

Syllabus for  
SOC 323—Child and Family in the Social Context  
3 Credit hours  
Fall 2006

I. COURSE DESCRIPTION

A course designed to study the child and family in their social interactions. Includes the effects that social institutions (i.e. family, school, church) have on the personal perceptions, behaviors, and general readiness for learning of the individual child. Promotes temporarily viewing the world from the individual learning child's point of view.

Prerequisite: None

II. COURSE GOALS

This course aims to enhance the student's understanding of the nature of human growth and significant roles of family, community, and significant others during the various stages of development. Emphasis is placed on cultural similarities and differences within the context of human growth and the complex social problems that may impinge upon normal development.

III. COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to do the following:

- A. Articulate why he or she appreciates the importance of the social environment particularly the family, community, and significant others during the various stages of human development.
- B. Discuss contemporary social problems affecting families today.
- C. Identify the changing social roles of women and the effects of such changes upon the socialization of females in modern society.
- D. Explain the role of the educator in creating an environment conducive to teaching in a multicultural classroom setting.
- E. Evaluate values and biases that may enhance or hinder successful instruction in a culturally diverse classroom setting.
- F. Compare major theories of human development within the context of culturally diverse family and community systems.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbooks

Berns, Roberta M. (2006). *Child, family, school, community*. (7th Ed.). Ft. Worth: Harcourt College Publishing.

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures



1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it be in the form of print, video, multimedia, or computer software.
3. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education ePortfolio Handbook and the departmental handbook for the student's major.

C. Course Policies and/or Procedures

1. Evaluation Procedures
  - a. Final grades are calculated using the following scale:
 

Exam I	100 points
Exam II	100
Final exam	100
Media Review	100
On-site Observation	100
Research Project	<u>200</u>
Total	700
  - b. Grading Scale
 

700 - 630	= A
629 - 560	= B
559 - 490	= C
489 - 420	= D
419 or less	= F
  - c. The course utilizes a variety of experiences and methods to achieve its purposes. Through lectures, written assignments, class activities, guest speakers, and selected videos, students are encouraged to assimilate and practically apply skills and concepts discussed in class. Each student will apply that knowledge in media reviews, on-site observations, and a research project.
  - d. All work must be completed for a student to pass this course. If any test, written assignment or oral presentation has not been completed satisfactorily and turned in before exam week, the student will automatically fail this course.
  - e. All work turned in late (after the class in which it was due), will receive a maximum grade of five points.
  - f. Late exams or make-up exams will be administered only with an administrative excuse or a doctor's excuse.
  - g. Please note that students enrolled in this course must complete verification of a



minimum of 12 hours of community service to the instructor of this course on or before week 14 of this semester (before Thanksgiving Break.)

2. ePortfolio Requirements: None

3. Other Policies and/or Procedures

- a. Media Review—Students are required to complete the following written assignment: Select a television program (sit-com, drama, mystery, talk show, etc.) or movie. The following observations should be made:
  - (1) Name and type of show
  - (2) Description of action
  - (3) Description of role portrayal, ethnicity, sex, occupation and family types
  - (4) Number and types of advertisements (include names of products) and audience for which it is aimed.
  - (5) Values, ethics, and morals suggested (overt and covert) by the program and by the commercials; give examples
  - (6) Target audience
  - (7) Time framework of the show (primetime? Saturday cartoon?)
- b. On-site Observation—Students are required to complete one observation at an institution related to the student's major field (day-care, Sunday School class, public or private school, United Way agency.) Pre-approval must be secured with the instructor and the institution in advance. The following observations should be made:
  - (1) Date and time of observation
  - (2) Name and location of institution
  - (3) Type of institution/agency
  - (4) Description of observational setting
  - (5) Target population and purpose
  - (6) Description of cultural representation (ethnicity, gender, age, special needs, roles)
  - (7) Values, ethics, and morals communicated (verbal and non-verbal, printed, eg. Brochures, posters) and methods used.
  - (8) Describe two system influences (using Bronfenbrenner's Ecological Model of Human Development (p. 14, Figure 1.3 in text.)

\*A form will be provided to complete this assignment.

- c. Research Project—Each student will complete a project on the changes in the socialization process occurring in the past 20 years that has affected family systems and children. The socialization process may include both secular socialization as well as religious socialization. Topics may include such things as the differences in the way the media is viewed and how its influence has changed, differences in how religion is viewed and how children are taught religious concepts. Each student must clear his or her area of research with the professor. Each research project must be written in APA format, contain a minimum of 12 pages and have a minimum of 10 sources which may only include academic books and professional journals. If you should have a question about the source, please check with the professor. The student will also do an oral presentation of his/her research to the entire class.
- c. Students should be aware that attendance records are kept and that attendance is



- d. required.  
Excused absences (by the administration) are honored and the student is allowed to make up work.

## VI. COURSE CALENDAR

August 17	Introduction	
August 22	Ecology of the Child	pp.2-31
August 24	Ecology of the Child	
August 29	Ecology of the Child	
August 31	Ecology of Socialization	pp.32-75
September 5	Ecology of Socialization	
September 7	Ecology of Socialization TV MEDIA REVIEW due 9/7/2006	
September 12	The Ecology of the Family	pp.76-120
September 14	The Ecology of the Family	
September 19	The Ecology of the Family	
September 21	EXAM I	
September 26	The Ecology of Parenting	pp.121-170
September 28	The Ecology of Parenting	
October 3	The Ecology of Child Care	pp.171-209
October 5	The Ecology of Child Care	
October 10	The Ecology of the School	pp.210-248
October 12	The Ecology of the School ON-SITE OBSERVATION due 10/12/06	
FALL BREAK		
October 24	The Ecology of Teaching	pp.249-288
October 26	The Ecology of Teaching	
October 31	The Ecology of the Peer Group	pp.289-338
November 2	The Ecology of the Peer Group WRITTEN RESEARCH due 11/2/06	
November 7	The Ecology of the Mass Media	pp.339-388
November 11	EXAM II	
November 14	The Ecology of the Community	pp.389-435
	ORAL PRESENTATIONS OF RESEARCH BEGIN	
November 16	Oral Presentations	



November 21	Affective/Cognitive Socialization Outcomes, pp.436-478 Oral Presentations COMMUNITY SERVICE VERIFICATION due 11/22/05
	THANKSGIVING BREAK
November 28	Oral Presentations
November 30	Oral Presentations
December 5	Social/Behavioral Socialization Outcomes, pp.480-537 Oral Presentations
December 7	Oral Presentations

### **Course Inventory for ORU's Student Learning Outcomes**

#### **SOC 323 Child and Family in the Social Context Fall, 2006**

This course contributes to the ORU student learning outcomes as indicated below:



**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation		X		
2E	Intellectual creativity		X		
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle		X		
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship	X			
4E	Leadership capacity				

(Revised 1/15/04)