

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: Sociology of the Family

Code No.: SOC 115-3 Semester: Winter

Program: Various Human Services

Author Social Sciences Department

Date: January 1998 Previous Outline Date: June 1997

Approved: 
Dean

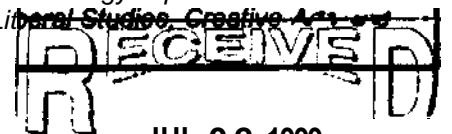
Date

Total Credits: 3

Prerequisite(s): None

Length of Course: 2 hours/week Total Credit Hours: 30

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

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, students will demonstrate the ability to:

1. Define and use the basic terminology common to sociology.

Potential elements of the performance:

- define 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
 - define the conceptual approaches of sociology to the study of the family
 - define social structure and social institution
 - define socialization and social change
2. Describe 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

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued):**

3. Describe 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
- evaluate 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. Second Edition, by Ward, Margaret
Scarborough: Nelson Canada

Instructional Methods / Class Activities:

Lecture, class discussion, group activities, video tape 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.

COURSE NAME

CODE NO.

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

TIME FRAME

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

GRADING

- | | |
|--|-----|
| <p>1. Written assignments.: There will be at least two (2) selected by the professor from the following options:</p> <ul style="list-style-type: none"> * journals of reflective thought * short response papers * brief social analysis papers * reports of social experiments | 30% |
| <p>2. Tests: Tests are a combination of short answer, essay and objective.</p> | 70% |

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 in advance if possible or at the earliest opportunity to request a rewrite. Allowing the rewrite is at the professor's discretion if the student has provided a reasonable excuse for the absence. Requests for rewrites will be denied if made one week or more after the test date.

METHOD OF ASSESSMENT (GRADING METHOD):

A+	Consistently outstanding	(90% -100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

VI. SPECIAL NOTES:

Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Plagiarism

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to an including expulsion from the course.

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.

VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.