Eastern Illinois University
New Course Proposal
SOC 3960A, B, D-F, H-M, P-R, T-Z,
Special Topics in Sociology

Please check one:  ☒ New course    ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  SOC 3960
2. Title (may not exceed 30 characters, including spaces): Special Topics in Sociology
3. Long title, if any (may not exceed 100 characters, including spaces):
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: Arranged-0-1 to 3
5. Term(s) to be offered: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. Initial term of offering: ☐ Fall ☒ Spring ☐ Summer Year: 2010
7. Course description (not to exceed four lines): Specific areas within the discipline of sociology will be given intensive study through lectures, readings, reports, papers, and discussion. The topic will be announced in advance by the department chairperson.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). NONE
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. SOC 1838G (Introductory Sociology)
   c. Who can waive the prerequisite(s)?
      ☐ No one ☐ Chair ☒ Instructor ☐ Advisor ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status:
      ☐ Course may not be repeated.
      ☒ Course may be repeated with different topics, but no more than twice for sociology elective credit.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
      g. Degree, college, major(s), level, or class to be excluded from the course, if any: Freshmen
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NONE
10. Grading methods (check all that apply):  ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method:  ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   Within a specialized topic of sociology, students will:
   1) Compare and contrast current theories of the topic
   2) Examine important past, present, and future directions of the topic.
   3) Apply critical thinking to the topic.
   4) Demonstrate understanding of the topic through writing.
   
   a. N/A (not a general education course)
   b. N/A (not a graduate level course)

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   Assignments and activities will vary by course topic and instructor.

3. Explain how the instructor will determine students’ grades for the course:
   The determination of students’ grades will vary by instructor and topic.

   Following is an example from “Sociology of Aging”: There will be three exams, each worth 20% of the final grade. The tests will be essay-style format. Tests one and three will address objectives 1, 2, 3, and 4. Test two will address objectives 1, 3, and 4. There will be one final paper/project worth 30% of the final grade, which will be a sociological analysis of the life of an older adult (Objectives 1, 3 and 4). There will also be a participation grade (worth 10%) based on five short written assignments which incorporate material from class lectures, discussions, films and other in-class activities (Objectives 3 and 4). At least one assignment will also include objectives 1 and 2.

4. N/A (not technology-delivered)
5. N/A (not for graduate credit)
6. Course is not designated as writing intensive.

PART III: OUTLINE OF THE COURSE

The following is a sample course outline when the topic is “Sociology of Aging.” Each of the following units will cover approximately five weeks:

Unit 1
This unit will cover introductory issues, including a discussion of demography and historical considerations, as well as the social construction of aging and the meaning of aging in our society.

Unit 2
This unit will cover relationship and transitional issues associated with the aging process, including family relationships and social support, work and retirement, health and health care, and death, dying and bereavement.

Unit 3
This unit will cover societal issues related to aging, including old age and the welfare state, the economics of aging, poverty and inequality, and aging and politics.
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
The proposed course will give the sociology faculty the flexibility to teach a specialized course in their area of expertise without having to provide all of the elements of the capstone experience that are required in SOC 4900: Current Issues. In particular, it will allow faculty to respond to timely topics (e.g. terrorism, political scandals, aging population) from a sociological perspective.

   a. N/A (not a general education course)
   b. N/A (not a technology delivered course)

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
An introductory level of sociological knowledge is required to prepare students for this course. In addition, the 3000-level designation is consistent with other departments’ special topics courses and reflects the rigor and expectations that are associated with a 3000-level undergraduate course.

3. If the course is similar to an existing course or courses, justify its development and offering.
Not similar to an existing course.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. This will count as an approved elective for sociology majors and minors.
   
   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Janet Cosbey, others.

2. Additional costs to students: None

3. Text and supplementary materials to be used (Include publication dates):
PART VI: COMMUNITY COLLEGE TRANSFER

N/A. Not a 1xxx or 2xxx level course.

PART VII: APPROVALS

Date approved by the department or school: 9/16/2009

Date approved by the college curriculum committee: 9/18/2009

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 10/1/2009

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).