



WACO, TEXAS

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**COURSE SYLLABUS  
AND  
INSTRUCTOR PLAN**

**SOCIAL PROBLEMS  
SOCI 1306.87  
JANA ZUEHLKE BENNETTE**

**NOTE: This is a 6-week Summer I course.**

**COVID 19 Notice:**

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

AN EQUAL OPPORTUNITY INSTITUTION

SUMMER 2022

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### **Course Description:**

Application of sociological principles and theoretical perspectives to major social problems in contemporary society such as inequality, crime and violence, substance abuse, environmental issues, deviance, or family problems.

### **Prerequisites and/or Corequisites:**

There are no prerequisites for this course. However, it is recommended that students possess the ability to read and write at the collegiate level. In addition, it is helpful that students have a general knowledge of computers including: being able to use a web browser and Internet search engines and know how to save and back up files to a local drive.

### **Course Notes and Instructor Recommendations:**

Course documents are posted on the SOCI 1306 Brightspace site.

### **Instructor Information:**

Instructor's Name:	Jana Zuehlke Bennette
Email Address:	<a href="mailto:jzuehlkebennette@mclennan.edu">jzuehlkebennette@mclennan.edu</a>
Office Phone Number:	None – please contact me via email
Office Location:	Adjunct Faculty – No assigned office
Office Hours:	By appointment, will be available before and/or after class to meet

### **Required Text & Materials:**

Title: *Social Problems*

Author: John J. Macionis

Edition: 8<sup>th</sup> Edition

Publisher: Pearson Higher Education

ISBN: 9780135227930

There are two ways to purchase Revel access. Choose the option that works best for you:

- Option #1: Purchase a Revel access code from the MCC Bookstore on campus or via its Website: MCC Bookstore Website (search textbooks for this course). Financial Aid funds can be used there.
- Option #2: Online Instant Access: If you decide not to purchase Revel from the bookstore, you can purchase Revel access online. You will see this as an option after clicking on the access REVEL link in Brightspace.

When you register (via access code or online instant access), you also have the option of adding the print upgrade for \$19.95 extra (no shipping cost). MCC Bookstore Website:

<http://www.mclennan.edu/bookstore/>.

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### **Course Communication:**

I will be happy to speak with student's one-on-one either in-person or virtually. We can set aside a time to meet and discuss any questions or concerns you may have. Outside of a formal meeting, I can also be contacted via email. I respond to emails in a timely manner and will typically do so within 24 hours, Monday through Friday. That being said, I do go to sleep at a "normal" hour and therefore emails sent after 9:00 PM will be answered the following day.

### **Methods of Teaching and Learning:**

The course will be held in an online environment through Brightspace. Online courses are similar to traditional face-to-face courses that are by having the same student expectations and coursework. Students are expected to read the course text, complete written assignments and activities, interact in discussion forums, and be assessed on the knowledge they are retaining through the use of quizzes and a final exam. In order for students to develop an understanding of Social Problems, various teaching methods will be used. The class will consist of lectures in the form of PowerPoint presentations, visual aids along with group and classroom discussions through forums that hopefully will spark academic classroom discussions.

### **Core Objectives for Social & Behavioral Sciences:**

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behaviors and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking** -- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communications Skill** -- to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical & Quantitative Skills** -- to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** -- to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities

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### **Learning Outcomes:**

Upon successful completion of this course, students will be able answer:

- Describe how the sociological imagination can be used to explain the emergence and implications of contemporary social problems.
- Explain the nature of social problems from at least one sociological perspective, e.g., critical, functional, interpretive, etc.
- Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.
- Discuss how “solutions” to social problems are often contentious due to diverse values in society.
- Describe how the proposed “solutions” to a social problem, including social policies, may bring rise to other social problems.

### **Course Schedule<sup>1</sup>:**

<b><u>Module</u></b>	<b><u>Date</u></b>	<b><u>Topic, Reading</u></b>	<b><u>Work Due</u></b>
1	May 31 – June 4	Chapter 1 – Sociology: Studying Social Problems	*Discussion (Intro) *Weekly W/A *Quiz
2	June 5 – 11	Chapter 2 – Economic Inequality Chapter 3 – Racial and Ethnic Inequality Chapter 11 – Economy and Politics	*Discussion Post *Weekly W/A *Quiz
3	June 12 – 18	Chapter 4 – Gender Inequality Chapter 5 – Sexuality and Inequality Chapter 6 – Aging and Inequality	*Discussion Post *Weekly W/A *Quiz
4	June 19 - 25	Chapter 7 – Crime, Violence, and Criminal Justice Chapter 8 – Alcohol and Other Drugs Chapter 9 – Physical and Mental Health	*Discussion Post *Weekly W/A *Quiz
5	June 26 – July 2	Chapter 12 – Work and the Workplace Chapter 13 – Family Life Chapter 14 – Education	*Discussion Post *Weekly W/A *Quiz
6	July 3 - 6	Chapter 16 – Population and Global Inequality Chapter 17 – Technology and the Environment	*Discussion Post *FINAL PROJECT

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<sup>1</sup>This is a tentative Schedule and may be subject to change.

