



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Sociology.

WHAT TO BRING

- lined notebook paper
- your completed **PowerPoint presentation** on a non-returnable CD
(*see instructions beginning on page 2*)

ABOUT THE EXAM

The examination consists of two parts: a PowerPoint presentation, which you will prepare before taking the exam, and the exam itself. The exam consists of 52 questions, including multiple choice, short answer, maps and charts, and essays. You will write your answers on the exam for all but the essay questions. **Bring your own lined notebook paper for the essay questions.** You will have three hours to complete the examination.

The examination is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our SOC course is *Sociology and You*, published by Glencoe McGraw-Hill.

To help you better prepare for the exam, a list of topics to review is included with this letter. Study these topics along with the material listed in the TEKS.

Good luck on your examination!

SOC Exam Prerequisite

Research Design in Sociology, PowerPoint Project

Introduction

For this project, you will select a contemporary topic of sociological study and plan an approach to studying it. You will not be expected to conduct the actual study, but you will need to go through the steps that lay the groundwork for successful inquiry.

You will pretend that you are a sociologist writing a proposal that will help you get funding to conduct your research. You will turn in a 4-5 page document that presents the first five steps below. You will also turn in a PowerPoint presentation (step 6) that summarizes your proposal document and that will show an audience why your research project should be funded.

Print your document, and save your PowerPoint presentation onto to a non-returnable CD or DVD. Bring these two items with you to the exam, and give them to the proctor.

Project Steps

1. Identify a topic or object of study. Write a short description of your topic, and explain why you chose it.
2. Conduct a literature review. This means you must find out all you can about previous research that has been done on this topic. Make a note of how you located each resource (online index, library search, etc). For at least one source, write a 2-3 sentence summary on the important information in the source. This could include the research methods used, the conclusions reached, or any other information that could influence how you approach your own research.
3. Formulate a hypothesis. Based on what you know about your topic, write a statement about your topic that can be tested by research.
4. Develop a plan of research. How will you go about testing your hypothesis? Your approach should include at least one of the following tools:
 - a survey
 - interview questions
 - a field observation form (a form you would use to document observations you might make in the field)

5. What will you do with the data when you have finished collecting it? Will you use percentages or other statistical methods? Make a sample of the kind of graphs or charts you think you might use to present your data.
6. Create a PowerPoint presentation. **Your presentation must include both text and graphics.**

Create charts, graphs, maps, illustrations, or generate other graphics based on information you find in your literature review for the purpose of strengthening your proposal. For example, you may take statistical data that you find in an article and create a chart or graph based on that data. You may also use relevant photographs that you find during your literature review. These graphics should support the need for further study or demonstrate a foundation for your study.

Practice “word economy” in each slide. Textual information should be informative, but to the point. Write speaking notes that accompany each slide.

Slides should be eye-catching, but always relevant.

7. **Present your printed proposal and PowerPoint project on a non-returnable CD or DVD.**

Evaluation

Your project will be scored based on the following:

- completion of all six steps;
- clarity of the summary of the topic of study;
- demonstrated understanding of a literature review and its purpose;
- ability to select relevant sources for the literature review;
- ability to formulate a clear, testable hypothesis;
- ability to create a quality tool for conducting research (For example, are the questions you ask relevant and useful? Or does your field observation form help you collect the right kind of data?);
- understanding of the methods used for analyzing data;
- understanding of how data from research may be presented; and
- quality of the PowerPoint presentation you create.

