

## Sch Interdisciplinary Studies

### Introduction to Sociology

2018-19 Academic Year

Program	Year	Semester
IS-General Education elective to be delivered across all programs	N/A	N/A

<b>Course Code:</b> GNED 1407	<b>Course Equiv. Code(s):</b> SOCI 1000, SOCI 1050, SOCI 1051, PFP 103
<b>Course Hours:</b> 42	<b>Course GPA Weighting:</b> 3
<b>Prerequisite:</b> N/A	
<b>Corequisite:</b> N/A	
<b>Laptop Course:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Delivery Mode(s):</b> In class <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Correspondence <input type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Stephanie Ball	<b>Date:</b> July 2018

Prepared by		
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## Course Description:

Sociology is the study of people and how they interact with each other and various social groups. This course deals with the study of people's lives, their relationship to society as a whole, and how people are affected by the society in which they live. The concepts, theories and methods of the discipline will be introduced and discussed with particular emphasis on the dynamics of Canadian society and Canadian social problems.

## Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: [PLAR@durhamcollege.ca](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes  No

### PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

## Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

### Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Apply the "Sociological Imagination" to describe how people and human behaviour are shaped by social variables throughout the life span.
- CLO2 Investigate sociological theories as they pertain to diverse social issues to challenge their own assumptions by analyzing and evaluating relevant information from a variety of sources.
- CLO3 Articulate basic concepts, theories, and major social variables that impact behaviour and apply them to features of Canadian society at macro and micro levels.
- CLO4 Discuss sociological theories, concepts, and ideas about culture, socialization, groups and organizations, sexuality, deviance and race and ethnicity in groups to express empirically as well as theoretically-based opinions in a manner that shows respect for diverse opinions, values, belief systems and contributions of others.
- CLO5 Develop an awareness of how society operates using relevant communicative strategies to derive meanings that are applicable to active citizenship.

### Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

## Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Quizzes (4 quizzes @ 10% each)	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES7, EES8, EES10	40
Midterm Assignment (due week #6)	CLO1, CLO2, CLO3, CLO5	EES1, EES7, EES8, EES9, EES10	15
Final Term Assignment (due week #12)	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES7, EES8, EES9, EES10	25
In-process assignments (10% for assignments from Week 1 - 6 and 10% for assignments from Week 7 - 14)	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES7, EES8, EES9	20
<b>Total</b>			<b>100%</b>

### Notes:

1. This course is delivered in multiple formats (online, in-class and as a hybrid course, comprised of 2 hours of in-class learning and 1 hour of online learning per week). The in-process grade (20%) is based on online and/or in-class activities. In order to earn in-process marks, students must be present in class (or online) the day the activities take place and meet the submission deadline. Many of the activities require student-student interaction and the intended learning cannot take place if the student is absent from this process.
2. It is the student's responsibility to keep up with in-process work and late submissions will be given a grade of zero. In-process marks are earned through both scheduled and random activities conducted throughout the semester and are intended to give students the opportunity to apply concepts covered in class to enhance and reinforce learning. Given the nature of these activities, there are no make-ups or facility for submitting after the submission deadline. Activities not completed within the established timelines and parameters will not be considered for grading purposes.
3. Students are responsible for material covered in any missed classes, including any changes to the sequence and/or other announcements. I post all class slides, but they are not a substitute for lecture material. I do not email lecture notes or individually meet / email students regarding missed classes.
4. Midterm assignments may be completed in groups or with a partner. Final term assignments may be completed as individual, partner or groups. Exceptions for mandatory collaboration will only be made with accommodation documentation submitted before the due date. An assignment criteria outline with the purpose, criteria, mark breakdown and due date will be posted on DC Connect. All assignments are to be submitted by uploading the document (and relevant links/access information) as a PDF or DOC format to DC Connect dropbox. Late assignments will be penalized by 10% per day. An assignment is considered late if you are unable to upload your assignment details before the assignment due date. No assignment will be accepted after assignments are marked. Extensions are considered on an individual basis, if negotiated with the professor prior to the deadline date. All requests must be accompanied by a valid reason and supporting evidence (i.e. medical note). No make-up assignments will be provided for any reason.
5. All written work that is submitted for formal evaluation must be in full, grammatically correct sentences and paragraphs. Point-form written work will not be accepted and will be automatically given a zero. Students will not be allowed to complete "extra assignments" to "raise their grade" at the end of the term. Students must complete and hand in class work as it is assigned. In our classroom, just like in the workplace, failure to meet deadlines results in loss of credibility, advancement opportunities and grades.
6. There are four quizzes worth 10% each (total of 40%). The quizzes may include multiple-choice, true-false, short answer and fill in the blank questions. The quizzes are closed book. It is the student's responsibility to complete each quiz on time or before the due date. Failure to submit a quiz before the due date will result in a grade of zero. Quizzes are open and available minimally for a week before the due date to facilitate flexibility for the student. Manage your time accordingly to ensure last minute incidents (illness, family and medical emergencies, technical difficulties) will not interfere with submitting on time. Quizzes will not be "re-opened" past the due date unless an on-going medical / personal emergency as been documented before the due date.

