

Syllabus for
SOC 323—Child and Family in the Social Context
3 Credit hours
Fall 2010

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. (2010). *Child, family, school, community: socialization and support* (8th ed.). Belmont, CA: Wadsworth, Cengage Learning. (ISBN: 9780495007586)

V. POLICIES AND PROCEDURES

Last Revised: Fall 2009

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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 taking a late exam because of an unauthorized absence will be charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignmentsBy submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
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 Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an 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 Whole Person Assessment 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 points
Final Exam	100 points
Participation Points	100 points
Media Review	100 points
On-Site Observation	100 points
Research Project	<u>200 points</u>

- Total 800 points
- b. Grading Scale
 - A 800 - 720
 - B 719 - 640
 - C 639 - 560
 - D 559 - 480
 - F 479 & below
 - 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 written medical excuse on doctor's letterhead. A \$15 processing fee may be charged for each make-up exam
2. Whole Person Assessment Requirements
- a. All students 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. Students with an eportfolio account must complete this verification on their account for assessment purposes.
 - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment
3. Other Policies and/or Procedures
- a. Participation Points -- Participation points will be earned or assigned during class through group discussions and presentations, and through individual presentations and projects. Participation points cannot be made up if you have an unexcused absence, or if you are tardy or leave early when the points are earned.
 - b. 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 (prime time? Saturday cartoon?)
 - c. 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. 18, Figure 1.4 in text.).

A form will be provided to complete this assignment.

- d. Research Project -- Each student will complete a project on the changes in the socialization process occurring in the past 20 years that have 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 are viewed and how their influence has changed, differences in how religion is viewed and how children are taught religious concepts.
- e. Project and Paper Guidelines --
 - (1) Each student must clear his or her area of research with the professor.
 - (2) Each research project must be written in APA format.
 - (3) The paper should be a minimum of 12 pages.
 - (4) The paper should 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.
 - (5) Each student will give a 10-minute oral presentation of his or her research to the entire class.
- f. Students should be aware that attendance records are kept and that attendance is required.
- g. Excused absences (by the administration) are honored and the student is allowed to make up work.

VI. COURSE CALENDAR

August 12	Introduction	
August 17	Ecology of the Child	(pp. 1-33)
August 19	Ecology of the Child	
August 24	Ecology of the Child	
August 26	Ecology of Socialization	(pp. 35-74)
August 31	Ecology of Socialization	
September 2	Ecology of Socialization	
	TV MEDIA REVIEW DUE	
September 7	Ecology of the Family	(pp. 75-115)

September 9	Ecology of the Family	
September 14	Wrap-up/Review	
September 16	EXAM 1	
September 21	Ecology of Parenting	(pp. 117-157)
September 23	Ecology of Parenting	
September 28	Ecology of Nonparental Child Care	(pp. 159-193)
September 30	Ecology of Nonparental Child Care	
October 5	Ecology of the School	(pp. 195-228)
October 7	Ecology of the Teaching	(pp. 229-267)
	ON-SITE OBSERVATION	

FALL BREAK

October 19	Ecology of Mass Media	(pp. 317-358)
October 21	Ecology of Peer Group	(pp. 269-315)
October 26	Wrap-up/Review	
October 28	EXAM II	
November 2	WRITTEN RESEARCH DUE – Oral Presentations Begin	
November 4	Oral Presentations	
November 9	Oral Presentations	
November 11	Oral Presentations	
November 16	Oral Presentations	
November 18	Community Service Verification	
	Oral Presentations	
November 23	Ecology of Community	(pp. 359-397)

THANKSGIVING BREAK

November 30	Emotional/Cognitive Socialization Outcomes	(pp. 399-435)
December 2	Social/Behavioral Socialization Outcomes	(pp. 437-488)
	Wrap-up/Review	
December 10	FINAL EXAM (2:15)	

Course Inventory for ORU's Student Learning Outcomes

SOC 323 Child and Family in the Social Context Fall 2010

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

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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
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation		X		
2E	Intellectual creativity		X		

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle		X		

4	Outcome #4 – Socially Adept 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)