarily true.   For instance, when people meet me, they are sometimes surprised to find that I have a snarky sense of humor and that I'm into comedic films and television and contemporary folk/indie music, not just reading and learning.

Grading Scale
The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

Late Assignments
All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

Incompletes
If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:
- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is

- in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
- able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
- able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades are subject to approval by the designated university authority.

Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor, and classmates, is by using the Send Email function from the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor sent to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor.