

Syllabus for  
**SOC 323—Child and Family in the Social Context**  
3 Credit hours  
Fall 2016

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. (2013). *Child, family, school, community: socialization and support* (9th ed.). Belmont, CA: Wadsworth, Cengage Learning. (ISBN: 9780495007586)

## 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 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
Media Review	100 points
Research Project	200 points
Journal Article Presentations	30 points

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|--|-------------------------------|------------------|
|  | Community Service Requirement | <u>30 points</u> |
|  | Total                         | 660 points       |
- b. Grading Scale
    - A 660 - 594
    - B 593 - 528
    - C 527 - 462
    - D 461 - 396
    - F 395 & below
  - c. The course utilizes a variety of experiences and methods to achieve its purposes. Through lectures, written assignments, class activities, guest speakers, group activities, 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, presentations, group activities, and a research project.
  - d. All work turned in late (after the class in which it was due) will receive a deduction in points based on the assignment.
  - e. 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. Scholarly Journal Article Presentations – This assignment is designed to bring real-life applications to the course topics. Students will each locate two research articles that relate to our chapters and will present their findings to the class on one of the assigned dates. Details on the assignment will follow.
    - b. Media Review -- Students are required to complete the following written assignment: Select a television program (sitcom, drama, mystery, talk show, etc.) or movie. The following observations should be made:
      - (1) Name and type of show
      - (2) Time framework of the show (prime time? Saturday cartoon?)
      - (3) Target audience
      - (4) Description of action
      - (5) Description of role portrayal, ethnicity, sex, occupations, and family types
      - (6) Number and types of advertisements (including names of products) and audience for which they are aimed
      - (7) Values, ethics, and morals suggested (overt and covert) by the program and by the commercials; give examples
      - (8) Possible effects of the program
      - (9) Describe one system influence (using Bronfenbrenner's Ecological Model of Human Development) as it relates to the program.
    - (c) 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.

- d. 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 10 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.
- e. Students should be aware that attendance records are kept and that attendance is required.
- f. Excused absences (by the administration) are honored and the student is allowed to make up work.

## VI. COURSE CALENDAR

August 11	Introduction
August 16	Ecology of the Child
August 18	Ecology of the Child
August 23	Ecology of the Child
August 25	Ecology of Socialization
August 30	Ecology of Socialization
September 1	Ecology of Socialization
September 6	Ecology of the Family
	<b>TV MEDIA REVIEW DUE</b>
September 8	Ecology of the Family
September 13	Wrap-Up/Review
September 15	<b>EXAM I</b>
September 20	Ecology of Parenting
September 22	Ecology of Parenting
September 27	Ecology of Nonparental Child Care
September 29	Ecology of Nonparental Child Care
October 4	Ecology of the School
October 6	Ecology of Teaching
October 11	Ecology of the Mass Media
October 13	Ecology of the Mass Media

### **FALL BREAK**

October 25	Ecology of Peers
October 27	Wrap-Up/Review
November 1	<b>EXAM II</b>
November 3	<b>WRITTEN RESEARCH DUE</b>
	<b>Oral Presentations</b>
November 8	<b>Oral Presentations</b>
November 10	<b>Oral Presentations</b>
November 15	<b>Oral Presentations</b>
	<b>COMMUNITY SERVICE VERIFICATION DUE</b>
November 17	<b>Oral Presentations</b>
November 22	<b>Oral Presentations</b>
	Ecology of the Community
	<b>THANKSGIVING BREAK</b>
November 29	Emotional and Cognitive Socialization Outcomes
December 1	Social and Behavioral Socialization Outcomes
	Wrap-up/Review
	<b>FINAL EXAM</b>

## Course Inventory for ORU's Student Learning Outcomes

### SOC 323 Child and Family in the Social Context Fall 2016

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				