



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Social Sciences**

**SOC-100-002**  
**Introduction to Sociology**  
**Winter 2020**

**COURSE OUTLINE**

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

*Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

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| (a) Instructor   | Dr. Alex Ipe   |
| (b) Office hours | Tuesday: 1130-1230, 230-330, Wednesday: 1130-1230; Thursday: 1200-200<br>or By Appointment |
| (c) Location     | PAUL 334   |
| (d) Phone        | 370-3371 <b>Alternative:</b> _____   |
| (e) E-mail       | ipe@camosun.bc.ca  |
| (f) Website      | _____  |

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**2. Intended Learning Outcomes**

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

1. Demonstrate that the sociological perspective is a valid approach to studying, understanding, explaining, and predicting patterns of human behavior, social structure and organization.
2. Define the major concepts of sociology and use them to examine human behavior and the social world.
3. Identify and describe the major sociological perspectives of functionalism, social conflict, interactionism and feminism.
4. Apply the major sociological perspectives to examine research, social interaction, culture, inequalities, social institutions, and social change.
5. Identify the historical roots and the current directions of sociology.
6. Describe the influences of social structure and organization on their lives, the times in which they live, and their society.

**3. Required Materials**

- (a) Texts

**SOC 100: Introduction to Sociology. 2019**

## 4. Course Content and Schedule

### January

#### Topics and Readings<sup>1</sup>

|        |                             |
|--------|-----------------------------|
| Week 1 | Introduction: Chapter 1     |
| Week 2 | Research Methods: Chapter 2 |
| Week 3 | Research Methods: Chapter 2 |
| Week 4 | Culture: Chapter 3          |

### February

|        |  |
|--------|--|
| Week 1 | Video: "Genie: The Wild Child" <sup>2</sup> / Socialization: Chapter 4 |
| Week 2 | Socialization: Chapter 4   |
| Week 3 | Roles & Identities: Chapter 5  |
| Week 4 | Group Discussion Chapter 5   |

### March

|        |  |
|--------|--|
| Week 1 | Chapter 6: Groups & Organizations                  |
| Week 2 | Criminal Deviance : Chapter 7                      |
| Week 3 | Criminal Deviance: Chapter 7                       |
| Week 4 | Group Discussion#2/Population Analysis : Chapter 8 |

### April

|        |  |
|--------|--|
| Week 1 | Video (Bonus Marks) <sup>3</sup> Review/Final Test |
|--------|--|

## 5. Basis of Student Assessment (Weighting)

- 1) Test#1 - 30% (Chapters 1, 2, 3, 4)
- 2) Test#2 - 30% (Chapters 5 and 6)
- 3) Test#3 - 15% (Chapters 7, 8, 9)
- 4) Group Discussion - 16% (2 discussion assignments at 9% and 7% each)
- 5) In Class Video Assignment - 9%
- 6) Bonus Mark - 2% (Optional)

**NOTE: Also, additional topics on Social Stratification, Sociology of Technology and Sociology of the Family may be covered if time permits. These topics will be based on the lecture and not the textbook.**

**\*\*Specific Details of each of the above listed components are listed below\*\***

<sup>1</sup> The chapter listings are based on the newest edition of the textbook; the older edition has the exact same chapter headings but they have been re-arranged in a slightly different order.

## In Class Tests

The tests will consist of approximately 40 multiple-choice questions and students will have 80 minutes to answer all forty questions. **It should be noted that the tests may have 1-5 bonus questions – also multiple choice – in addition to the 40 test questions.** The purpose of having the bonus questions is to give students an opportunity to score 100% or higher on a given test. **It should be emphasized that students do not need to do the bonus questions if they do not want to.** However, it is strongly encouraged that students at least attempt the bonus questions since they will not be penalized for answering a bonus question incorrectly. The dates for all of the tests are as follows:

**(T/TH CLASS) TEST#1: TUESDAY, February 11**

**TEST#2: TUESDAY, March 10**

**TEST#3: THURSDAY, April 9**

**(W/F CLASS): TEST#1: WEDNESDAY, February 12**

**TEST#2: WEDNESDAY, March 11**

**TEST#3: Wednesday, April 8**

The class before every test will constitute an informal review class; in essence, a review class is like a tutorial session where students come to class with prepared questions on the lecture content they will be tested on. **As such, the review classes are directed by students, and work best when students arrive with items to discuss.**

It should be noted that if time permits, there may be two review classes to help people prepare for the final test.

