LEE UNIVERSITY

Division of Adult Learning

DIVISION OF ADULT LEARNING

SYLLABUS

CRJU-212: SOCIAL PROBLEMS

Date: 07/22/2020

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course is a study of major contemporary social problems, their nature, bases, consequences, and alternative solutions.

Required Text(s) and/or Supporting Resources:

Required Text:
Mooney, Linda A., Knox, David and Schacht, Caroline. (2017). *Social problems*, 10th edition. Boston, MA: Cengage Learning. (***Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.***)

Additional Supporting Resources:
Resources included in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

SOCI-200

Course Goals and Learning Outcomes:

PURPOSE
This course is designed to introduce students to the sociology of social problems and to provide a broad awareness of major contemporary social problems in American society. Students will be introduced to the nature and scope of social problems, their social bases, and alternative approaches to solving social problems.

General Learning Objectives (*Course Goals*):
This course seeks to:
1. To provide an awareness of the range and nature of major social problems in contemporary American society.
2. To assist the student in acquiring more accurate, factual knowledge about social problems and the society that gives rise to them.
3. To assist the student in developing a conceptual and theoretical framework for understanding and explaining social conditions considered problematic.
4. To develop a sense of cultural and historical perspective on these problems.
5. To acquaint the student with the contributions of sociology and its relationship to other disciplines in dealing with social problems.
6. To assist the student in developing a personal orientation that is intellectually and emotionally satisfying and which integrates Christian values and scientific knowledge.

Specific Behavioral Objectives (*Learning Outcomes*):
As a result of the activities and study in this course, the student should be able to:
1. Explain how a social fact becomes a social problem.
2. Discuss how social, cultural, and technological change in society produces social problems.
3. Describe the major kinds of social problems in contemporary American society.
4. Distinguish the various kinds of theories explaining social problems.
5. Describe the general structure of society and its relationship to the different kinds of social problems.
6. Describe the main features of scientific methods of gathering data about social problems.
7. Discuss the problem of bias and its relationship to values in the study of social problems.
8. Show the consequences of Christian values and norms on the way social problems are conceptualized as well as on the approaches to solving problems that are used.
9. Describe the value basis for the political, economic, and social hindrances to solving problems.
10. Make personal application of sociological insights to analyze and evaluate the extent to which patterns of behavior in which the student is involved contribute to social problems or contribute to the solution of social problems.

Major Topics:

A. Society and Its Structures
B. Health Care
C. Drug and Substance Abuse Problem
D. Family Life
E. Global Economic Structures
F. Ethnic, Racial and Gender Issues
G. Sexual Orientation Issues
H. Population Issues
I. Environmental Issues
J. Technology Issues

Course Assessments:

A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
C. **Unit Assignments.** There are four (4) short quizzes throughout the course.
D. **Exams.** There are four (4) exams throughout the course.

Evaluation:

A. Threaded Discussions 305
B. Unit Assignments 415
C. Exams 280

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:
The time to complete each unit is approximately 14-17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:
At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner. Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.
Academic Honesty Policy/Information:
Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:
- Submitting work for academic evaluation that is not your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:
a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
b. paraphrasing all or part of another person's words without documentation.
c. stating an idea, theory, or formula as your own when it actually originated with another person.
d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.

- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. Students who think they may qualify for these accommodations should contact the Office of Academic Support to set up accommodations.

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