



**I. COURSE DESCRIPTION:**

This course is designed to introduce students to the various disciplines within the social sciences. Students will develop a basic framework of vocabulary in social sciences, gain an understanding of the spectrum of social sciences, and understand why social science is a science. Furthermore, students will learn to appreciate the relevance of social science as it relates to life choices.

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

1. Identify the various disciplines that comprise the social sciences
2. Describe the characteristics that make the social sciences scientific.
3. Identify and recognize what makes up a culture and discuss the theories on how cultures change over time.
4. Explain how and why geography, demography, and ecology are interrelated and identify the problems of overpopulation and its effects on the environment and society.
5. Define what stress is and its effect on everyday life.
6. Define how culture and personality are related and discuss the influence of culture and personality on issues related to stress and gender.
7. Define and describe ethnic and racial stratification.
8. Identify and describe the various phases of economic evolution.

**B. Learning Outcomes and Elements of the Performance:**

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

1. Identify the various disciplines that comprise the social sciences.

**Potential elements of the performance:**

- Identify social science
- Define social science and what is meant by perspective
- Use fundamental terms common to the social sciences
- Learn to distinguish fact from fiction and/or opinion regarding topics related to human behaviour

2. Describe the characteristics that make the social sciences scientific.

**Potential elements of the performance:**

- Describe the scientific method
- Define the basic terminology used in the scientific method, i.e. theory, hypothesis, independent variables, dependent variables, control groups, placebo effects, etc.
- Differentiate between various ways research is conducted

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

3. Identify and recognize what makes up a culture and discuss the theories on how cultures change over time.

**Potential elements of the performance:**

- Define what is meant by culture
  - List the important elements of culture
  - Examine why culture is necessary to hold a society together
  - List factors that cause a culture to change
  - Discuss cultural lag theory and its limitations
4. Explain how and why geography, demography, and ecology are interrelated and identify the problems of overpopulation and its effects on the environment and society.

**Potential elements of the performance:**

- Identify why many people view or believe population growth is a problem
- Explain how culture and the environment interact
- Describe how geography, population, culture, and the natural environment interact and affect ecology

5. Define what stress is and its effect on everyday life.

**Potential elements of the performance:**

- Define stress
- Review stress in relation to significant life transitions
- Examine and explain the significant relationships of stress and disease and methods for coping

6. Define how culture and personality are related and discuss the influence of culture and personality on issues related to stress and gender issues.

**Potential elements of the performance:**

- Define personality and discuss what is meant by nature versus nurture
- Explain how culture and personality are related
- Discuss Freud's theory of personality and differentiate the id, ego, and superego

7. Define and describe ethnic and racial stratification.

**Potential elements of the performance:**

- Define what prejudice and discrimination are
- List four reasons for racial prejudice
- Discuss the race problem in Canada today
- Discuss briefly the problems of sexual minorities
- Give arguments for and against age discrimination

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

8. Identify and describe the various phases of economic evolution.

### Potential elements of the performance:

- Compare and contrast various economic systems from feudalism to mercantilism, to a market, to a mixed economy
- Define work and its functions
- Describe the impact of gender in the work world
- Discuss the world of work and the directions the world of work is taking
- Define what is meant by a planned and unplanned economy

## III. REQUIRED RESOURCES / TEXTS / MATERIALS:

Students should see the instructor for assigned reading material. Students can expect to use the Internet and LMS to obtain the majority of course materials.

## IV. EVALUATION PROCESS / GRADING SYSTEM MAJOR ASSIGNMENTS AND TESTING:

Four unit tests (4 x 15%)	<b>60%</b>
In- and out-of-class activities	<b>40%</b>
<b>Total</b>	<b>100%</b>

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

All submissions must be the student's individual work. Collaboration is not permitted unless requested and approved in advance by the professor.

## ASSIGNMENT/TEST-TAKING POLICY

If a test is missed due to *verifiable* illness or incident, the professor will determine whether the student is eligible for a rescheduling of the test. The student is ultimately responsible and is obligated to *contact the professor prior* to test time by phone, in writing (voicemail and e-mail are available), or in person. Upon returning to the College (i.e. your first day back), the student is required to *immediately* contact the professor to request test rescheduling arrangements. Failure to do so will result in a zero grade on the missed test.

If an assignment is not submitted on the due date, students must request the professor's permission to submit it as a "late submission". Decision to accept a late submission rests solely with the professor, and a deduction applies. Papers more than one week past the due date will not be accepted.

Notification Policy in brief: *Mutual Respect, Courtesy and Accountability*

**TIME FRAME**

Introduction to Social Sciences SSC100-3 involves three periods per week for the semester. Students are expected to attend class and to participate in class activities.

**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.

**Mid-Term Grades--At mid-term one of the following grades will be assigned:**

S	Satisfactory performance to the time of mid-term grade assignment (does not indicate successful completion of the course)
U	Unsatisfactory performance to the time of mid-term grade assignment (does not indicate unsuccessful completion of the course)
F	The course must be repeated; minimal performance has resulted in the course outcomes not being met

**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.

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. (if applicable)

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.

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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Social Sciences Coordinator or the Academic Assistant, Community Services regarding a general education transfer request. Students will be required to provide an unofficial transcript and course outline related to the course in question.

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