**The tests can potentially ask ANY question related to issues discussed in class, the textbook, or presented in in-class videos. The rule of thumb for tests is: BE READY FOR ANYTHING!**

***THERE IS NO FINAL EXAM IN THIS CLASS.***

**Group Discussion (2 x 10% = 20%)<sup>4</sup>**

During the course of the term, two discussion groups will be held on the dates listed below depending on which class you are in.

**GROUP DISCUSSION#1 = TU/TH Class: Tuesday, February 25; W/F Class: Wednesday, February 26.**

**GROUP DISCUSSION#2 = TU/TH Class: Tuesday, March 24; W/F Class: Wednesday, March 25.**

These discussions will have slightly different instructions associated with them, but essentially, both of them require the student to read a specific article and prepare a brief analysis of that article. *Both articles can be found on D2L.*

**1) INSTRUCTION for DISCUSSION GROUP#1 (TYPE OUT YOUR INDIVIDUAL WORK WITH YOUR NAME AT THE TOP):**

**PART I:** Read the article and **clearly list any weaknesses of the article that come to mind in sentence form**; by weaknesses, we are referring to shortcomings in the methodology used by the author, any biases on the part of the author, or any other element of the author's research that you see as unclear, or problematic. *Drawing in quotes from the article is a good way to bolster your arguments.* **PART II:** the final segment of the review requires you to make up a critical thinking question similar to the one at the end of the article and to explain why you think your question is important. **YOU DO NOT NEED TO ANSWER YOUR QUESTION.** **PART III: the first two parts are done individually without any peer assistance.** Afterwards, on the day of the group discussion, come to class with your individual review, and get into groups of 4 to 6 people. The group should immediately select a recorder, who will write down what the group, as a whole, thinks *are the best critiques of the article and the best critical thinking question, and why that question is important.* *Include a minimum of 4 critiques.* While you can use point form in your write-up, AVOID making vague statements or incomplete ideas. For example: **DON'T write statements like:** "He wanted to be a biker – bias." This criticism is not only vague, but doesn't constitute a coherent sentence.

*As such, be explicitly clear with respect to your statements so the reader does not have to guess what you are trying to say; in other words, avoid vague statements.*

*The group work should NOT EXCEED two single-spaced pages. This does not mean you have to write two pages; it simply means you should not write more than two pages.*

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<sup>4</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.**

**Everyone in the group will receive the same grade.**

**VERY IMPORTANT NOTE:** Lastly, students must hand in a typed copy of their individual work at the end of class to prove that they read the article and came to the discussion group prepared. No grade will be given to the individual work, but it shows the Instructor who did the reading and who did not. **However, please be aware that each individual work will be read by the Instructor, and if it appears that a student did not fully read the article and put little effort into their individual work, they will be assigned a penalty that can be as high as 20%. Lastly, if a student does not hand in his/her typed individual work at the end of class, they will receive a grade of zero on the discussion assignment. THE INDIVIDUAL WORK MUST BE TYPED, OTHERWISE IT WILL NOT BE ACCEPTED.**

**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.**

**2) INSTRUCTION for DISCUSSION GROUP#2 (TYPE OUT YOUR INDIVIDUAL WORK WITH YOUR NAME AT THE TOP OF THE PAGE):**

**PART I:** Read the assigned reading on your own, *which is a web article on D2L*, and come up with two debate questions based on the content of said reading. A debate question is one that stimulates debate and does not simply ask an audience to give an information based response. So, a debate question must start with the following terms: **SHOULD, DOES, WILL, WOULD, COULD** or any other term that stimulates debate. You must avoid starting questions with **WHY, HOW, WHAT, WHERE** as such questions are not trying to stimulate a debate on a given topic. Furthermore, don't use OR in your questions, or terms such as, DO YOU THINK, as it makes the question less forceful. **PART II:** come to class with your two debate questions, get into groups of 4 to 6 people, and select a recorder, similar to the first discussion assignment. The recorder will write down what the group thinks are **the two best debate questions**; afterwards, the group will answer **ONE** of their two questions in detail; that is to say, **don't use point form – use sentences** to clearly articulate your ideas. As before, only the group work is submitted for grading. *Grading is as follows: 2 marks for each question, and 6 marks for the answer to one of the questions.*

**NOTE:** If for some reason you are having trouble opening the article link on D2L, simply go to [Google.com](https://www.google.com) and type in the following: *Is Technology Making Us Lonelier by Sherry Turkle*, and the first hit should be the Time Magazine article.

**VERY IMPORTANT NOTE:** Lastly, students must hand in a typed copy of their individual work at the end of class to prove that they read the article and came to the discussion group prepared. No grade will be given to the individual work, but it shows the Instructor who did the reading and who did not. If a student does not hand in his/her typed individual work at the end of class, they will receive a grade of zero on the discussion assignment.

**THE INDIVIDUAL WORK HANDED IN AT THE END OF CLASS MUST BE TYPED; OTHERWISE IT WILL NOT BE ACCEPTED.**

*The group work should NOT EXCEED two single-spaced pages. This does not mean you have to write two pages; it simply means you should not write more than two pages.*

Everyone in the group will receive the same grade.

Also, if a student shows up 30 minutes or more late to the group discussion without a legitimate excuse, they will not be allowed to join a group and will have to do the work alone **and incur a 40% penalty.**

### **In-Class Video Assignment (7%)**

On **Tuesday, February 4 or Wednesday, February 5** — depending on your class — a documentary video will be shown that highlights the critical topic of human socialization. Immediately after the video, students will be required to answer a question directly related to the issue of socialization and the case study presented in the documentary on their own. The response to this question must be in sentence form and clearly articulated; in other words, do not make vague or incomplete statements. The quality of the response is what is important, not how long the answer is. **In this respect, limit your answer to ONE page, single spaced. Once again, this does not mean you have to write one page, but try your best not to submit a response that is longer than one page.**

### **Optional Bonus Mark (2%)**

On **Wednesday, April 1 or Thursday, April 2** — depending on your class — students will have an opportunity to earn a bonus mark of two percent that will be added to their final grade upon completion of the course. **Since this component is purely optional, students can elect not to complete the exercise associated with the bonus mark.** The exercise itself requires students to watch a video and then to answer one question associated with the video. Unlike the previous in-class video assignment, this one will not be graded. As long as students provide a reasonable response, they will automatically earn the bonus mark. However, if the response shows a serious lack of effort, it will not earn the full two percent; it may, in fact, be given a grade of zero. Students who miss this assignment can receive the bonus mark provided they have a legitimate, verifiable reason.

### **Missed Tests and/or Assignments**

**IF STUDENTS MISS TESTS OR ASSIGNMENTS, OR GROUP DISCUSSIONS, IT IS THEIR RESPONSIBILITY TO CONTACT THE INSTRUCTOR WITHIN FIVE SCHOOL DAYS WITH RESPECT TO THEIR ABSENCE. IN ORDER TO MAKE-UP THE MISSED COURSE COMPONENT, STUDENTS NEED TO PROVIDE A VERIFIABLE, LEGITIMATE REASON, OTHERWISE 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.**

**NOTE:** In evaluating the examination papers and essays the emphasis will be on understanding and analysis, rather than the recitation. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization will receive a grade zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important point is illustration; after discussion and analysis give examples from current or historical developments in society. This will show that you understand the concepts and theories and are able to apply them to society as tools for analysis.

A grade of zero will be granted for absence during examinations, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

### **Final Test (15%)**

There is a final test for this course instead of a final exam. The date and time for the final test will be on the last day of class.

### **Examination Procedures**

All examinations must be written in the section of the course in which the student is officially registered.

A grade of Zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

### **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.***

As such, please be advised that any behavior that is rude, distracting or disrespectful in any way to anyone in the class will not be tolerated. Offenders will be subject to academic and other disciplinary consequences as proscribed in Camosun College's Student Conduct Policy. Please see: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>

**Furthermore, students are not allowed to bring friends into the class, who are not officially registered in the course. Camosun College policy clearly states that only students registered in a class are allowed to attend class.**

**In short, do not come to class and disturb other students who want to learn. If you do not plan to take this course seriously, then I urge you not to take it. If you cannot comply with commonplace classroom rules and conduct, you will be asked to leave the class.**

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.

### **Tape-Recording in the Classroom**

In order to ensure free and open discussion of controversial ideas by the students, *digital recording of any kind 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. Furthermore, please keep cell-phones out of sight. Students who are seen constantly using their cell phone in class will be asked to stop. If they do not comply, they will be asked to leave the class. *In addition, students who are seen playing with their cell-phones in class will face a penalty of two marks per class, which will be deducted from their final grade at the end of the term* Lastly, *laptops are permitted only if they are being used to take notes or access D2L. If it appears that students are not using laptops in a constructive manner, they will not be permitted to bring laptops to class.*

## **6. Grading System**

- Standard Grading System (GPA)  
 Competency Based Grading System

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

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>



## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

#### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

##### 1. 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     |                                      | 1                       |
| 0-49       | F     | Minimum level has not been achieved. | 0                       |

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

| Grade | Description   |
|-------|---|
| COM   | The student has met the goals, criteria, or competencies established for this course, practicum or field placement.   |
| DST   | The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement. |
| NC    | The student has not met the goals, criteria or competencies established for this course, practicum or field placement.  |

## B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.   |
| 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. |