

I. COURSE DESCRIPTION:

This course is designed to provide students with the means to achieve a sociological orientation or perspective for analysis of social events. The basis of sociology, i.e. its approaches to the study of society, community, and social change, is presented.

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

1. Define and use the basic terminology common to sociology
2. Explain how social behaviour is patterned and created by a social context
3. Describe how individuals are linked through socialization to social structure, culture, and society
4. Identify and describe social groups and formal organizations

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, acquire a basic understanding of the following:

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

Potential elements of the performance:

- Define the sociological perspective and distinguish it from the perspectives of the other social sciences
 - Define the “sociological imagination”
 - Define basic sociological theoretical paradigms
 - Define science and relate scientific process to the goal of objectivity
 - Define objectivity, value-free and unbiased
 - Define culture, the components of culture, social control, and cultural change
 - Define the key terminology associated with socialization
 - Define social structure, status and role
2. Explain how social behaviour is patterned and created by a social context.

Potential elements of the performance:

- Review the historical origins of sociology
- Describe the significance of the sociological imagination
- Describe the relationship of technology and culture
- Describe the evolution of society as the evolution of technology
- Relate concepts of cultural diversity to ethnocentrism and cultural relativism
- Reflect on culture and human freedom
- Differentiate the perspectives of society held by Marx, Weber, Durkheim, and the Lenskis
- Explain how social reality is constructed
- Review the theories and methods in observing social behaviour
- Describe the functions of language and the functions of humour

3. Describe how individuals are linked through socialization to social structure, culture, and society.

Potential elements of the performance:

- Describe how social control shapes individual behaviour
 - Describe the influence of nature vs nurture in development of self
 - Describe the particular socialization challenges characteristic of the distinctive stages of the life course
 - Describe how social structure, status, and role influence social behaviour
4. Identify and describe social groups and formal organizations.

Potential elements of the performance:

- Identify the difference between primary and secondary groups
- Describe the various types of leaders associated with social groups
- Explain the research on group conformity
- Understand the relevance of group size to the dynamics of social groups
- Identify and describe the basic characteristics of bureaucracy
- Analyze formal organizations from a cross-cultural perspective

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. The Foundations of Sociology: The Sociological Perspective
2. Culture
3. Socialization
4. Social Interaction
5. Groups and Organization

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Sociology: Your Compass for a New World. Brief Canadian Edition; by Robert J. Brym, John Lie, & Adie Nelson (2005). Published by Thomson Nelson.
- 2, Study Guide for use with Sociology: Your Compass for a New World. Brief Canadian Edition, by Annette Reynolds.

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

GRADING:

1. Written Assignments/Presentations	20%
1. Tests	80%

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

NOTIFICATION POLICY IN BRIEF

(Mutual Respect, Courtesy and Accountability)

If a student misses a test due to a verifiable illness or incident, the professor will determine if the student is eligible for an extension for an assignment or re-scheduling of a test. The student is ultimately responsible and obligated to contact the professor by phone, in person or in writing prior to the assigned due date or test time. The touch-tone/24 hour voice mail number allows you to immediately notify the professor with your name, message and phone number.

Upon returning to the college, (i.e. first day back) the student will immediately contact the professor to make arrangements for the test or assignment. Call, or come by the professor's office, or leave a note under his/her office door with a telephone number where you can be reached. Failure to do so will result in a zero grade.

TIME FRAME

Introductory Sociology SOC120-3 involves three periods per week for the semester. Students are expected to attend class and to participate in class activities and class discussion.

METHOD OF ASSESSMENT (GRADING METHOD):

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	

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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

NOTE: Students may be assigned an “F” grade early in the course for unsatisfactory performance.

VI. SPECIAL NOTES:

Special Needs:

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

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

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

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

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.