COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:
1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
**Course No. & Title:** SOC 102 WB1, Social Problems  
**Semester and Term:** Spring 2015  
**Day and Dates:** Wednesdays, 1/14/2015 – 2/11/2015  
**Time:** 6pm – 10pm  
**Campus Location:** Waterbury

**Course Description:**
Analysis of major problems in modern society; existing methods for dealing with these problems.

**Prerequisite Courses:** None  
**Course Code:** HS-PE, LA, SS, SsC, HSM

**Instructor & contact information:**
Meg Finley  
Email: Meghan Finley <mefinley@bridgeport.edu>

**Required Textbook:**

To order textbooks, go to the bookstore website at [http://bridgeport.textbooktech.com/](http://bridgeport.textbooktech.com/) Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

**Learning Outcomes:**
Upon completion of this course the student should be able to:

- Understand the basic overarching sociological problems involving culture, socialization, and stratification.
- Explain how society functions as a dynamic process in which social structure, institutions, organizations, formal and informal groups are created, maintained and sustained through social interactions.
- Analyze how class, race, and gender impact group and have an affect on social problems.
- Identify theoretical frameworks for analyzing social problems and policies, and critical empirical questions about society and human behavior.
First Assignment Prior to the First Class:
I. First Assignment Prior to the First Class (January 14, 2015) – Reflection Paper #1 criteria:

Read the following chapters from the required textbook, “Social Problems: Community, Policy, and Social Action” (4th ed):

Part I. Chapter 1 – Sociology and the Study of Social problems
Part II. Chapter 2 – Social Class and Poverty
    Chapter 3 – Race & Ethnicity

Based on the information presented by the author in the above chapters of the textbook, “Social Problems: Community, Policy, and Social Action,” write a reflection paper articulating your pre-course views about a particular social problem discussed in one of the four chapters; insights you gained from reading the four chapters; and what gaps have you identified in your knowledge base about you’re the social problem you identified.

This paper will represent 10% of the final grade.

Format & Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of 2-3 pages in length, be typed utilizing 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.

Reflections (75 out of 100 points): It is expected that the student will articulate their insights and opinions and demonstrate a sophisticated understanding of the issues; able to draw out additional implications from the text chapters as well as outside sources; provide a critical assessment of the opinions communicated by the author; originality of thought in expression and defense of their own views; and identify biases and find personal meaning in the readings and issues discussed.

Punctuality: 10 points will be deducted for each week that papers are submitted past the due date.

Citing Resource Information: Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a “0”.

Assignments:

Chapter 4 – Gender
Chapter 5 – Sexual Orientation
Chapter 6 – Age and Aging
Chapter 7 – Families

Write a reflection paper articulating insights you gained from the first week of reading and discussion. Choose one social problem from any of the chapters for this week (Ch 4-7). Discuss the social problem by describing what it is; why it is considered a social problem; and in what ways this problem might be addressed successfully.

This paper will represent 10% of the student’s final grade.

Paper Format & Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of 4 pages in length, be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.

Reflections (75 out of 100 points): It is expected that the student will articulate their insights and opinions and demonstrate a sophisticated understanding of the issues; able to draw out additional implications from the text chapters, Session 1 lecture, group activity, and class discussion as well as outside sources; provide a critical assessment of the opinions communicated by the author; originality of thought in expression and defense of their own views; and identify biases and find personal meaning in the readings and issues discussed.

Punctuality: 10 points will be deducted for each week that papers are submitted past the due date.

Citing Resource Information: Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a “0”.

III. Assignment #3 - For January 28, 2015, read the following chapters from the required textbook, “Social Problems: Community, Policy, and Social Action” (4th ed):

Chapter 8 – Education
Chapter 9 – Work & the Economy
Chapter 10 – Health & Medicine
Chapter 11 – The Media

Write a reflection paper articulating insights you gained from the first week of reading and discussion. Choose one social problem from any of the chapters for this week (Ch 8-11). Discuss the social problem by describing what it is; why it is considered a social problem; and in what ways this problem might be addressed successfully.
This paper will represent 10% of the student’s final grade.

Paper Format & Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of 4 pages in length, be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.

Reflections (75 out of 100 points): It is expected that the student will articulate their insights and opinions and demonstrate a sophisticated understanding of the issues; able to draw out additional implications from the text chapters, Session 1 lecture, group activity, and class discussion as well as outside sources; provide a critical assessment of the opinions communicated by the author; originality of thought in expression and defense of their own views; and identify biases and find personal meaning in the readings and issues discussed.

Punctuality: 10 points will be deducted for each week that papers are submitted past the due date.

Citing Resource Information: Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a “0”.

IV. Assignment #4 – For February 4, 2015, read the following chapters from the required textbook, “Social Problems: Community, Policy, and Social Action” (4th ed):

Chapter 12 – Alcohol and drug abuse
Chapter 13 – Crime and criminal justice
Chapter 15 – The Environment
Chapter 16 – War & terrorism

Write a reflection paper articulating insights you gained from the first week of reading and discussion. Choose one social problem from any of the chapters for this week (Ch 8-11). Discuss the social problem by describing what it is; why it is considered a social problem; and in what ways this problem might be addressed successfully.

This paper will represent 10% of the student’s final grade.

Paper Format & Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of 4 pages in length, be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions.
conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.

Reflections (75 out of 100 points): It is expected that the student will articulate their insights and opinions and demonstrate a sophisticated understanding of the issues; able to draw out additional implications from the text chapters, Session 1 lecture, group activity, and class discussion as well as outside sources; provide a critical assessment of the opinions communicated by the author; originality of thought in expression and defense of their own views; and identify biases and find personal meaning in the readings and issues discussed.