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Preparing for the Exam

To successfully prepare for the exam, the general areas you need to be familiar with are:

- sociological terminology;
- critical thinking skills to help organize and use information acquired from a variety of sources;
- the steps of decision-making process using a current issue facing adolescents;
- explain how society norms differ from the realities of scientific research;
- explain why sociology is a social science;
- explain the basic principles of the functional perspective, the conflict perspective, and the symbolic interaction perspective;
- explain the steps sociologists use to guide their research;
- know how to use a computer for research;
- compare and contrast sociological information;

The specific areas you need to be familiar with are:

Sociological Perspective and Research

- describe what led to the development of the field of sociology;
- identify leading sociologists in the field of social science as well as their contributions to the field;
- list the standards for proving cause-and-effect relationships;

Culture and Socialization

- identify at least two examples of subcultures and countercultures and then describe what makes them unique (include factors such as stereotyping, social problems, and cultural normal that impact their society);
- identify, describe, and analyze at least two types of societies and their cultural life as it exists in the world today;
- identify agents of socialization;
- identify major elements of culture;
- identify types of mass media;
- identify some ramifications of stereotyping;

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Social Structure and Groups

- describe types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial;
- describe models of primary, secondary, formal, informal, and reference groups and e-communities;
- analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution;
- explain how U.S. institutions and society has changed due to industrialization, urbanization, and immigrant assimilation;

Deviance and Social Control

- compare/contrast information regarding how crime statistics are gathered;
- identify approaches used by the criminal justice system in the U.S. to control crime and deviant behavior

Social Stratification

- describe characteristics and components of caste and class systems and social mobility; then talk about how motivation affects each;
- define poverty and its components; describe poverty's impact on the individual and society;
- contrast theories of social stratification between the U.S. and India;

Inequalities

- define race, ethnicity, and minority;
- distinguish between prejudice and discrimination;
- identify various treatment patterns of minority groups;
- identify instances of institutional racism in American society;
- examine how gender roles affect the opportunities available to men and women in society;
- identify the effects of aging in our society;

Social Institutions

- identify the major sociological institutions and their functions;
- describe political institutions in terms of the nature of power and authority;
- identify different types of government;
- differentiate between free enterprise and socialism;
- identify the types of mass media in the United States;

- identify how mass media affects the major sociological institutions;
- identify characteristics of the family, including marriage patterns, family disruption, and current trends;
- identify traditional work roles and working conditions of children, women, and the elderly; compare these to the roles and working conditions of these groups today;
- argue or defend a current issue in American education;
- describe the functionalist, conflict, and the interactionist perspectives of education;
- describe the sociological perspective on religion;
- compare and contrast religion in the United States to at least two other societies (within the United States or with other countries);

The Changing Social World

- define population;
- identify three population processes;
- describe how technology, population, natural environment, revolution, and war cause culture to change;

You will also need to know the definitions of the following terms:

- | | |
|------------------------------|-------------------------|
| • sociology | • informal organization |
| • functionalist perspective | • primary group |
| • conflict perspective | • secondary group |
| • interactionist perspective | • racial minority |
| • median | • ethnic minority |
| • dependent variable | • subculture |
| • independent variable | • prejudice |
| • conflict resolution | • stereotype |
| • population | • ageism |
| • reference group | • sexism |
| • socialization | • infant mortality rate |
| • formal organization | |

Texas Essential Knowledge and Skills SOC: Sociology

TTU: SOC CBE, v.3.0)

TEKS: §113.46. Sociology (One-Half Credit), Beginning with School Year 2011-2012.

TEKS Requirement (Secondary)	Question Numbers
(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.	
(b) Introduction.	
(1) Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.	
(2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(3) Students identify the role of the free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.	
(4) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(5) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	
(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	
(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."	
(6) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.	
(c) Knowledge and skills.	
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	
(A) describe the development of the field of sociology;	4
(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology; and	8
(C) identify sociologists such as W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, and Julian Samora and interpret their contributions to the field.	8
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	
(A) differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial;	6
(B) identify and describe the types of societies that exist in the world today;	15
(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation; and	24
(D) analyze information about cultural life in the United States and other countries over time.	15
(3) Culture and social structure. The student examines world cultures. The student is expected to:	
(A) identify the elements of culture to include language, symbols, norms, and values;	10, 15