7. Students are responsible for checking DC Connect and DC Mail (student email account) on a regular basis. Emails and notices on DC Connect will be the primary form of communication. All emails will be answered by the professor within 48 business hours. If you do not receive an email response within 48 hours, please check the email was sent to the correct address and send it again.

## **Required Text(s) and Supplies:**

1. Custom Textbook for GNED1407  
ISBN - 13: 9781323871218

OR

Society the Basics by Macionis, Jansson, Benoit, & Burkowicz  
Edition: 6th Canadian  
ISBN-13: 9780134560830  
(Digital Copy Only)

## **Recommended Resources (purchase is optional):**

1. Students are encouraged to stay informed of current events by reading a newspaper each day or visiting a credible news website on a regular basis.

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

<p><b>General College policies related to</b></p> <ul style="list-style-type: none"><li>+ Acceptable Use of Information Technology</li><li>+ Academic Policies</li><li>+ Academic Honesty</li><li>+ Student Code of Conduct</li><li>+ Students' Rights and Responsibilities can be found on-line at <a href="http://www.durhamcollege.ca/academicpolicies">http://www.durhamcollege.ca/academicpolicies</a></li></ul>	<p><b>General policies related to</b></p> <ul style="list-style-type: none"><li>+ attendance</li><li>+ absence related to tests or assignment due dates</li><li>+ excused absences</li><li>+ writing tests and assignments</li><li>+ classroom management can be found in the Program Guide (full time programs only) in MyCampus <a href="http://www.durhamcollege.ca/mycampus/">http://www.durhamcollege.ca/mycampus/</a></li></ul>
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## Course Specific Policies and Expectations:

**POLICIES AND EXPECTATIONS FOR THE LEARNING ENVIRONMENT** - In order to ensure a quality learning environment for all students, the following policies have been established. Any behaviour that disrupts the learning environment will be dealt with according to the Durham College Academic Policies and Procedures.

1. Learning Expectations: Course concepts will be explained through the use of presentation materials and examples. This will be supplemented and supported by some or all of the following, in class exercises, homework readings, questions, tutorial exercises, self and collaborative study and assignments to be completed during class and outside of class time.

2. DC Connect: Students are expected to check MyCampus/DC Connect daily for both college-wide and program specific information. Each Durham College student has a MyCampus/DC Connect e-mail address which they should check daily. Communication between students and faculty via e-mail is limited to the DC Connect system. Should a student have a login and/or performance issue with their MyCampus, it is their responsibility to report the issue(s) to the IT Help Desk by calling 905-721-3333 or visiting the Computer Commons, Room SW100.

School of Interdisciplinary Studies Communication and General Education Course Outline Evaluation Notes & Policies and Expectations for the Learning Environment - Course Specific Policies and Expectations May 2017

3. Attendance: Attendance has been shown to be the best predictor of student success. Students are expected to attend classes, tests and other forms of evaluation. It is also expected that students will actively participate in class activities and discussions. A student missing topics will be less able to complete subsequent assignments. Students are responsible for knowing all course requirements and instructions given in class. Handouts will not be available in subsequent classes. Students are encouraged to form support groups of three to four people for classes. Students are responsible for any missed materials and instruction as a result of an absence from class. In addition, it is the student's responsibility to complete all assignments and to be aware of announcements made. It is the student's responsibility to arrive to class on time, review notes, readings, and other requirements in preparation for class.

