

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: Fall

MODIFIED CODE: SOC015

PROGRAM: Various Human Services

AUTHOR: Social Sciences Department

MODIFIED BY: Marnie Bunting, Learning Specialist CICE Program

DATE: Sep. 2007

PREVIOUS OUTLINE DATED: Jan. 2007

APPROVED:

	<hr/>	<hr/>
	CHAIR, COMMUNITY SERVICES	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	None	
HOURS/WEEK:	2	

Copyright ©2007 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course is designed to provide CICE students with the means to achieve a basic 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, CICE students, with the assistance of a Learning Specialist, will demonstrate the basic 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
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, 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. 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 in advance. Allowing a rewrite is at the professor's discretion.

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%	
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: 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.

VI. SPECIAL NOTES:Complementary Activities:

To meet course objectives, students should expect to match each scheduled class hour with independent study.

Communication: (if applicable)

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.

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in 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.

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 post-secondary institutions.

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.