



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/soc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
 It is **strongly recommended** you keep a copy of this outline with your academic records.  
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

|     |               |                   |                    |  |
|-----|---------------|-------------------|--------------------|--|
| (a) | Instructor:   | Dr. Alex Ipe      |                    |  |
| (b) | Office Hours: | TBA               |                    |  |
| (c) | Location:     | Paul 237          |                    |  |
| (d) | Phone:        | 370-3352          | Alternative Phone: |  |
| (e) | Email:        | ipe@camosun.bc.ca |                    |  |
| (f) | Website:      |                   |                    |  |

### 2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by Camosun College's Education Council.)

Upon completion of this course the student will be able to:

1. Apply major sociological perspectives and theories to the study of the family and community.
2. Identify the role of culture and socialization in shaping of the family and community.
3. Explain the distinguishing features of the community versus the society and the historical transformations of the family and communities.
4. Describe the impacts of technological changes on the dynamics of the family and community.
5. Identify the influences of the state, the economy, and other social structures on the family and the community.

### 3. Required Materials

- (a) McDaniel, Susan and Tepperman, Lorne (2011), **Close Relations: An Introduction to the Sociology of Families**, 4th Canadian Edition, Pearson Education Canada.

### 4. Course Content and Schedule

#### TENTATIVE SCHEDULE OF TOPICS

| Month          | TOPICS   | READINGS               |
|----------------|--|------------------------|
| <b>JANUARY</b> | Class Introduction: Course Overview <ul style="list-style-type: none"> <li>• How does sociology differ from psychology and anthropology</li> <li>• How can sociology contribute to the understanding of families and communities?</li> </ul> |                        |
|                | Family and Family-Like Relationships   | Chapter 1              |
|                | Historical Perspectives on Canadian Families<br>How Families Begin   | Chapter 2<br>Chapter 3 |
|                | <b>Lone-parent Families</b>  | Lecture                |

|                 |  |                                 |                        |
|-----------------|--|---------------------------------|------------------------|
|                 |  |                                 |                        |
| <b>FEBRUARY</b> |  | Group Discussion #1 & Review    |                        |
|                 |  | Test#1                          |                        |
|                 |  | Types of Intimate Couples       | Chapter 4              |
|                 |  | Happy and Healthy Relationships | Chapter 5              |
| <b>MARCH</b>    |  | <b>Group Discussion 2 + 3</b>   |                        |
|                 |  | Test#2<br>Parenting             | Chapter 6              |
|                 |  | Work and Family Life            | Chapter 7              |
|                 |  | Stress and Violence<br>Divorce  | Chapter 8<br>Chapter 9 |
| <b>APRIL</b>    |  | <b>Review</b>                   |                        |
|                 |  |                                 |                        |
|                 |  |                                 |                        |

#### 5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

The final grade for this course will be based on 6 components which include: **three separate mid-term examinations, and group discussion assignments**, (see more details below)

|                       |                  | <b>Weight</b> |
|-----------------------|------------------|---------------|
| Test 1                |                  | 30%           |
| Test 2                |                  | 33%           |
| Test 3                |                  | 16%           |
| Group Discussions (3) | 7% each (7% x 3) | 21%           |
|                       |                  |               |

#### **Mid term Exam 1 (30%):**

The mid-term examination will be held in class on **Monday February 16<sup>th</sup> or Tuesday, February 10** depending on your class section. The exam will consist of true/false, multiple choice questions, and short-answer questions. *There will be one review class before the test.*

### **Mid term Exam 2 (33%):**

The mid-term examination will be held in class on Monday March 9<sup>th</sup>, or Tuesday, March 10 depending on your class section.. The exam will consist of true/false, multiple choice question, and short-answer questions. *There will be one review class before the test.*

### **Midterm Exam 3 (16%):**

The mid-term examination will be held in class on the last day of class, which is **Monday March 30<sup>th</sup>**, or **Thursday April 9<sup>th</sup>** depending on which class you are in. The test will consist of true/false and multiple choice questions, and short answer. *There will be two review classes before the final in light of the fact that it is at the end of term, which tends to be a stressful time for many students. Two review classes will provide time for students to get ready for the last test of the course.*

### **Group Discussion (3 x 7% = 21%)<sup>1</sup>**

*In talking about social phenomena, it is inevitable that we will discuss issues or topics that some may deem to be controversial. While an effort will be made to get students to participate in class discussions on many of these issues, it has been the experience of this Instructor that most students feel intimidated by the prospect of speaking up in class; this is very understandable; making one's opinions heard in a class of 40 or so students can be a daunting experience.*