Punctuality: 10 points will be deducted for each week that papers are submitted past the due date.

Citing Resource Information: Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a “0”.

V. Assignment #5 – For **February 11, 2015**, read the following chapter from the required textbook, “Social Problems: Community, Policy, and Social Action” (4th ed):

Chapter 17 – Social problems and social action

Write a research paper and in-class presentation on the required textbook, “Social Problems: Community, Policy, and Social Action” (4th ed): due **February 11, 2014**. Research paper and in-class presentation is a high-level summary of research findings due on a social problem that is of special interest to the student.

This paper will represent 45% of the student’s final grade [Paper 30%, presentation 15%].

Research Paper Format & Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of 6 pages in length, be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. This paper should be written in full, complete sentences and grammatically correct and properly punctuated. The paper should have an organization including an introduction of the focus of the research, a synthesis of research, and a summary of the conclusions of the research.

Reference Sources (10 out of 100 points): Use of at least 4 reference sources drawn primarily from professional journal articles, legitimate websites with current data, and books.

Synthesis of Research Content (50 out of 100 points): Synthesize key points of research and articulate an understanding of the findings. The student will provide a critical assessment of the research findings and the application of the research findings in the specific area of domestic violence.
In-Class Presentation (15 out of 100 points): Student will make a 10-minute oral presentation highlighting key points from the research the last night of class. The students may use PowerPoint slides in his/her presentation.

Punctuality: 10 points will be deducted for papers are submitted past the due date.

Citing Resource Information: Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a “0”.

VIII. Attendance and Participation in Class Discussions: Individual personal experiences and opinions are likely to be expressed during the class. It is important for students to respect each other’s views and to maintain confidentiality. In this way, a safe and supportive learning environment is maintained.

It is expected that students will attend each session, be on time, and stay for the entire length of the class.

It is expected that the student will read the required reading assignments and be prepared to actively participate in classroom discussions and group activities.

Attendance and participation will represent 15% of the student’s final grade.
**Description of Weekly Sessions:**

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<thead>
<tr>
<th>Session</th>
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| Session 1 – 1/14/2015 | 1. Introductions & objectives  
2. Class syllabus, assignments & grading  
3. Session content  
   - What is sociology?  
   - What are social problems?  
   - Theories of social problems  
4. Social class, poverty  
5. Race & ethnicity  
Format: Lecture, video, class discussion of their insights from chapters due this session, and group activity. |
| Session 2 – 1/21/2015 | 1. Gender  
2. Sexual orientation  
3. Age and Aging  
4. Social Institutions: Families  
Format: Lecture, video, class discussion on insights gained from textbook chapters due this session, and group activity | |
| Session 3 – 1/28/2015 | 1. Social Institutions: Education  
2. Work & the Economy  
3. Health & Medicine  
4. The Media  
Format: Lecture, video, class discussion of insights gained from textbook chapters to be read for this session, and media exercise |
| Session 4 – 2/4/2015  | 1. Alcohol and drug abuse  
2. Crime & Criminal Justice  
3. The Environment  
4. War & terrorism  
Format: Lecture, video, class discussion of insights and criminal justice exercise. |
| Session 5 – 2/11/2015 | 1. Social Problems & Social Action  
Students will present their research paper findings in-class.  
Class discussion of social action to address social problems. |

**Grading Criteria:**

- Attendance and participation: 15%
- Reflection Paper #1: 10%
- Reflection Paper #2: 10%
- Reflection paper #3: 10%
- Reflection Paper #4: 10%
- Research paper: 30%
- Oral presentation: 15%
Letter Grading Scale:

<table>
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<th>Letter Grade</th>
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<tr>
<td>100-94</td>
<td>A</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
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<tr>
<td>86-84</td>
<td>B</td>
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<td>83-80</td>
<td>B-</td>
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<tr>
<td>79-77</td>
<td>C+</td>
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<tr>
<td>63-60</td>
<td>D-</td>
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<td>Below 60</td>
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ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:
- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: [http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/](http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/).

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.
Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course
of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

**ACADEMIC RESOURCE CENTER**

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: [http://www.bridgeport.edu/pages/2209.asp](http://www.bridgeport.edu/pages/2209.asp) The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBNet account.

**Obtaining a UBNet Account**

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: [http://www.bridgeport.edu/ubnet](http://www.bridgeport.edu/ubnet) - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: [http://www.bridgeport.edu/email](http://www.bridgeport.edu/email) and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

**Learning Management System (LMS) - Canvas**

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents. **Canvas Tutorial For Students**: [https://bridgeport.instructure.com/courses/985903](https://bridgeport.instructure.com/courses/985903) For assistance contact the UB Help Desk at 203-576-4606 or email [helpdesk@bridgeport.edu](mailto:helpdesk@bridgeport.edu)

**Accessing Your Grades & Schedule Online**

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

**Using the Library**

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

**Using Computers**
Open access computer labs are available at three locations:
- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: [http://www.bridgeport.edu/library](http://www.bridgeport.edu/library).
- Stamford – Room D; Check open hours at: [http://www.bridgeport.edu/stamford](http://www.bridgeport.edu/stamford)
- Waterbury – Computer Lab; Check open hours at: [http://www.bridgeport.edu/waterbury](http://www.bridgeport.edu/waterbury)

**Course Cancellations**
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

**IMPORTANT CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
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**CAMPUS CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

Directions to IDEAL Campus locations [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243