

## Sch Interdisciplinary Studies

### Introduction to Sociology

2019-2020 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> N/A
<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> August 2019

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 current events and everyday situations to describe different influences on people and behaviour throughout the lifespan.
- CLO2 Describe, compare, and contrast sociological theories (functionalism, conflict, feminist, symbolic interactionism) consistently throughout the term.
- CLO3 Evaluate the credibility of various types of information sources relating to sociology for personal and/or for academic use.
- CLO4 Practice unbiased discourse with controversial subjects in a respectful and consistent manner.
- CLO5 Recognize the key principles relating to culture, family, deviance and race.

### 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
Community Learning Assignment #1: Due Week 8	CLO1, CLO2, CLO5	EES1, EES7	15
Community Learning Assignment #2: Due Week 11	CLO1, CLO2, CLO5	EES1, EES7	15
Midterm Assignment: Due Week 6	CLO3, CLO4, CLO5	EES1, EES7	20
Final Term Assignment: Due Week 14	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES7, EES8, EES10	30
Weekly Activities: Ongoing throughout semester	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES7, EES8, EES10	20
<b>Total</b>			<b>100%</b>

### Notes:

1. The Weekly Activities grade (20%) incorporates scheduled and random online and/or in-class activities. To earn these 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. Given the social component of these activities, there are no make-ups or facility for submitting after a missed class or the submission deadline. Course activities not completed within the established timelines and parameters will not be eligible for grading purposes.
2. Midterm Assignment will total 20%. For this assignment, students will evaluate the credibility of information sources relating to sociology. An assignment criteria outline with the purpose, criteria, mark breakdown, rubric and due date are available on DC Connect.
3. The Final Term Assignment will include several steps totalling 30%. For this assignment, students will present a compilation of their learning journey throughout the semester. An assignment criteria outline with the purpose, criteria, mark breakdown, rubric and due date are available on DC Connect.
4. The Community Learning Assignments will involve two submissions due Weeks 8 and 11 worth 15% each. It will require students to reflect on experiences outside of class as they pertain to sociology. An assignment criteria outline with the purpose, criteria, mark breakdown, rubric and due date are available on DC Connect.
5. Students have agency regarding the format to submit their assignments: written, recorded video/audio, presentation, etc. Students should discuss other, preferred alternatives with their professor before completing the assignment.
6. Late assignments (not including Weekly Activities) have a penalty of 10% per day up to five days. Students must submit Individual extension requests to their professor prior to the due date. A valid reason and supporting evidence must accompany all requests (i.e. medical note). No make-up assignments are available for any reason. There are no extra assignments to "raise a student's grade" at the end of the term. In our classroom, just like in the workplace, failure to meet deadlines results in the loss of credibility, advancement opportunities and grades.
7. It is the students' responsibility to check DC Connect and DC Mail (student email account) daily. Emails and notices on DC Connect will be the primary form of communication and professors may require a student's response to grade submissions appropriately and/or to serve Academic Alerts to students. The professor will answer all emails within 48 business hours.
8. A midterm grade is available to provide students with a report on their progress up to and including Week 7. The specific submissions/grades contributing to the midterm grade are accessible in the Grades tool on DC Connect.

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

1. The professor will supply required readings.

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

1. Please review daily news sources for current events.

# 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 - 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 are explained through the use of presentation materials and examples. Some or all of the following will supplement and support this: in class exercises, homework readings, questions, tutorial exercises, self and collaborative study and assignments to complete 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. Communication between students and faculty via e-mail is limited to the DC Mail 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.
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 to prepare for class.
4. Absence from Class: If an emergency occurs, contact the professor by 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 regularly 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 before the class for consideration).
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: 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 a 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 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 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 voicemail 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.

If applicable, hard copies of 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, CLO4, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES7, EES8	<b>Practiced:</b>	EES8
	<b>Intended Learning Objectives</b> Course Introduction, Sociological Imagination  1. Identify the goals of General Education and the connection to course learning outcomes to relevant careers  2. Defining sociology and the major theoretical perspectives  3. Developing a sociological imagination  4. Apply sociological thinking to various contemporary social problems			
	<b>Intended Learning Activities</b>  Icebreaker  Guided discussion  Active learning strategies  Lecture Presentation			
	<b>Resources and References</b>  Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson.  Course Outline  DC Connect			
	<b>Evaluation</b>	Weekly Activities (see evaluation Note 1)		<b>Weighting</b> 20