4. Absence from Class: Students are required to submit the appropriate documents when serious illness or other occurrences interfere with the ability to complete the course requirements. If an emergency occurs, contact the professor by DC Mail, e-mail or telephone as soon as possible, ideally prior to missing class or evaluation. As soon as you return to the college, make an appointment to see the professor. Any arrangements to make up missed assignments will be at the sole discretion of the course professor.

5. Arrival to Class: Faculty recognize that there are often legitimate reasons for late arrivals. If you arrive late for class, please enter the classroom as quietly as possible and/or wait until there is a formal break in the class to minimize disruption to students who arrived on time. If you disturb the class upon your arrival, you may be asked to leave the class. If you arrive late on a regular basis and disturb a class already in progress, the faculty has the right to prohibit entry to the classroom until a suitable break occurs.

During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival may not be permitted. (Special circumstances may be presented to the faculty in advance of the class for consideration). Students who arrive late on the day of a test will not be given any additional time to complete the test. No late arrivals will be permitted after the first 30 minutes of the test start time.

6. Plagiarism: Plagiarism is a serious breach of the College's Academic Integrity policy. That policy, defined in ACAD-101 and the accompanying procedure, defined in ACAD-101-1 will be enforced on any students involved in incidents of plagiarism, of any type. This could include any or all of the following: a mark of zero on an evaluation, a mark of zero in the course, non-admittance to a course or program, withdrawal from a course, or dismissal from the college. In all cases, a formal Academic Alert will be issued that will document the infraction that has taken place, notification will be given to the Dean/Associate Dean and a record will be placed in the student's file. Professors may request electronic files of written submissions. Plagiarism detection software may be used during the marking process. Any work that has been plagiarized will receive a mark of zero. If it is determined that a student has shared any work with or copied from another student, ALL STUDENTS INVOLVED will receive a mark of zero for the entire assignment or test. This includes sending files to other students for review of concepts. A first breach of academic integrity shall result in one or more of the following penalties, at the discretion of the appropriate dean or designate:

- A referral to Student Academic Learning Services (SALS) to complete the Academic Integrity modules;
- Repeat the original assessment or alternative assessment;
- A deduction of the assessment by a portion of the grade;
- A zero on the assessment;
- An academic performance contract;
- Removal from a course with a grade of "0" or F;
- Removal from a program.

A second breach of academic integrity shall be referred to the Associate Dean and will result in one or more of the following penalties:

- A deduction of the assessment by a portion of the grade;
- A zero on the assessment;
- An academic performance contract;
- Removal from a course with a grade of "0" or "F";
- Removal from a program

A third breach of academic integrity will be referred to the vice-president, Academic and may result in dismissal from the college for two academic years. If the student is dismissed from the college the office of the president will be notified.

7. Respect for the Learning Environment: At all times, students are expected to respect that other students have the right to a distraction-free learning environment. Any conduct as outlined, but not limited to the items below, will not be tolerated and could result in disciplinary action. It is expected that all members of the learning environment conduct themselves in a professional manner at all times.

- Habitual lateness for class - arrive on time and be prepared for class
- cheating (or suspicion of)
- laptops and other digital devices (tablets, smart phones, etc.) are to be used for educational purposes only during class time
- inappropriate behaviour will not be tolerated (swearing, vulgarity and disrespect toward professor or students)

It is expected that all members of the class, including the faculty, will treat one another with courtesy and respect. If individual behaviours interfere with the rights of others to teach or to learn, the faculty has the right to ask the disruptive student(s) to leave the class and apply the necessary consequences in accordance with Durham College's Academic Policies and Procedures.

Students are expected to read the college's Student Rights and Responsibilities policy to ensure they understand the guiding principles of expected student behaviour while a student at Durham College.

