

## Appendix C

### Sociology 218: Deviant Behavior

Content standard	Assessment tool
<b>All Social Studies teachers shall demonstrate knowledge and skill in:</b>	
1. The history, organization, conceptual framework, modes of inquiry, ethics, and current research and methodologies of the disciplines within the Wisconsin model Academic Standards.	Application assignments using an observational methodology. Graded essays on organization and conceptual frameworks used in deviant behavior.
2. The major themes, basic principles, philosophic bases, ethics, assumptions, perspectives and schools of thought of the disciplines.	Application assignments in #1 also require students to explain deviance theoretically.
3. The practical applications of the methodology appropriate to the disciplines.	Application assignments using one of deviant behaviors predominant methodologies – observation.
4. The application of knowledge of each discipline to past and present economic, social, cultural, and political events and situation.	Application assignments, exams, and discussion require students to understand and explain why deviant acts occur as a result of changes in these contexts.
5. The skills associated with the discipline including: <ul style="list-style-type: none"> <li>• Communication.</li> <li>• Data-gathering.</li> <li>• Model building.</li> <li>• Problem solving.</li> <li>• Policy making.</li> <li>• Narrative explanation.</li> <li>• Decision-making.</li> <li>• Scenario building.</li> <li>• Identification of multiple perspectives.</li> <li>• The ability to observe, organize, interpret, infer, analyze, question, evaluate, synthesize, form hypotheses, recognize bias, weigh alternative and develop participatory skills.</li> </ul>	Skills like problems solving, narrative explanation, communication, development of participatory skills, and identification of multiple perspectives are required to be shown through application assignments, exams, and in-class discussions.
6. The interdisciplinary nature and integrative aspects of the disciplines in social studies and their connections with disciplines other than social studies.	Not directly assessed.
7. The strategies for conducting investigations and research using multiple primary and secondary sources.	This is an integral part of the assessment tools discussed in #1, #2, #3, #4, and #5.
8. The Wisconsin Model Academic Standards for Social Studies in order to assess the evidence or assessment of student understanding and develop curriculum.	Does not apply.
9. Professional organizations, publications, and resources in social studies.	Not directly assessed.
10. State and national laws and current leadership initiatives in the discipline.	Not directly assessed.

Sociology Standards	Assessment Tool
1. Describing and applying each of the sociological perspectives (functionalist, conflict, and interactionist) methods of social research and the contributions of major theorists in sociology.	This course looks at specific theories within each perspective and its importance to the understanding of deviant behavior. Students are assessed on these theories through application assignments, in class discussion, and application questions within exams.
2. The key concepts of culture and/or society, socialization and the self and social structure.	Assessed through application of concepts and identification of concepts on exams.
3. Distinguishing between primary and secondary groups; peer and primary groups; and recognizing characteristics of informal and formal structures within an organization.	Not specifically assessed in this course.
4. Methods of social control and differentiate between deviance and crime.	All aspects of this course (application assignments, exams, and participation) require demonstration of skills used in identifying what is deviant, who is deviant, when an act is deviant, where an act is deviant, why an act is deviant, and how it is deviant.
5. Social stratification and social inequality and its relation to race, ethnicity, gender and age and their relationship to interactions between individuals, groups and institutions in society.	Not directly assessed in this course.
6. Analyzing the function of the social institutions of family, the economy, politics, religion, education, science/technology and arts and entertainment and how they further both continuity and change, meet individual needs, and promote the common good in contemporary and historical settings.	Social institutions are discussed with regard to their effect upon defining and controlling deviant behavior. Students abilities to understand and explain institutional effects upon deviance are assessed through application papers, exams, and in class participation.
7. Comparing and contrasting the functionalist and conflict perspectives of these institutions.	Does not apply.
8. The demographic concepts which influence changes in population such as migration, industrialization, urbanization and suburbanization	Does not apply.
9. The theories and types of collective behavior, social movements and social change.	See #1 above.