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
2	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES7, EES8	<b>Practiced:</b> EES1, EES7, EES8
	<b>Intended Learning Objectives</b>	
	Functionalism Perspective	
	<ol style="list-style-type: none"> <li>1. Define the functionalist theory</li> <li>2. Summarize the important historical developments that shaped this theory</li> <li>3. Name key theorists and their social contributions</li> <li>4. Apply functionalist theory to modern social problems and perspectives</li> </ol>	
<b>Intended Learning Activities</b>		
Guided discussion		
Active learning strategies		
Lecture Presentation		
<b>Resources and References</b>		
Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson.		
DC Connect		
<b>Evaluation</b>		<b>Weighting</b>
Weekly Activities (see evaluation Note 1)		20

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
3	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES7, EES8	<b>Practiced:</b> EES1, EES7, EES8
	<b>Intended Learning Objectives</b> Conflict and Feminist Perspectives  1. Define conflict theories, including race-conflict and feminist theories 2. Summarize the important historical developments that shaped this theory 3. Name key theorists and their social contributions 4. Apply conflict theory to modern social problems and perspectives	
	<b>Intended Learning Activities</b>  Guided discussion  Active learning strategies  Lecture Presentation	
	<b>Resources and References</b>  Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson.  DC Connect	
<b>Evaluation</b> Weekly Activities (see evaluation Note 1)	<b>Weighting</b> 20	

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
4	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES8	<b>Practiced:</b> EES1, EES7, EES8
	<b>Intended Learning Objectives</b>	
	Symbolic Interactionism Perspective	
	<ol style="list-style-type: none"> <li>1. Define symbolic interactionism</li> <li>2. Summarize the important historical developments that shaped this theory</li> <li>3. Name key theorists and their social contributions</li> <li>4. Apply SI theory to modern social problems and perspectives</li> </ol>	
<b>Intended Learning Activities</b>		
Guided discussion		
Active learning strategies		
Lecture Presentation		
<b>Resources and References</b>		
Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson.		
DC Connect		
<b>Evaluation</b>		<b>Weighting</b>
Weekly Activities (see evaluation Note 1)		20

<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>	
	<b>Taught:</b> EES1, EES7, EES8, EES10	<b>Practiced:</b> EES1, EES7, EES8, EES10
	<b>Intended Learning Objectives</b> Review of the sociological perspectives	
	<b>Intended Learning Activities</b> Work period - Midterm Assignment	
	<b>Resources and References</b> Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson. DC Connect	
<b>Evaluation</b> Weekly Activities (see evaluation Note 1)	<b>Weighting</b> 20	

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
6	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES7, EES8	<b>Practiced:</b> EES1, EES7, EES8
	<b>Intended Learning Objectives</b>	
	Culture	
	<ol style="list-style-type: none"> <li>1. Define culture and its main components</li> <li>2. Explain how culture enables and constrains</li> <li>3. Appreciate that assessing other cultures from the standpoint of your own culture impairs sociological understanding</li> <li>4. Apply the major theoretical perspectives to the topic of culture</li> </ol>	
<b>Intended Learning Activities</b>		
Guided discussion		
Active learning strategies		
Lecture Presentation		
<b>Resources and References</b>		
Brym, Robert (2018). SOC+: Fourth Canadian edition. Toronto: Nelson.		
DC Connect		
<b>Evaluation</b>		<b>Weighting</b>
Midterm Assignment		20

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
7	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	<b>Practiced:</b> EES1, EES8, EES10
	<b>Intended Learning Objectives</b>	
	Culture	
	<ol style="list-style-type: none"> <li>1. Define culture and its main components</li> <li>2. Explain how culture enables and constrains</li> <li>3. Appreciate that assessing other cultures from the standpoint of your own culture impairs sociological understanding</li> <li>4. Apply the major theoretical perspectives to the topic of culture</li> </ol>	
<b>Intended Learning Activities</b>		
Guided discussion		
Active learning strategies		
Lecture Presentation		
<b>Resources and References</b>		
Brym, Robert (2018). SOC+: Fourth Canadian edition. Toronto: Nelson.		
DC Connect		
<b>Evaluation</b>		<b>Weighting</b>
Weekly Activities (see evaluation Note 1)		20



<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
8	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	<b>Practiced:</b> EES1, EES7, EES8
	<b>Intended Learning Objectives</b>	
	Family	
	<ol style="list-style-type: none"> <li>1. Contrast the "nuclear" family and the diverse family forms that are more common today</li> <li>2. Describe courtship, couple formation, and divorce in contemporary society</li> <li>3. Apply sociological theories to family life</li> </ol>	
<b>Intended Learning Activities</b>		
Guided discussion		
Active learning strategies		
Lecture Presentation		
<b>Resources and References</b>		
Brym, R., Roberts L.W., & Strohschein, L (2013). Sociology: Compass for a New Social World. Fifth Edition. Toronto: Nelson.		
DC Connect		
<b>Evaluation</b>		<b>Weighting</b>
Community Learning Assignment #1		15

