

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



SAULT
COLLEGE

CICE COURSE OUTLINE

COURSE TITLE:	Sociology of the Family		
CODE NO. :	SOC115	SEMESTER:	Winter
MODIFIED CODE:	SOC015		
PROGRAM:	Various Human Services		
AUTHOR:	Social Sciences Department		
MODIFIED BY:	Rachel Valois, Learning Specialist, CICE Program		
DATE:	Jan. 2010	PREVIOUS OUTLINE DATED:	Jan. 2009
APPROVED:		“Angelique Lemay”	Feb. 2010
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		CHAIR, COMMUNITY SERVICES	DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	None		
HOURS/WEEK:	2		

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I. COURSE DESCRIPTION:

This course is designed to provide students with the means to achieve a sociological orientation or perspective for analysis of the family. Sociological factors such as social change, social structure/stratification, culture, and socialization which affect family life in contemporary society will be presented.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**A. Learning Outcomes:**

- 1. Discuss and use the basic terminology common to sociology*
- 2. Outline how the family is an institution that varies depending on socio-cultural factors*
- 3. Outline how the family, socialization, social structures and society are interrelated.*

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, CICE students, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

- 1. Discuss and use the basic terminology common to sociology.*

Potential elements of the performance:

- Discuss sociology as a macro perspective and a micro perspective*
 - Review the similarities and differences between personal experiences and the scientific method as ways of understanding the family*
 - Discuss the conceptual approaches of sociology to the study of the family*
 - Discuss social structure and social institution*
 - Discuss socialization and social change*
- 2. Outline how the family is an institution that varies depending on socio-cultural factors.*

Potential elements of the performance:

- Describe economic influences on the family*
 - Describe the achievements of the feminist movement in Canada*
 - Describe the multicultural roots of the Canadian family*
 - Describe the influences of work and technology on the family*
- 3. Outline how the family, socialization, social structure and society are interrelated.*

Potential elements of the performance:

- Outline the content of gender-role socialization*
- Describe the influence of attitudes on social patterns in society*
- Examine the future of marriage in Canadian society*
- Explore the future of the family in Canadian society*

III. TOPICS:

Note: *These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.*

1. *A sociological study of family and marriage*
2. *The role of marriage and family in society*
3. *Changes in the family*
4. *The future of the Canadian family*

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. *The Family Dynamic, A Canadian Perspective, 4th Canadian Edition, by Ward, Margaret, Scarborough: Nelson Canada*

Instructional Methods / Class Activities:

Lecture, class discussion, group activities, videotape presentations and assigned readings are designed to provide students with opportunities to gain an understanding of sociology of the family. A review of personal and social experiences will be complemented by instruction on how to analyze the family as a social institution. The text which is required reading will provide the themes of study. All tests are based on this text, class lectures and notes.

**V. EVALUATION PROCESS / GRADING SYSTEM,
MAJOR ASSIGNMENTS AND TESTING:****TIME FRAME**

Sociology of the Family meets two periods per week during the semester. All students are expected to attend classes and to participate in collaborative group activities and class discussion.

GRADING

- | | |
|-------------------------------|------------|
| 1. Written assignments | 20% |
| 2. Tests | 80% |

Participation in a minimum of 70% of graded course activities is required for eligibility to succeed in the course.

Note: Students who miss a test must notify the professor, Aaron Zuccato (ext. 2651) and the Learning Specialist, Rachel Valois (ext. 2578) in advance. Allowing a rewrite is at the professor's discretion.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November for fall courses, March for winter courses, or June for summer courses* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.