

**WBU ONLINE**  
**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Wayland Mission Statement:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**\*\*THIS SYLLABUS IS SUBJECT TO CHANGE BEFORE THE SEMESTER BEGINS\*\***

SOCI 3304, VC01

## **SOCIAL PROBLEMS**

**Term:** Fall 2019

**Instructor:** Dr. D. Redmond

**Office Phone Number:** 806-291-1181

**WBU Email Address:** deidre.redmond@wbu.edu

**Office Hours:** The professor is available via email and phone 10:00am-5pm on weekdays. Email is the best way to contact me.

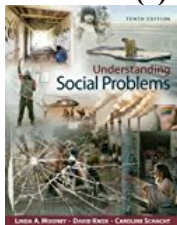
**Class Meetings:** This class meets 100% online August 19<sup>th</sup> to November 2<sup>nd</sup>

**Catalog Description:** Social problems including causes, interrelationships, and programs of amelioration

**Prerequisites:** SOCI 1301

To be successful, online students must be competent users of Blackboard and able to navigate and search the Internet, use email, attach and upload documents, download and save files, and have access to Microsoft Word and reliable Internet access. If you are not a competent user of Blackboard, visit this website to be trained: [Link to Blackboard Tutorial](#)

**Required Textbook(s):**



Mooney, Linda, David Knox, and Caroline Schacht. 2017. *Understanding Social Problems*. Boston, MA: Cengage. [9781305576513]

To order your textbook from the WBU bookstore go here: [Link to buy textbook from University Store](#)

**Optional Materials:** n/a

**Course Outcome** Upon completion of this course, each student will be able to:

- Competencies:**
- Define social problems from the major sociological perspectives
  - Identify social problems that result from inequality
  - Analyze the consequences of social problems for society
  - Discuss and evaluate interventions designed to ameliorate social problems

### **Attendance Requirements:**

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. **Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course.** Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

### **Statement on Plagiarism and Academic Dishonesty:**

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

### **Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations. **Email documentation in the first two weeks of class.**

## **COURSE REQUIREMENTS AND GRADING CRITERIA**

### **Chapter readings:**

Each week of the course students will read a chapter of the textbook. Reading the textbook and taking notes is important for participation in the discussion (see below) because discussion questions posted by the professor will be based on what you have read.

### **Lecture notes:**

Lecture notes for each chapter of the textbook are posted on our Blackboard page in the lecture notes folder. These notes will be useful when studying for exams. Make sure to watch any video links or complete any suggested activities embedded in the PowerPoints. Lecture notes will be posted at least two weeks in advance.

### **Exams (125 Midterm + 125 Final = 250 points):**

Exams will be administered via Blackboard. Exams test your knowledge of the prior weeks’ readings, lectures, and discussions and typically include multiple-choice, true-false, short answer, or essay questions. The second exam is cumulative in the sense that core concepts and theories will be reevaluated. Review sheets will be posted two weeks before the exam due date and the exam will open five days before it is due.

*Exam directions:*

1. Students have 1 attempt to complete the exam (no extra attempts allowed).  
Once you start the exam, you must finish it in the same attempt. Once you click “Begin” you must complete it at that time. I have access to a log of each student’s Blackboard activity. If you **cheat** by browsing the exam to look at questions before you intend to answer questions I will know, and **I will fail you**.
2. Students are allowed only 75 minutes to complete the exam.
3. Questions appear one at a time, and you cannot go back to a question after you answer it.
4. Answers will not be available until after all students have taken the exam.
5. After the due date, exams will not be accepted.

I do not allow WBU Online staff to interact with my course content, under any circumstances; therefore, I am your only contact if you need something edited in this course. They are under strict directions not to reset exams. I ask that you email me and be patient. I am quite reasonable. If I know you made an honest mistake, I will most certainly make sure that you have enough time to complete an assignment to the best of your ability.

See this website for instructions about how to take exams in Blackboard: [Link to Blackboard tutorial](#).

**Papers (2 @ 50 points = 100 points):**

You will write two papers throughout the semester. Each paper requires a different skill set; some papers ask for research and others are opinion or critical thinking based. Details for the papers are posted on our Blackboard page. Papers are due by 7:00pm on the due date and must be uploaded as *Microsoft Word* documents to Blackboard. You may not receive full credit from 7:01pm onward. For every day a paper is late, I will reduce your grade by 10%. This means that after 5 days you have lose 50% of possible credit and after 10 days you automatically earn a 0.