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
9	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES7, EES8	<b>Practiced:</b> EES1
	<b>Intended Learning Objectives</b>	
	Family	
	<ol style="list-style-type: none"> <li>1. Contrast the "nuclear" family and the diverse family forms that are more common today</li> <li>2. Describe courtship, couple formation, and divorce in contemporary society</li> <li>3. Apply sociological theories to family life</li> </ol>	
<b>Intended Learning Activities</b>		
Guided discussion		
Active learning strategies		
Lecture Presentation		
<b>Resources and References</b>		
Brym, R., Roberts L.W., & Strohschein, L (2013). Sociology: Compass for a New Social World. Fifth Edition. Toronto: Nelson.		
DC Connect		
<b>Evaluation</b>		<b>Weighting</b>
Weekly Activities (see evaluation Note 1)		20

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
10	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES7, EES8, EES10	<b>Practiced:</b> EES1, EES7, EES8, EES10
	<b>Intended Learning Objectives</b>	
	Race and Ethnicity	
	<ol style="list-style-type: none"> <li>1. Define race and ethnicity, and discuss their patterns and implications in Canada</li> <li>2. Appreciate historical and contemporary effects of colonization on Indigenous communities in Canada</li> <li>3. Outline the components of prejudice and discrimination</li> <li>4. Apply sociological theories to race and ethnicity</li> </ol>	
<b>Intended Learning Activities</b>		
Guided discussion		
Active learning strategies		
Lecture Presentation		
<b>Resources and References</b>		
Bereska, Tami M. & Symbaluk, Diane G (2016). Sociology In Action: A Canadian Perspective. Third edition. Toronto: Nelson.		
DC Connect		
<b>Evaluation</b>	Weekly Activities (see evaluation Note 1)	<b>Weighting</b> 20

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
11	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES7, EES8, EES10	<b>Practiced:</b> EES1, EES7, EES8, EES10
	<b>Intended Learning Objectives</b>	
	Race and Ethnicity	
	<ol style="list-style-type: none"> <li>1. Define race and ethnicity, and discuss their patterns and implications in Canada</li> <li>2. Appreciate historical and contemporary effects of colonization on Indigenous communities in Canada</li> <li>3. Outline the components of prejudice and discrimination</li> <li>4. Apply sociological theories to race and ethnicity</li> </ol>	
<b>Intended Learning Activities</b>		
Guided discussion		
Active learning strategies		
Lecture Presentation		
<b>Resources and References</b>		
Bereska, Tami M. & Symbaluk, Diane G (2016). Sociology In Action: A Canadian Perspective. Third edition. Toronto: Nelson.		
DC Connect		
<b>Evaluation</b>	Community Learning Assignment #2	<b>Weighting</b> 15

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
12	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES7, EES8, EES10	<b>Practiced:</b> EES1, EES7, EES8, EES10
	<b>Intended Learning Objectives</b>	
	Deviance	
	<ol style="list-style-type: none"> <li>1. Learn how deviance is socially constructed</li> <li>2. Gain an understanding of formal and informal methods of social control</li> <li>3. Explore the relationship of race, class, and gender to crime and deviance</li> <li>4. Apply sociological theories to crime and deviance</li> </ol>	
<b>Intended Learning Activities</b>		
Guided discussion		
Active learning strategies		
Lecture Presentation		
<b>Resources and References</b>		
Hermiston, Alana & Witt, Jon (2016). SOC: A Matter of Perspective. Third Canadian edition. Canada: McGraw Hill Education.		
DC Connect		
<b>Evaluation</b> Weekly Activities (see evaluation Note 1)		<b>Weighting</b> 20

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
13	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES7, EES8	<b>Practiced:</b> EES1, EES7, EES8, EES10
	<b>Intended Learning Objectives</b>	
	Deviance	
	<ol style="list-style-type: none"> <li>1. Learn how deviance is socially constructed</li> <li>2. Gain an understanding of formal and informal methods of social control</li> <li>3. Explore the relationship of race, class, and gender to crime and deviance</li> <li>4. Apply sociological theories to crime and deviance</li> </ol>	
<b>Intended Learning Activities</b>		
Guided discussion		
Active learning strategies		
Lecture Presentation		
<b>Resources and References</b>		
Hermiston, Alana & Witt, Jon (2016). SOC: A Matter of Perspective. Third Canadian edition. Canada: McGraw Hill Education.		
DC Connect		
<b>Evaluation</b>	Weekly Activities (see evaluation Note 1)	<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>	
	<b>Taught:</b> EES1, EES7, EES8, EES10	<b>Practiced:</b> EES1, EES7, EES8, EES10
	<b>Intended Learning Objectives</b> Review of the course learning objectives	
	<b>Intended Learning Activities</b> Work Period and feedback for Final Term Assignment	
	<b>Resources and References</b> DC Connect	
<b>Evaluation</b> Final Term Assignment		<b>Weighting</b> 30