

COURSESYLLABUS



COURSE TITLE: SOC-100: Introduction to Sociology

CLASS SECTION: 001, 002, 004

TERM: Fall 2021

COURSE CREDITS:3

DELIVERY METHOD(S):

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information, please visit: <https://legacy.camosun.ca/covid19/index.html>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Dr. Alex Ipe

EMAIL: ipe@camosun.bc.ca (Only use this e-mail)

OFFICE: Paul 334

HOURS: Tuesday/Thursday: 1120-1250; Wednesday/Friday: 1120-100

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDARDESCRIPTION

Basic principles and methods of sociology are introduced. Emphasis is placed upon society as institutionalized human behaviour, the various factors which control or alter it, and the effects upon the individual and the group. The major objective of the course is to develop a critical understanding of modern society.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION/INFORMATION

SOC 100: Introduction to Sociology (2020), Custom Edition, Professor Alex Ipe

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION/ACTIVITY/ EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
September 6 to 10	Introduction: Chapter 1	
September 13 to 17	Introduction Continued & Research Methods: Ch 1 & 2	
September 20 to 24	Research Methods Continued & Culture: Ch 2 & 3	
September 27 to October 1	Culture Continued & Socialization: Ch 3 & 4	
October 4 to 8	Video Assignment & Review for First Test	
October 11 to 15	First Test & Socialization Continued: Ch 4	(October 11 is the Thanksgiving Holiday)
October 18 to 22	First Group Discussion & Socialization & Social Interaction: Ch 4 continued & Ch 5	
October 25 to 29	Social Interaction Continued & Groups: Ch 5 & 6	
November 1 to 5	Groups Continued & Review for Second Test	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
November 8 to 12	Second Test & Sociology of Deviance: Ch 7	November 11 is the Remembrance Day Holiday
November 15 to 19	Sociology of Deviance Continued: Ch 7	
November 22 to 26	Second Group Discussion & Deviance Continued: Ch 7	
November 29 to December 3	Global Population: Ch 8 (first part only) & Optional Bonus Assignment	
December 6 to 10	Review for Final Test & Final Test	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
TEST#1 (Chapters 1, 2, 3)	25%
Test#2 (Chapters 4, 5, 6)	30%
Test#3 (Chapters 7, part of Chapter 8)	10%
In-Class Video Assignment	15%
Two Group-Discussion Assignments (10% each)	20%
Optional Bonus Assignment (Tentative)	2%
TOTAL	100% (102%)

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

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:

(Tuesday/Thursday CLASS):

TEST#1: Tuesday, October 12

TEST#2: Tuesday, November 9

TEST#3: Thursday, December 9

(Wednesday/Friday CLASS):

TEST#1: Wednesday, October 13

TEST#2: Wednesday, November 10

TEST#3: Friday, December 10

The class before every test will constitute an informal review class if time permits; 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.*

Group Discussions (20 %)¹

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 = TUE/TH Class: Tuesday, October 19; WED/FRI Class: Wednesday, October 20.

GROUP DISCUSSION#2 = TUE/TH Class: Tuesday, November 23; WED/FRI Class: Wednesday, November 24.

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 *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.**

1) INSTRUCTION for DISCUSSION GROUP#1 (TYPE OUT YOUR INDIVIDUAL WORK WITH YOUR NAME AT THE TOP AND HAND IT IN WITH THE GROUP WORK):

PART I: Read the article and **clearly list three or four 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 one critical thinking question similar to that 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 three best critiques of the article and the best critical thinking question, and why that question is important.* Use full sentences in your response, and 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.

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 without a legitimate excuse, 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 AND HAND IT IN WITH THE GROUP WORK):

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, IS, WOULD, or COULD.** 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. **The group's response to the one question that will be answered should start with a Yes or No.** *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 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 30% penalty.**

In-Class Video Assignment (15%)

On **Tuesday, October 5 or Wednesday, October 6**— 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 Assignment - 2% (Tentative)

On **Tuesday, November 30 or Wednesday, December 1** — 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 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 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.

Digital-Recording in the Classroom

In order to ensure free and open discussion of 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. *Lastly, laptops are only permitted 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.*

SCHOOL OR DEPARTMENTAL INFORMATION

Sociology is in the Department of Social Sciences

Chair: Dr. Peter Ove

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](http://camosun.ca/accessible-learning/) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical/Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized

Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.