8. Student Success: It is the student's responsibility to keep the faculty informed about any circumstances which may be interfering with the student's success in that course. The faculty cannot provide support and assistance if s/he is not aware that a problem exists. Students can leave messages on the faculty's voice mail or e-mail to make arrangements for the faculty and the student to meet and work together to resolve any issues or challenges. If a student has a concern about an individual course, the first line of solution should be a discussion with their faculty. If the issue cannot be solved through collaboration, the student is advised to make an appointment with the Student Advisor in the School of Interdisciplinary Studies.

9. Returning Assessments: Faculty shall return assessments to students within an appropriate time-frame for the assessment type, typically three weeks at a maximum with exceptions negotiated between the faculty and the class. Students shall consult their course outlines for specific information on evaluation protocols. It is a student's responsibility to obtain returned assessments if absent from class.

Evaluations shall be assigned a grade and, where appropriate, faculty may provide feedback to assist students in improving academic performance. Students may request an interview with a faculty member for further clarification of evaluation results.

Marked tests and assignments will be kept for 20 working days after the student's grades are made available at the end of the semester. If they are not retrieved in that time, they will be discarded.

10. Diversity: This course acknowledges pluralism and that through distinctions in race, ethnicity, place of origin, creed, ability, gender identity and/or sexual orientation, there are many ways of making meaning in this world. This course specifically endorses, where possible, the use of readings, discussions and case studies that enable students to adapt to differences with real empathy, recognize the legitimacy of those differences, and develop acceptance for new concepts of compatibility.



## General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

# Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	3	Delivery:	In Class
1	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5			
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9			
	<b>Intended Learning Objectives</b> Course Introduction, Methodology and Chapter 1: Sociology: Perspective, Theory, and Method  1. Identify the goals of General Education and the connection of course learning outcomes to relevant careers.  2. What is sociology?  3. Describe the "Sociological Imagination"?  4. Define the major sociological perspectives (functionalism, conflict, feminist and symbolic interactionist)  5. How do we learn about society and social behaviour? Review how researchers collect data? Describe the importance of ethics to sociological research?			
	<b>Intended Learning Activities</b>  Icebreaker  Guided discussion  Active learning strategies  PowerPoint / lecture presentation			
	<b>Resources and References</b>  Course Outline  Course Textbook - Chapter 1  DC Connect			
	<b>Evaluation</b> In process (See Evaluation Criteria)			<b>Weighting</b> 20

Wk.	Hours: 3	Delivery: In Class
2	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9	
	<b>Intended Learning Objectives</b> Course Introduction, Methodology and Chapter 1: Sociology: Perspective, Theory, and Method  1. Identify the goals of General Education and the connection of course learning outcomes to relevant careers.  2. What is sociology?  3. Describe the "Sociological Imagination"?  4. Define the major sociological perspectives (functionalism, conflict, feminist and symbolic interactionist)  5. How do we learn about society and social behaviour? Review how researchers collect data? Describe the importance of ethics to sociological research?	
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  PowerPoint/lecture presentation	
	<b>Resources and References</b>  Course Outline  Course Textbook - Chapter 1  DC Connect	
	<b>Evaluation</b> In process (See Evaluation Criteria)	<b>Weighting</b> 20

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
3	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5			
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9			
	<b>Intended Learning Objectives</b> Chapter 2: Culture  1. What is culture?  2. What is cultural transmission, material culture, non-material culture, norms and sanctions and cultural diversity?  3. Compare and contrast subcultures and countercultures.  4. What are cultural universals?  5. Describe ethnocentrism and cultural relativism.  6. How do the sociological perspectives interpret culture?			
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  PowerPoint/lecture presentation			
	<b>Resources and References</b>  Textbook - Chapter 2			
	<b>Evaluation</b> In process (See Evaluation Criteria)			<b>Weighting</b> 20

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
4	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9, EES10	
	<b>Intended Learning Objectives</b> Chapter 2: Culture  1. What is culture?  2. What is cultural transmission, material culture, non-material culture, norms and sanctions and cultural diversity?  3. Compare and contrast subcultures and countercultures.  4. What are cultural universals?  5. Describe ethnocentrism and cultural relativism.  6. How do the sociological perspectives interpret culture?	
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  PowerPoint/lecture presentation	
	<b>Resources and References</b>  Textbook - Chapter 2	
	<b>Evaluation</b> In process (See Evaluation Criteria)  Quiz #1 - Chapter 1 and Chapter 2	<b>Weighting</b> 10