**Discussion Board (10 @ 10 points = 100 points):**

We will have weekly discussions about the course material via the discussion tab on the Blackboard page. Discussion questions will be posted at least one week in advance of the due date. You are required to participate in the discussion by posting meaningful questions and responses. I will begin the discussion by posting a question and ask **each student reply to my post and post one additional question or reply to a student’s question (2 post per week)**. You should not post until you have read the assigned chapters and lecture notes and completed the assignments, as I expect your discussion posts to be thoughtful and engage the course material. I will grade the quality of your questions and responses and moderate the discussion to make sure it is moving along well. After the due date, discussion posts will not be graded. Navigate to this website to learn how to create a discussion board post: [Link: how to create a discussion post](#).

**The University’s standard grade scale:**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F= below 60

W = Withdrawal

WP = withdrew passing

WF = withdrew failing

I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a micro-term to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required

is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

### **Student grade appeals:**

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

### **Missed assignments:**

Late work will not be accepted, except under unusual and documented circumstances.

### **Questions or concerns:**

Students are welcome to email me ([deidre.redmond@wbu.edu](mailto:deidre.redmond@wbu.edu)) if they have questions or concerns. However, I created Blackboard discussion forums for questions that meet certain criteria. These discussions will be ongoing throughout the course: “questions about the syllabus,” “questions about assignments,” and “I cannot figure out how to.” I will respond to questions with the best of my ability and your classmates are allowed to help. Instead of emailing me privately with these types of questions, post to the appropriate discussion forum so that your classmates can help or get help if they are also having trouble.

### **Participation and success:**

In traditional courses, there is a built-in structure in the form of a two or three day a week meeting schedule. It is convenient for students who live off campus, work full-time and/or have families to take online courses because there are no regular class meetings. This is at the core of why online courses are preferred by some students. However, without a built-in structure some students find it difficult to manage online courses. I would argue that while there are important differences between online and traditional courses, **what brings about success in online courses is not different from what brings about success in traditional courses: it takes discipline to complete the coursework on time and do well.** (I have taught online courses where students were allotted *one year* to complete assignments. Some students failed the course because *even in one year's time* they did not have the discipline to complete assignments.) To avoid this problem, I have a recommendation: create your own structure; **reserve a few hours two or three days a week to keep up with the coursework.** During these designated times read, complete assignments, and study for exams. I encourage you to read this information: [Is online learning for you?](#)

Since I am assuming that most students have family and/or work responsibilities outside of school, all assignments are due by 7:00pm on Saturdays and **late assignments will only be accepted by 9:00pm on the due date.** Late assignments will receive an automatic 10% deduction (points vary by assignment).

### **When will items post?**

In the spirit of keeping the course as synchronous as possible, postings will follow this schedule:

- Lecture notes will be posted at the start of the week for which the reading is assigned
- Exam review sheets will be posted two weeks before the exam
- Exams will open 5 days prior to the due date
- Paper directions are posted
- Discussion questions will be posted at the start of the week

# TENTATIVE SCHEDULE\*

\*Your professor retains the right to revise this schedule

Key: Discussion; Exams; Papers

This is a calendar of our weekly schedule. Assignments are due on Saturdays by 7:00pm. Before completing assignments or posting to the discussion, you must read the textbook chapter and the associated notes. The discussion questions will be based on readings and assignments. Although assignments are due on Saturdays, you can submit them earlier. Do not wait until Saturday to complete course assignments; instead, develop a schedule that works for you and that takes into account your other obligations.

