

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:

Upon successful completion of this course, the CICE student along 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:**

- Show a basic ability to Utilize a working terminology of fundamental concepts common to sociology
- Show a basic ability to Distinguish sociology as a unique science
- Show a basic ability to Explain the concept of the sociological imagination and its relationship with personal, social and cultural outlooks
- Show a basic ability to Relate scientific process to the goal of objectivity, value-free and unbiased approaches

2. Explain how social behaviour is patterned and created by a social context.**Potential elements of the performance:**

- Show a basic ability to Review the historical origins of sociology
- Show a basic ability to Differentiate between sociological perspectives using knowledge of classical foundations and contemporary theories in sociology
- Show a basic ability to Explore the defining features of culture
- Show a basic ability to Describe the relationship among components of culture
- Show a basic ability to Outline the dynamic relationship of material and non-material culture
- Show a basic ability to Relate concepts of cultural diversity and globalization to ethnocentrism and cultural relativism
- Show a basic ability to Explain how social reality is constructed
- Show a basic ability to Review the theories and methods in observing social behaviour
- Show a basic ability to Describe crime and deviance as a social construction

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

Potential elements of the performance:

- Show a basic ability to Explain how social control shapes individual behaviour
- Show a basic ability to Describe the influence of nature vs. nurture in development of self
- Show a basic ability to Identify social structure, status, and role as factors influencing social behaviour
- Show a basic ability to Compare current trends in social control
- Show a basic ability to Outline how current social trends are altering and challenging socialization practices

4. Identify and describe social groups and formal organization.

Potential elements of the performance:

- Show a basic ability to Utilize the concept of social stratification to differentiate between various social groups.
- Show a basic ability to Explain the relationship of power and social organization
- Show a basic ability to Identify and describe the basic characteristics of class systems
- Show a basic ability to Analyze the formal organization of society to discover critical factors creating global inequality.

5. Explain deviance and crime as social constructions.

Potential elements of the performance:

- Show a basic ability to Distinguish crime and deviance
- Show a basic ability to Explain the role of power in the social construction of crime and deviance
- Show a basic ability to Identify and distinguish theories of crime and deviance
- Show a basic ability to Describe modern trends of punishment including prison and its alternatives

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 Imagination and Research in the Social Sciences (Chapter 1 & 2)
2. Culture (Chapter 3)
3. Socialization (Chapter 4)

4. Mass Media (Chapter 10)
5. Social Inequality (Chapter 7)
6. Deviance and Crime (Chapter 5)

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

Sociology For Everyone (2011) Bruce Ravelli, Michelle Webber & John Patterson
Pearson Canada ISBN 978-0-13-502607-6

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

GRADING:

- | | |
|----------------------------------|------------|
| 1. Learner Assessments | 40% |
| 2. Summative Evaluations (Tests) | 60% |

Individual Professors will provide a syllabus with specifics. 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 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: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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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.