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### **Course Grading Information:**

In order to assess students' progress in learning the material and to aid in the development of a sociological imagination, the course will include the following:

Weekly Writings/Activities (35 points each)	175 points
Weekly Quizzes (30 points each)	150 points
Final Project	100 points
Discussion Posts (15 points each)	90 points
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515 points	

The grade distribution is as follows:

<b><u>Points</u></b>	<b><u>Percentage</u></b>	<b><u>Final Grade</u></b>
<b>515 – 461</b>	<b>100% - 89.5%</b>	<b>A</b>
<b>460 – 410</b>	<b>89.4% - 79.5%</b>	<b>B</b>
<b>409 – 358</b>	<b>79.4% - 69.5%</b>	<b>C</b>
<b>357 – 307</b>	<b>69.4% - 59.5%</b>	<b>D</b>
<b>306 and Below</b>	<b>59.4% and Below</b>	<b>F</b>

**Weekly Writings and Activities:** Students are expected each week to write a one to two-page paper addressing a specific topic or explaining an activity that they were asked to complete. This is an opportunity for students to apply concepts, theories, and other material we have been covering in class to their world. Even though this is a brief paper, I would still encourage students to research this topic beyond the textbook by using other academic and public press materials. Many of the topics being discussed are controversial, therefore I would ask students to be respectful of the fact that we all come from different backgrounds and have had different life experiences. So please do not assume we all think or believe the same things. This is a time for students to learn how to present an argument or belief objectively, which may require them to consider both sides of the argument.

**Quizzes:** Rather than administering multiple exams throughout the course, students will be asked to complete weekly quizzes. They provide me with an understanding of where students are in the learning process. Each quiz will be over that week's chapters that we are covering. I would encourage students to treat each of the quizzes as if it were an exam because each quiz is worth 30 points.

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**Final Project:** To wrap up the course, I would like for students to write a proposal on a social issue of your choosing and present your findings and suggestions. This is a two-part project.

**Part I** – students will need to select a social issue or social problem. This could be one we have discussed in class, that has been covered in the book, or any issue that is agreed upon either in the United States or around the world as being a social problem. Once the topic is selected, students will need to research the social issue and come up with solutions on how to correct it. Then, in **Part II**, students will be asked to present their findings and proposed solutions in a recorded presentation. Additional information and rubrics for this project is available on Blackboard.

**Discussion Posts:** I ask students to complete discussion board posts in the hope that you will continue to think about the material we have covered in class throughout the week. It is, also, a time for students to have conversations with their classmates, as I do ask that students respond to each other's posts. Unlike most discussion board posts, I am having students post memes, gifs, photos, and videos to support what they have to say in their post. Specific information for each post is available on Brightspace.

**Please Note:** When submitting work, particularly papers, I expect everyone to PROOFREAD and cite ALL work that is not original (including your textbook). For information on citing sources please see the Writing Center on campus or Mendeley's APA Format Citation Guide at <https://www.mendeley.com/guides/apa-citation-guide>.

### **Late Work, Attendance, and Make Up Work Policies:**

**Work Submitted After Due Date:** Points will be deducted for those students who submit work after the due date, unless arrangements have been made with me. I will accept late work for up to two weeks from the due date to complete. I will deduct points as follow:

One week late = 1/3 points deducted

Two weeks late = 1/2 points deducted

Three weeks late = No credit

**Student Involvement/Attendance:** Students are expected to be active participants in the course by logging into the course daily and interacting with the course's weekly readings, discussions, and graded work. Course involvement is an essential element to the learning experience. It is proven that students learn better and have a tendency to do better in courses if they are involved. If lack of involvement occurs, then this can result in a decline of your overall course grade.

\* [Click Here for the MCC Attendance/Absences Policy](http://www.mclennan.edu/highlander-guide/policies)  
([www.mclennan.edu/highlander-guide/policies](http://www.mclennan.edu/highlander-guide/policies))

Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

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### **Student Behavioral Expectations:**

**Classroom Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion from the class.

**Course Communication and Respect:** Respect will be maintained at all times in this course. I want students to be active participants, but participate in a manner that is courteous and thoughtful towards one another, as material we will be covering can be of a sensitive, personal nature. Specifically, when communication occurs, I expect students to think critically, ask questions, and challenge ideas while also showing respect for classmates' opinions and maintain confidentiality of thoughts expressed in the class.

### **Student Rights:**

"The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education." (Taken from U.S. Department of Education - <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). This law dictates who and how information can be shared. Therefore, unless FERPA waiver is completed the instructor can only speak to the enrolled student about class information including grades. In the event that FERPA waiver has been completed, the enrolled student is still the only one who can make changes in the course and be the final decision maker.

\* *You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*

# McLennan

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## ACADEMIC RESOURCES/POLICIES

### **Accommodations/ADA Statement:**

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit [www.mclennan.edu/disability](http://www.mclennan.edu/disability).

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)

254-299-8122

Room 319, Student Services Center

### **Title IX:**

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at [titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling Dr. Drew Canham (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at [www.mclennan.edu/titleix/](http://www.mclennan.edu/titleix/). It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.



**Student Support/Resources:**

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact a Success Coach by calling (254) 299-8226 or emailing [SuccessCoach@mclennan.edu](mailto:SuccessCoach@mclennan.edu). Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

**MCC Foundation Emergency Grant Fund:**

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at [https://www.mclennan.edu/foundation/docs/Emergency\\_Grant\\_Application.pdf](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

**MCC Academic Integrity Statement:**

Go to [www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity) for information about academic integrity, dishonesty, and cheating.

**Minimum System Requirements to Utilize MCC's D2L|Brightspace:**

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

**Minimum Technical Skills:**

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

**Backup Plan for Technology:**

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

**Email Policy:**

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

**Instructional Uses of Email:**

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

**Email on Mobile Devices:**

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email [Helpdesk@mclennan.edu](mailto:Helpdesk@mclennan.edu) for help.

**Forwarding Emails:**

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

**Disclaimer:**

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.