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
5	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9, EES10	
	<b>Intended Learning Objectives</b> Chapter 3: Socialization From Infancy to Old Age  1. What is socialization?  2. Discuss the nature vs. nurture debate and theories of socialization: Freud's Elements of Personality, Piaget's Theory of Cognitive Development, Kohlberg's Theory of Moral Development, Gilligan's Theory of Gender and Moral Development, Mead's Theory of the Social Self, Erikson's Eight Stages of Development.  3. Discuss agents of socialization.  4. How does socialization change throughout the life course?	
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  PowerPoint/lecture presentation	
	<b>Resources and References</b>  Textbook - Chapter 3	
	<b>Evaluation</b> In process (See Evaluation Criteria)	<b>Weighting</b> 20

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
6	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9, EES10	
	<b>Intended Learning Objectives</b> Chapter 3: Socialization From Infancy to Old Age  1. What is socialization?  2. Discuss the nature vs. nurture debate and Theories of Socialization: Freud's Elements of Personality, Piaget's Theory of Cognitive Development, Kohlberg's Theory of Moral Development, Gilligan's Theory of Gender and Moral Development, Mead's Theory of the Social Self, Erikson's Eight Stages of Development.  3. Discuss agents of socialization.  4. How does socialization change throughout the life course?	
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  PowerPoint/lecture presentation	
	<b>Resources and References</b>  Textbook - Chapter 3	
	<b>Evaluation</b> In process (See Evaluation Criteria)  Midterm assignment due	<b>Weighting</b> 15

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
7	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9	
	<b>Intended Learning Objectives</b> Chapter 4: Social Interaction in Everyday Life  1. Explain how social structure helps us to make sense of everyday situations. 2. What are status and role sets? 3. Compare and contrast ascribed / achieved status and role conflict / role strain. 4. How do we socially construct reality? 5. Apply Goffman's Dramaturgical Analysis to several situations.	
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  PowerPoint/lecture presentation	
	<b>Resources and References</b>  Textbook - Chapter 4	
	<b>Evaluation</b> In process (See Evaluation Criteria)	<b>Weighting</b> 20



Wk.	Hours: 3	Delivery: In Class					
8	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5						
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9						
	<b>Intended Learning Objectives</b> Chapter 5: Groups and Organizations  1. Explain the importance of various types of groups to social life. 2. Differentiate between primary and secondary groups? 3. What are "In" and "Out" Groups? 4. Describe the operation of large, formal organizations. 5. Summarize the changes to formal organizations over the course of the last century.						
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  PowerPoint/lecture presentation						
	<b>Resources and References</b>  Textbook - Chapter 5						
	<table border="0"> <tr> <td data-bbox="207 1129 347 1157"><b>Evaluation</b></td> <td data-bbox="1114 1129 1243 1157"><b>Weighting</b></td> </tr> <tr> <td data-bbox="228 1163 646 1190">In process (See Evaluation Criteria)</td> <td data-bbox="1114 1163 1143 1190">10</td> </tr> <tr> <td colspan="2" data-bbox="228 1218 634 1245">Quiz #2 - Chapter 3 and Chapter 4</td> </tr> </table>		<b>Evaluation</b>	<b>Weighting</b>	In process (See Evaluation Criteria)	10	Quiz #2 - Chapter 3 and Chapter 4
<b>Evaluation</b>	<b>Weighting</b>						
In process (See Evaluation Criteria)	10						
Quiz #2 - Chapter 3 and Chapter 4							

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
9	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9	
	<b>Intended Learning Objectives</b> Chapter 6: Sexuality and Society  1. Describe how sexuality is both biological and a cultural issue.  2. Explain changes in sexual attitudes in Canada.  3. Analyze factors that shape sexual orientation.  4. What gives us a sexual orientation?  5. Review the Gay Rights Movement.  6. Discuss several current controversies involving sexuality (i.e. teen pregnancy, pornography, prostitution, sexual violence).	
	<b>Intended Learning Activities</b>  Guided discussion  Active Learning Strategies  PowerPoint/lecture presentation	
	<b>Resources and References</b>  Textbook - Chapter 6	
	<b>Evaluation</b> In process (See Evaluation Criteria)	<b>Weighting</b> 20