| Date/Topic  | Reading(s)/Assignment(s)  | Notes/Links                             |
|---|---|---|
| <b>Week 1:</b><br>08/19 – 08/24<br><b>Sociological Imagination, Theory, &amp; Methods</b> | Read Mooney Chapter 1<br>Read Chapter 1 - Lecture notes<br>Post to discussion 1 by 7pm on 08/24                                     |   |
| <b>Week 2:</b><br>08/26 – 08/31<br><b>Physical &amp; Mental Health</b>                    | Read Mooney Chapter 2<br>Read Chapter 2 - Lecture notes<br>Post to discussion 2 by 7pm on 08/31                                     |   |
| <b>Week 3:</b><br>09/02 – 09/07<br><b>Drug Use</b>  | Read Mooney Chapter 3<br>Read Chapter 3 - Lecture notes<br>Post to discussion 3 by 7pm on 09/07<br>Paper 1 by 7pm on 09/07          | Write paper 1<br><br>Exam review posted |
| <b>Week 4:</b><br>09/09 – 09/14<br><b>Crime &amp; Prisons</b>                             | Read Mooney Chapter 4<br>Read Chapter 4 - Lecture notes<br>Post to discussion 4 by 7pm on 09/14                                     |   |
| <b>Week 5:</b><br>09/16 – 09/21<br><b>Family Problems</b>                                 | Read Mooney Chapter 5<br>Read Chapter 5 - Lecture notes<br>Post to discussion 5 by 7pm on 09/21<br>Complete Midterm by 7pm on 09/21 | Study for Midterm                       |
| <b>Week 6:</b><br>09/23 – 09/28<br><b>Inequality</b>                                      | Read Mooney Chapter 6<br>Read Chapter 6 - Lecture notes<br>Post to discussion 6 by 7pm on 09/28                                     |   |
| <b>Week 7:</b><br>09/30 – 10/05<br><b>Unemployment &amp; Underemployment</b>              | Read Mooney Chapter 7<br>Read Chapter 7 - Lecture notes<br>Post to discussion 7 by 7pm on 10/05                                     |   |
| <b>Week 8:</b><br>10/07 - 10/12<br><b>Education</b>                                       | Read Mooney Chapter 8<br>Read Chapter 8 - Lecture notes<br>Post to discussion 8 by 7pm on 10/12<br>Paper 2 by 7pm on 10/12          | Write paper 2                           |
| <b>Week 9:</b><br>10/14 – 10/19<br><b>Race &amp; Immigration</b>                          | Read Mooney Chapter 9<br>Read Chapter 9 - Lecture notes<br>Post to discussion 9 by 7pm on 10/19                                     | Exam review sheet posted                |
| <b>Week 10:</b><br>10/21 – 10/26<br><b>Gender</b>   | Read Mooney Chapter 10<br>Read Chapter 10 - Lecture notes<br>Post to discussion 10 by 7pm on 10/26                                  |   |
| <b>Week 11:</b><br>10/28 – 11/02  | Complete Final by 7pm on 11/02  | Study for final exam                    |

# COURSE POLICIES

## **Communication:**

The best way to contact me is via email ([deidre.redmond@wbu.edu](mailto:deidre.redmond@wbu.edu)). Write “SOC1 3304” in the subject line of emails. I will check my email twice per day, once in the morning and once in the evening. If you email me later than 5:00pm, I will not receive your email until the next morning. I will try to respond to your email within 24 hours, but **do not expect that I can respond immediately**. I will check email until 5:00pm on Fridays, but will not reach my email again until Monday morning. I expect that you will check your **university email** and **Blackboard** at least once per business day.

*Netiquette:* We will have discussions and use email to communicate; written assignments will be graded for proper grammar and spelling. Do not write your discussion posts, emails, or papers like text messages. Do not use shorthand, acronyms, or symbols. Communicate with your professor *and classmates* using a professional tone.

*Wayland email addresses only:* Your professor will not respond to personal email addresses; please use your Wayland-provided email. I receive many emails per day and emails from obscure addresses are not a priority; they are skipped or immediately deleted. Your Wayland-provided email has your full name and a Wayland suffix, which catches my attention.

*Composing emails:* Here are guidelines on how to compose your emails to the professor:

1. Be sure to include a meaningful subject line; this helps to clarify what your message is about. Your email subject should begin with the course information (i.e., SOC1 3304). This should be followed by a colon; then, provide a glimpse of what your email is about.
2. Just like in a written letter, your email must open with a greeting. This means that I expect your email will address me by name, “Professor Redmond.” There is nothing more annoying than an email that begins, “Hey!”
3. Use standard spelling, punctuation, and capitalization. THERE'S NOTHING WORSE THAN AN EMAIL SCREAMING A MESSAGE IN ALL CAPS. Multiple instances of “!!!” or “???” are perceived as rude or condescending.
4. Read your email aloud before sending it to ensure the tone is that which you desire.
5. When we are engaging in a conversation that continues for several emails—which means that we have volleyed emails back-and-forth—it is okay to remove the formal greeting and closing, but do not become careless by losing your professional tone.

*Special discussion forums:* I created discussion forums for certain types of questions. Instead of emailing me privately about some questions, post to the appropriate discussion forum so that your classmates can help or get help if they are also having trouble. I will respond to questions with the best of my ability and your classmates are allowed to help as well.

Do not interpret this page to mean I do not want to receive emails. This is just my way of infusing efficiency into courses. **If your message is of a personal nature and thus qualifies as “for professor eyes only,” please email me.**