(B) explain how the elements of culture form a whole culture; and	20
(C) give examples of subcultures and describe what makes them unique.	21
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	
(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities; and	9, 12, 13
(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution.	12, 13
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	
(A) compare cultural norms such as ethnicity, national origin, age, socioeconomic status, and gender among various U.S. subculture groups;	21
(B) describe stereotypes of various U.S. subcultures;	22
(C) analyze social problems in selected U.S. subcultures; and	23
(D) examine counterculture movements and analyze their impact on society as a whole.	23
(6) Individual and society. The student understands the process of socialization. The student is expected to:	
(A) define socialization and describe how the process of socialization is culturally determined;	11
(B) differentiate the agents of socialization and evaluate their functions and roles; and	11
(C) trace socialization as a lifelong process.	11
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	
(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle;	37
(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self;	38
(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders; and	38
(D) identify and discuss the skills adolescents need to make responsible life choices.	40
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	
(A) identify the stages of adult development and compare the differences between male and female development;	36
(B) analyze the traditional roles of work and how the composition of the labor force has changed in the United States; and	37
(C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death.	38, 39
(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:	
(A) compare theories of deviance such as the functionalist, conflict, and interactionist perspectives;	32
(B) interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross-reference with the National Crime Victimization Survey; and	32
(C) analyze the criminal justice system in the United States in relation to deviant behavior.	32
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	
(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each;	44, 45
(B) define poverty and its components and analyze poverty's impact on the individual and society;	44, 45
(C) contrast theories of social stratification; and	45, 46
(D) recognize and examine global stratification and inequality.	45, 46
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	
(A) define race and ethnicity and differentiate among the distinguishing characteristics of minority groups;	16
(B) contrast the terms discrimination, prejudice, and bias;	17
(C) discuss the ramifications of stereotyping;	

(D) analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian; and	26
(E) explain instances of institutional racism in American society.	17
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	
(A) analyze how gender roles affect the opportunities available to men and women in society;	27
(B) analyze the effects of an aging society;	28
(C) compare the nature of health care in a global society; and	29
(D) evaluate the nature of health care in different segments of American society.	30
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	
(A) define the functions and rituals of the family and how the family has changed over time;	33
(B) define family systems and patterns;	33
(C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies; and	33
(D) analyze ways in which family life can be disrupted.	33
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	
(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society;	43
(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens; and	7, 47
(C) trace the changes in ideas about citizenship and participation of different groups through time.	14, 47
(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:	
(A) explain functionalist, conflict, and interactionist theories of education;	34
(B) argue and defend some current issues in American education;	34
(C) examine religion from the sociological point of view;	35
(D) analyze the functions of society and the basic societal needs that religion serves; and	35
(E) compare and contrast distinctive features of religion in the United States with religion in other societies.	35
(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:	
(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research;	42
(B) trace major developments in the history of mass media and identify the types of mass media in the United States;	18, 19
(C) explain the differences between the functionalist and conflict perspectives of mass media; and	18, 19
(D) examine contemporary mass media issues.	18, 19
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	
(A) describe the study of demography, the basic demographic concepts, and changes in settlement patterns on society; and	5
(B) explain and critique various theories of population growth and its impact on society.	5
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	
(A) compare and contrast various types of collective behavior and social movements and how they affect society;	17, 25
(B) discuss theories that have been developed to explain collective behavior and social movements; and	31
(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change.	25, 31
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	
(A) create a product on a contemporary sociological issue or topic using critical methods of inquiry;	50, 51

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and	1, 3, 49, 51
(C) use appropriate mathematical skills to interpret sociological information.	1, 2, 3, 50
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A) use sociology-related terminology correctly;	51
(B) use standard grammar, spelling, sentence structure, and punctuation;	51
(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and	48, 49, 51
(D) create written, oral, and visual presentations of social studies information.	48, 49, 51
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	
(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;	13, 40
(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision; and	13, 40
(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.	41
<i>Source: The provisions of this §113.46 adopted to be effective August 23, 2010, 35 TexReg 7232.</i>	