Wk.	Hours: 3	Delivery: In Class
10	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9	
	<b>Intended Learning Objectives</b> Chapter 6: Sexuality and Society  1. Describe how sexuality is both biological and a cultural issue.  2. Explain changes in sexual attitudes in Canada.  3. Analyze factors that shape sexual orientation.  4. What gives us a sexual orientation?  5. Review the Gay Rights Movement.  6. Discuss several current controversies involving sexuality (i.e. teen pregnancy, pornography, prostitution, sexual violence).	
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  PowerPoint/lecture presentation	
	<b>Resources and References</b>  Textbook - Chapter 6	
	<b>Evaluation</b> In process (See Evaluation Criteria)  Quiz #3 - Chapter 5 and Chapter 6	<b>Weighting</b> 10

Wk.	Hours: 3	Delivery: In Class
11	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9, EES10	
	<b>Intended Learning Objectives</b> Chapter 7: Deviance  1. Explain how sociology addresses limitations of a biological or psychological approach to deviance.  2. Analyze deviance from a structural-functionalist, symbolic-interactionist and social-conflict perspective.  3. Apply a variety of theories (i.e. Labeling Theory, Sutherland's Differential Association Theory, Durkheim's Basic Concept, Merton's Strain Theory, Corporate Crime, White-Collar Crime, etc.).  4. Compare and contrast the difference between deviance and crime.  5. How do societies respond to deviance and crime?  6. Analyze the operation of the Canadian criminal justice system.	
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  PowerPoint/lecture presentation	
	<b>Resources and References</b>  Textbook - Chapter 7	
	<b>Evaluation</b> In process (See Evaluation Criteria)	<b>Weighting</b> 20

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
12	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9	
	<b>Intended Learning Objectives</b> Chapter 7: Deviance  1. Explain how sociology addresses limitations of a biological or psychological approach to deviance.  2. Analyze deviance from a structural-functionalist, symbolic-interactionist and social-conflict perspective.  3. Apply a variety of theories (i.e. Labeling Theory, Sutherland's Differential Association Theory, Durkheim's Basic Concept, Merton's Strain Theory, Corporate Crime, White-Collar Crime, etc.).  4. Compare and contrast the difference between deviance and crime.  5. How do societies respond to deviance and crime?  6. Analyze the operation of the Canadian criminal justice system.	
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  PowerPoint/lecture presentation	
	<b>Resources and References</b>  Textbook - Chapter 7	
	<b>Evaluation</b> In process (See Evaluation Criteria)	<b>Weighting</b> 25
Final term assignment due		

Wk.	Hours: 3	Delivery: In Class
13	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9	
	<b>Intended Learning Objectives</b> Chapter 11: Race and Ethnicity  1. Explain the social construction of race and ethnicity. 2. Formulate the differences between race and ethnicity? 3. Distinguish between discrimination and prejudice. 4. Identify examples of pluralism, assimilation, segregation, and genocide. 5. Discuss racial stratification in Canada by assessing the social standing of racial and ethnic categories within our society.	
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  PowerPoint/lecture presentation	
	<b>Resources and References</b>  Textbook - Chapter 11	
	<b>Evaluation</b> In process (See Evaluation Criteria)	<b>Weighting</b> 20

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
14	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES7, EES8, EES9, EES10	
	<b>Intended Learning Objectives</b> Chapter 11: Race and Ethnicity  1. Explain the social construction of race and ethnicity.  2. Formulate the differences between race and ethnicity?  3. Distinguish between discrimination and prejudice.  4. Identify examples of pluralism, assimilation, segregation, and genocide.  5. Discuss racial stratification in Canada by assessing the social standing of racial and ethnic categories within our society.	
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  PowerPoint/lecture presentation	
	<b>Resources and References</b>  Textbook - Chapter 11	
	<b>Evaluation</b> In process (See Evaluation Criteria)  Quiz #4 - Chapter 7 and Chapter 11	<b>Weighting</b> 10