



Columbia College
Introduction to Sociology (SOCI110)
Lecture 1
Course Outline

Semester Dates: November 14, 2016 – December 17, 2016

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Lucy Taylor *PhD, MA*,

Email: lucyt@columbia.ab.ca

Class Time: 8:30pm – 5:00pm (Saturdays)

Room: 4-159

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course will serve as a practical introduction to the field of sociology. Students will be able to identify and explain the significance of some of the phenomena, methods, and theories of sociology; differentiate between sociological and other questions, theories, and approaches; and interpret a variety of data arrays in order to assess and make sociological arguments. Related theory, research and analysis related to the field will be examined.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Identify and explain the significance of some of the phenomena, methods, and theories of sociology.
- Differentiate between sociological and other questions, theories, and approaches.
- Explain in your own words some of the key concepts of sociology.
- Interpret a variety of data arrays in order to assess and make sociological arguments.
- Contribute to a group analysis of "both sides" or opposing viewpoints on a controversial issue.
- Compose and present an individual position paper on a controversial issue using course materials and concepts.
- Apply the concepts, theories, and principles learned from this course to hypothetical situations.
- Communicate information learned from this course to both specialist and non-specialist audiences.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Macionis, J., Jannson, S., & Benoit, C. (2016). *Society: The Basics* (6th Canadian Edition). Toronto, ON: Pearson Canada Inc.

Pocket Criminal Code; 2015 (2014). Carswell, A Division of Thomson Reuters Canada Ltd; Toronto CA

Haig, J., MacMillan, V., Raikes, G., (2014). *Cites & Sources – An APA Documentation Guide, Fourth Edition*. Toronto, ON: Nelson Education Ltd.

Instructor Hand-outs

Recommended Readings and Resources:

Students may access these sources from the College and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>
Username: cc-library
Password: welcome

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Homework Assignment Due for the First Class:

1. Read Chapters 1 & 2 in the text.
2. As a result of your reading assignment, write down at least three questions that you would like clarified in class.
3. Prepare for a quiz based on the assigned readings.
4. Read this course outline and prepare to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily quizzes; at the start of each class	Classes 1 through 8	20%
Daily summary; at the end of each class	Classes 1 through 8	10%
Research assignment	Class 7	20%
Case Study Analysis	Class 9	20%
Final Exam	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form* (SSPP-F012) that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as, online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or medical conditions may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none">Sociology (Perspective, Theory, and Method) and Culture	<ul style="list-style-type: none">Chapters 1, 2
2	<ul style="list-style-type: none">Socialization, Social Interaction, and Groups and Organizations	<ul style="list-style-type: none">Chapters 3, 4, 5
3	<ul style="list-style-type: none">Sexuality and Deviance	<ul style="list-style-type: none">Chapters 6, 7
4	<ul style="list-style-type: none">Stratification (Social and Global)	<ul style="list-style-type: none">Chapters 8, 9
5	<ul style="list-style-type: none">Gender Stratification and Race and Ethnicity	<ul style="list-style-type: none">Chapters 10, 11
6	<ul style="list-style-type: none">Institutions (Economics, Politics, Family and Religion)	<ul style="list-style-type: none">Chapters 12, 13
7	<ul style="list-style-type: none">Institutions (Education, Health and Medicine)	<ul style="list-style-type: none">Chapter 14Research Paper Due
8	<ul style="list-style-type: none">Social Change (Population, Urbanization and Environment and Modern and Postmodern societies)Review	<ul style="list-style-type: none">Chapters 15, 16Presentations Begin
9	<ul style="list-style-type: none">Review	<ul style="list-style-type: none">Presentations Conclude
10	<i>Final Exam – 3 hrs.</i>	

Appendix 1 Assignment Outlines

Research Assignment

Due Date: Class 7

Weight: 20%

Students will be required to complete a research paper on a topic of their choice. The paper must consist of a critical analysis of the topic by utilizing sociological concepts and theories. Students must have a minimum of five (5) academic references (Wikipedia will not be considered a reference), and use APA format for referencing.

Papers must be in APA. Papers in APA Style should include, in the following order, as many of the following sections as are applicable, with each beginning on a new page: title page, which includes a running head for publication, title, and by-line and affiliation; abstract; text; references; appendixes; author note; footnotes/endnotes; tables; figure captions; and figures. Papers should be typed on standard-sized paper (8.5 X 11 inches), and must be a minimum of 1250 words, but is not to exceed a maximum length of 1500 words (not including the title page, abstract, references, appendixes, tables, figure captions, and figures), double-spaced, with margins of one (1) inch on all sides. Students will be evaluated according to the attached rubric.

Daily Quizzes

Due Date: Each class from classes 1 through 8.

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded quiz based on these reading assignments.

Daily Summary

Due Date: End of each class from class 1 through 8.