*In order to alleviate this concern, the class will be broken up into small groups where students can more comfortably express their opinions on a given topic. During the course of the term, three such discussion groups will be held. The instructions for the three group discussions will be identical. Lastly, the three discussion group will require you to read an article which will be handed out in class at least two weeks prior to the day of the group discussion.*

### **INSTRUCTION for the THREE DISCUSSION GROUP ASSIGNMENTS:**

**PART I:** *On your own, read the article handed out in class. On a typed piece of paper – a copy of which is to be handed in at the start of class:*

- a) *Identify 4 weakness of the article. By weaknesses, we are referring to concepts or issues the author does not clearly explain. It could also include poor reasoning, biases, vague statements and the lack of empirical evidence with respect to arguments made in the paper.*
- b) *Suggest 3 ways in which you would improve the quality of the article.*

**PART II:** *On the day of the group discussion, come to class with your individual review, and get into groups of 3-4 people. The group should discuss everyone's work, and then select a recorder who will write down the group's choices with respect to the 4 best articulated weaknesses and suggestions for improvement. The group work will be handed in at the end of class with everyone's name on it. It can*

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<sup>1</sup> **In order to be fair to all students, the following conduct will be penalized:**

- *Depositing your questions with the instructor or sending them with another student and not participating in the discussions.*
- *Not attending the discussion sessions without a legitimate excuse.*
- *Doing the review sessions before class and then just coming to class to hand in the review session.*

be hand-written or typed. The group can type out the assignment and e-mail it to the Instructor right after class if so desired.

If a student shows up to the group discussion without their individual work, they will not be allowed to participate in the group discussion and will receive a grade of zero on the discussion assignment.

Also, if a student shows up 30 minutes or more late to the group discussion, they will not be allowed to join a group and will have to do the work alone and incur a 30% penalty.

**GROUP DISCUSSION#1:** Monday, February 2, or Tuesday, February 3, depending on your class section.

**GROUP DISCUSSION#2:** Monday, March 2, or Tuesday, March 3, depending on your class section.

**GROUP DISCUSSION#3:** Monday, March 23, or Tuesday, March 24, depending on your class section.

**IF STUDENTS MISS TESTS OR ASSIGNMENTS, OR GROUP DISCUSSIONS, IT IS THEIR RESPONSIBILITY TO CONTACT THE INSTRUCTOR AS SOON AS POSSIBLE WITH RESPECT TO THEIR ABSENCE. IN ORDER TO MAKE-UP THE MISSED COURSE COMPONENT, STUDENTS NEED TO PROVIDE A VERIFIABLE, LEGITIMATE REASON, OTHER WISE THEY WILL RECEIVE A GRADE OF ZERO ON THE MISSED COMPONENT. IN ADDITION, STUDENTS WHO WAIT UNTIL THE TERM IS OVER TO DISCUSS WHY THEY MISSED HANDING IN ASSIGNMENTS, WRITING TESTS, OR TAKING PART IN GROUP DISCUSSIONS, WILL NOT BE ACCOMODATED.**

## 6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

### Standard Grading System (GPA)

| Percentage | Grade | Description | Grade Point Equivalency |
|------------|-------|-------------|-------------------------|
|------------|-------|-------------|-------------------------|

|        |    |   |   |
|--------|----|---|---|
| 90-100 | A+ |   | 9 |
| 85-89  | A  |   | 8 |
| 80-84  | A- |   | 7 |
| 77-79  | B+ |   | 6 |
| 73-76  | B  |   | 5 |
| 70-72  | B- |   | 4 |
| 65-69  | C+ |   | 3 |
| 60-64  | C  |   | 2 |
| 50-59  | D  | Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite. | 1 |
| 0-49   | F  | Minimum level has not been achieved.  | 0 |

## Academic Misconduct

Academic misconduct includes, but is not limited to, the following acts:

- (i) giving, receiving, or obtaining unauthorized information during any type of examination or test;
- (ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;
- (iii) Asking or arranging for another person to take any examination or test in one's place;
- (iv) **Plagiarizing**, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.
- (v) **Disruptive behavior/Disorderly conduct.** This includes any behavior that interferes with the provision of College services or of instruction or interferes with any member of the Camosun College community by students and any others accompanying them. *Examples: verbal outbursts, physical gestures, actions or interruptions which limit or interfere with the provision of College services or instructional activities; unwarranted and unreasonable disturbances during any Camosun College related activity.*

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorized information (for example, texts or lecture notes) constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

## Digital-Recording in the Classroom

In order to ensure free and open discussion of controversial ideas by the students, digital-recording of the proceedings is not permitted in class. Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability.

## Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description   |
|-----------------|---|
| I               | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.   |
| IP              | <i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>d</sup> course attempt or at the point of course completion.)</i> |
| CW              | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.   |

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

### ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED