

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.

General Education

As a social science course, Introductory Sociology meets a College-wide General Education requirement in goal areas of;

- social understanding (understand relationships among individuals and society)
- cultural understanding (understand the cultural, social, ethnic and linguistic diversity of Canada and the world)
- personal development (gain greater self-awareness, intellectual growth, well-being and understanding of others)

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 events are patterned and created by a social context
3. Describe how individuals are linked through socialization to social structure, culture and society

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 what is 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

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

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

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. Society
4. Socialization
5. Social Interaction

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Sociology. Second Canadian Edition, by Macionis, J.J.; Clarke, J.N.; Gerger, L.M. (1994), Prentice Hall Canada

IV. REQUIRED RESOURCES / TEXTS / MATERIALS (Continued):

Instructional Methods/Class Activities:

Lecture, class discussion, group activities, video tape presentation and assigned readings are designed to provide the students with learning style opportunities to gain an understanding of sociology. A review of personal and social experiences will be complemented by instruction on how to analyze what happens to us in the social world. The text which is required reading (Chapters 1-6) 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

Introductory Sociology SOC 120-3 involves three periods per week for the entire semester. Students are expected to attend class and to participate in class activities and class discussion.

GRADING:

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| 1. Written Assignments: The professor will select two from the following options:
* journals of reflective thought
* short response papers
* brief social analysis papers
* reports of social experiments | 30% |
| 2. Tests: Tests are a combination of short answer, essay and objective. | 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.