Weight: 10% (1.25% per summary assignment)

Students will conclude each of the classes with a summary of the day's topic that answers the following: What did I learn? What do I need to know more about? What steps do I need to do to be successful in light of what I learned today? Be sure to specifically refer to what was discussed during the class. Write in a reflective journaling style and turn your answers into the facilitator for grading. The paper will have a minimum length of 250 words and contain insight into each of these three questions. N. B. These three questions are there to guide your answers to this assignment, and your facilitator may give you different questions per class, depending on the lessons of the class. Answers are to be written in the last 30 minutes of the class. No answers will be accepted that were prepared prior. If you are absent, you will receive a zero (0).

Case Study Analysis

Due date: Class 9

Weight: 20%

Pick one of the following articles:

The Matter of Black Lives: The article can be retrieved from

<http://www.newyorker.com/magazine/2016/03/14/where-is-black-lives-matter-headed>

OR - Estranged wife, friend stabbed while picking up belongings, say police: The article and video can be retrieved from - <http://www.cbc.ca/news/canada/calgary/estranged-wife-friend-stabbed-while-picking-up-belongings-say-police-1.2633723>

And write a short case analysis paper (minimum of 750 words), using one of the following theories/ approaches (*structural-functional approach*, *social-conflict approach*, or *symbolic-interaction approach*). In doing this analysis, please follow the following guidelines:

1. Describe the theory you have picked to analyze the article
2. From the perspective of the theory you have selected, what is the problem/issue in this case (in the article)?
3. From the perspective of the theory you have selected, what is the solution to the problem/issue in this case (in the article)?
4. Conclusion: your final thoughts

Students will be evaluated according to the attached rubric Case Study Analysis Rubric.

Final Exam

Due Date: Class 10

Weight: 30%

Students will be required to write a final exam consisting of approximately 125 multiple questions and covering the content of classroom learning and assigned text and other readings.

**Appendix 2
Assignment Rubrics**

**Columbia College
Research Rubric
Last Revised: February 2014**

Student's Name		Course Code		Date		Facilitator/Evaluator's Name	
Area	A 10-8	B 7	C-D 6-5	F 4-0	Score		
Content, Ideas & Analysis	<ul style="list-style-type: none">• Clear research focus.• Displays extensive in-depth knowledge of the topic.• Critically synthesizes and evaluates information.• Clearly supports statements made with evidence and examples.• Quality of research is excellent	<ul style="list-style-type: none">• Reasonably clear research focus.• Displays good knowledge of the topic.• Demonstrates careful analysis, synthesis and evaluation of information.• Clearly supports most statements with evidence and examples.• Quality of research is good.	<ul style="list-style-type: none">• Research focus is not totally clear.• Displays limited basic knowledge of the topic.• .Displays limited critical analysis, synthesis, and evaluation of information.• Most statements are unsupported with evidence and examples.• Quality of research could be improved.	<ul style="list-style-type: none">• Research focus is unclear.• Unable to display relevant understanding of the topic.• Critical thinking not evident.• Assertions are unsupported.• No evidence of new knowledge.• No support for statements made.• Quality of research is poor.			
Style Expression of Ideas	<ul style="list-style-type: none">• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose.• Conveys all ideas with originality and clarity.• Uses rich, accurate and effective word choice.	<ul style="list-style-type: none">• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose.• Conveys most ideas with originality and clarity.• Uses accurate and effective word choice.	<ul style="list-style-type: none">• Demonstrates limited attempts at creating varied sentences to address audience and purpose. Often sentences are somewhat awkward.• Conveys some ideas clearly.• Uses vague, ineffective word choice.	<ul style="list-style-type: none">• Uses simplistic sentence structures that are awkward and do not address audience and purpose.• Most ideas are not conveyed clearly.• Inadequate word choice.			

Area	A 10-8	B 7	C-D 6-5	F 4-0	Score
Use of Supporting Information	<ul style="list-style-type: none"> • Uses relevant, timely, extensive and varied sources to convince. • Uses paraphrasing and summarizing expertly. • Shows smooth integration of quoted material into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses relevant, timely and varied sources to convince. • In most cases paraphrasing and summarizing is well done. • Quotes and evidence are integrated well into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses limited resources that are not well selected to support the response. • Uses limited paraphrasing and summarizing. • Quotes and evidence poorly integrated into sentences and overall paper. 	<ul style="list-style-type: none"> • Lacks fundamental resources to write an effective response. • Inadequate reference support. • Inadequate use of paraphrasing and summarizing. • Quotes and evidence not integrated into sentences and overall paper. 	
Organization and Structure	<ul style="list-style-type: none"> • Presents information in a consistently logical structure. • Shows sophisticated development of paragraph and sentence structure, with effective transitions. • Shapes introduction and conclusion skillfully. • Carefully structures body of paper to support argumentation, including counter arguments. 	<ul style="list-style-type: none"> • Presents information in a logical structure. • Shows well developed paragraph and sentence structure with effective transitions. • Shapes introduction and conclusion carefully. • Carefully structures body of paper to support argumentation with some reference to counter arguments. 	<ul style="list-style-type: none"> • Presents information in a random manner, lacking in logical structure. • Paragraph and sentence structure is often faulty, using a few simple transitions. • Introduction and conclusion are vague and unfocused. • Body of paper does not reveal good argumentation with little to no reference to counter arguments. 	<ul style="list-style-type: none"> • Presents poor overall organization, lacking logical structure. • Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development and transition. • Lacks introduction and/or conclusion and body of paper poorly developed. • Lacks argumentation and reference to counter arguments. 	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. 	<ul style="list-style-type: none"> • Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and has errors. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator's Comments:

