

- (5) Analyze social problems using the following characteristics: caused by multiple factors operating at multiple levels of social life; involve intergroup conflict; require resolution through social action (critical thinking, citizenship).
- (6) Analyze and apply competing perspectives of material presented to social problems, and compare these to their own perceptions of the social problems covered (writing, critical thinking).

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Objective	Test 1	Test 2	Test 3	Written Exercises
Describe the role of power (social, political, economic) in defining and addressing social problems.	✓	✓	✓	✓
Describe the study of social problems as not value-free and objective, but socially constructed and political.	✓		✓	
Analyze the essential link between “private troubles” and “public issues,” between the fate of individuals and the social forces surrounding them.		✓		✓
List the stereotypes and myths commonly held about the social problems considered.	✓	✓	✓	
Analyze social problems using the following characteristics: caused by multiple factors operating at multiple levels of social life; involve intergroup conflict; require resolution through social action.	✓	✓	✓	✓
Analyze and apply competing perspectives of material presented to social problems, and compare these to their own perceptions of the social problems covered.				✓

3. Explain how the instructor will determine students’ grades for the course:

Achievement of student learning will be evaluated based on the following:

Exams: 90%.

Typical exams will be constructed using multiple choice, short essay, fill in the blank, and true/false format.

Written exercises: 10%

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**

The Week 1 classes will provide an opportunity for students a) to receive thorough orientation to the course, b) establish online relationships with the instructor and peer students for support and collaboration, c) learn to use the online learning technology, d) become familiar with the course website, e) learn how to complete assessments and exams, as well as, f) engage in class discussions, receive and provide feedback in an online environment.

When the course is technology-delivered, students take exams online, post short written assignments in the discussion forum, which is accessible to all members of the class (and all of them are expected to provide feedback on others' responses); and complete their final exam online.

- b. Describe how the integrity of student work will be assured:**

The content and assignments will be similar to those utilized in the traditional course presentation. Examinations will be administered on-line with a time limit, random presentation of questions, and random presentation of response choices. Security measures available within the course delivery system will be utilized to ensure access only by enrolled students. Login and logout time for each on-line learning activity is tracked by the online course delivery system. Points are awarded accordingly.

- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

The content will be delivered by a distance modality. An on-line course delivery system such as WebCT will be utilized. Class participation will occur through discussion board for on-line delivery.

When available, other distance delivery mechanisms will be added to provide synchronous and asynchronous content delivery and discussion. For each unit, students will be provided with objectives, learning activities, PowerPoint presentation with audio, as well as other appropriate materials such as links to content-related websites.

Email, chat and discussion functions of WebCT will be utilized for instructor/student interactions. Chat rooms will be set up for student/student interactions. The "Who's Online" function will also be used to allow students to access peers in the course. The instructor will maintain virtual office hours as well as traditional office hours to enhance student access.

Students are required to spend three hours per week in on-line activities to receive full credit for participation in these activities.

- 5. This course is not numbered 4750-4999.**
- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.**
- The course is writing-active. Frequent written expression is used to demonstrate understanding of course content and to aid the student in developing reflection, problem-solving, collaboration and engagement.

PART III: OUTLINE OF THE COURSE

Course outline

Social problems are pervasive, yet often subtle, ranging from global to interpersonal proportions. Social problems may include societally-induced conditions which cause psychological or material suffering for given segments of the population, as well as acts and conditions that violate norms and values. The following outline identifies the major topics covered in a social problems course (based on 150 minutes of class per week, for 15 weeks).

WEEK	<u>CONTENT*</u>
	Orientation and Introduction
1	Studying Social Problems, review of class syllabus, class expectations, course objectives; orientation to online learning technology; orientation and introduction to conceptions and study of social problems
	Problems of Inequality
2	Poverty and Wealth
3	Racial and Ethnic Inequality
4	Gender Inequality
5	Aging and Inequality
	Problems of Deviance, Conformity, and Well-Being
6	Crime and Violence
7	Sexuality
8	Alcohol and Other Drugs, and Chapter 9, Physical and Mental Health
	Problems of Social Institutions
9	Work and the Workplace
10	Family Life
11	Education
12	Urban Life
	Global and Economic Problems
13	Economy and Politics, and Chapter 15, Global Inequality
14	Technology and the Environment
15	War and Terrorism

*Individual instructors assume the latitude to emphasize some problems within each grouping by minimizing others.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

This course exists in the social and behavioral sciences segment of the general education program; the course is typically offered by departments of sociology, one of the social sciences, and the subject matter of the course is consistent with the segment. The course addresses cultural diversity; the course subject matter is also appropriate as a cultural diversity course.

- b. If the course or some sections of the course may be technology delivered, explain why.**

The course may be technology-delivered to increase the number of general education course available online in order to maximize accessibility to traditional, non-traditional and off-campus students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Diversity of topics and coverage make the course a lower-level, survey-type class; no prerequisites.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

There are no similar courses at EIU.

- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

No course is to be deleted. This is a revision of an existing course.

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

The course is currently an approved elective for a Major or Minor in Sociology, and a Minor in Criminology, and for journalism, family and consumer sciences, dietetics and family services, early childhood education, elementary education, health studies, teacher certification, middle level education and pre-law. No changes are anticipated as a result of this re-approval.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

The course will not be available for graduate credit.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Faculty members to whom this course may initially be assigned include: Roger Cunningham, Debbie Cunningham or other qualified faculty member in the Department of Sociology.

2. Additional costs to students: None.

3. Text and supplementary materials to be used (Include publication dates):

Textbook: Macionis, John. 2010. Social Problems. 4th ed.
Upper Saddle River, NJ: Pearson Prentice Hall.

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: February 25, 2011

Date approved by the college curriculum committee: March 11, 2011

Date approved by CAA: April 7, 2011

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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