Columbia College
Case Study Analysis
Last Revised: September 2011

Student's Name		Course Code		Date	Facilitator/Evaluator's Name	
Area	A 10.0 – 7.0 5	B 6.9 – 5.0 4-3	C 4.9 – 3.5 2	F 3.4 - 0 1-0	Score	
Identification of Main Issue / Problem	<ul style="list-style-type: none"> Clearly identifies the main issue/problem. Introduces all of the key ideas to be discussed. Ends with a clear identification of the main questions raised in the case study. 	<ul style="list-style-type: none"> Clearly identifies the main issue/problem. Introduces most of the key ideas to be discussed. Ends with some of the main questions raised by the case study. 	<ul style="list-style-type: none"> Identifies the main/problem, but the statements are not clear. Introduces a few ideas to be discussed. Ends with a few questions raised, but they are not all relevant. Many main questions not identified. 	<ul style="list-style-type: none"> Unable to identify the main issue/problem. Identifies some irrelevant ideas. Unable to identify any main questions or presents irrelevant questions. 		
Quality of Analysis and Interpretation	<ul style="list-style-type: none"> Provides a comprehensive, insightful analysis, synthesis and interpretation of the issue. Provides a clear summary of the case facts.. Provides logical and highly convincing argumentation tied to the facts. Draws clear conclusions and identifies implications. 	<ul style="list-style-type: none"> Provides very good analysis, synthesis and interpretation of the issue. Provides a relatively clear summary of the case facts. Provides logical and convincing argumentation that mainly ties to the facts of the case. Draws most conclusions and identifies most implications. 	<ul style="list-style-type: none"> Provides partial analysis and interpretation. Issue needs further exploration. Provides an incomplete summary of the case facts. Provides weak, illogical argumentation that does not tie in well with the case. Draws a few conclusions and identifies some implications. 	<ul style="list-style-type: none"> Analysis and interpretation is limited. Provides a limited summary of the case facts. Provides limited, often irrelevant argumentation. Discussion is inadequate and limited. Conclusions and implications of the issue are missing. 		

Area	A 10.0 – 7.0	B 6.9 – 5.0	C 4.9 – 3.5	F 3.4 - 0	Score
Quality of Solution / Strategies	5 <ul style="list-style-type: none"> Identifies innovative and comprehensive solution/strategies, demonstrating outstanding problem solving skills. Provides extensive information to support solution/strategies. Clearly supports statements made with evidence and examples. 	4-3 <ul style="list-style-type: none"> Identifies original and well developed solution/strategies, demonstrating effective problem solving skills. Provides sufficient information to support solution/strategies. Clearly supports most statements with evidence and examples. 	2 <ul style="list-style-type: none"> Provides some solution/strategies, showing limited problem solving skills. Provides limited use of information to support solution/strategies. Most statements are unsupported with evidence and examples. 	1-0 <ul style="list-style-type: none"> Unable to provide solution/strategies. Lacks problem solving skills. No information provided to support ideas. No support for statements made. 	
Writing Skills	<ul style="list-style-type: none"> Writes carefully crafted paragraphs, and transitions between sections. Shows excellent organization. Shows smooth integration of quoted material into sentences and overall paper. 	<ul style="list-style-type: none"> Writes well developed paragraphs with transitions between sections. Shows good organization. Quotes and evidence integrated well into sentences and overall paper. 	<ul style="list-style-type: none"> Writes paragraphs that are often poorly developed with few transitions between sections. Lacks continuity and organization. Quotes and evidence poorly integrated into sentences and overall paper. 	<ul style="list-style-type: none"> Writes paragraphs that are poorly written, with no transition between sections, creating confusion and lack of continuity in the response. 	
Mechanics, Grammar, Professional Format	5 <ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly. Meets all requirements for an excellent academic response. Meets all case study written requirements. 	4 <ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally uses APA citation correctly. Meets most requirements for a well written academic response. Meets most case study written requirements. 	3-2 <ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and with errors. Meets a few requirements for an academic response. Meets a few case study written requirements. 	1-0 <ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge. Does not meet requirements for an academic response. Does not adequately meet any case study written requirements. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 30:

Facilitator/Evaluator's Comments: