

### Introduction to Sociology

2024-25 Academic Year

| Program Title   | Ministry Title | Major | Year | Semester |
|---|----------------|-------|------|----------|
| LS-General Education elective to be delivered across all programs | --             | --    | N/A  | N/A      |

|  |   |                               |                          |
|--|---|-------------------------------|--------------------------|
| <b>Course Code:</b>                      | GNE1407   | <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 type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/> |                               |                          |
| <b>Remote proctoring required</b>        | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>   |                               |                          |
| <b>Authorized by (Dean or Director):</b> | Nora Simpson  |                               | <b>Date:</b> August 2024 |

| Prepared by |           |                                |
|-------------|-----------|--------------------------------|
| First Name  | Last Name | Email                          |
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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.

### Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities.

In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

## 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 that demonstrate the relationship between individual and society.
- CLO2 Describe, compare, and contrast sociological theories (functionalism, conflict, feminist, symbolic interactionism) in relation to diverse social issues.
- CLO3 Evaluate the credibility of various types of information sources relating to sociology for personal and/or for academic use.
- CLO4 Practice unbiased and respectful discourse with all course topics.
- CLO5 Recognize the key principles relating to culture, family, race & ethnicity, and deviance.

## 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   |
|---|------------------------------|--|-------------|
| Assignment: Assignment #1:<br>Due Week 6                              | CLO1, CLO2, CLO3, CLO4       | EES1, EES2, EES7,<br>EES8, EES10       | 15          |
| Assignment: Assignment #2:<br>Due Week 10                             | CLO1, CLO2, CLO4, CLO5       | EES1, EES2, EES7,<br>EES8, EES10       | 15          |
| Assignment: Assignment #3:<br>Due Week 13                             | CLO1, CLO2, CLO3, CLO4, CLO5 | EES1, EES2, EES7,<br>EES8, EES10       | 25          |
| Online Activity: Weekly<br>Activities: Ongoing throughout<br>semester | CLO1, CLO2, CLO3, CLO4, CLO5 | EES1, EES2, EES7,<br>EES8, EES9, EES10 | 20          |
| Quiz: Quizzes - Weeks, 5, 7,<br>9, 11, and 14                         | CLO1, CLO2, CLO5             | EES1, EES2, EES7                       | 25          |
| <b>Total</b>  |                              |  | <b>100%</b> |

### Notes:

1. The Weekly Activities grade (20%) consists of scheduled and random participation both in-class and online discussions/assignments, depending on the course format (HYBRID: online and in-class. ONLINE: all online). These activities will consist of a mix of both individual and collaborative tasks. This grade category will be divided into two parts: 10% for Weeks 1-7 and 10% for Weeks 8-14. Because these activities are worth a small percentage, occur regularly throughout the term, and are available to complete at any time until the due date, there are no late submissions, make-ups, or extensions available for missed Weekly Activities unless arranged in advance.
2. Assignment #1 will total 15%. This assignment will involve demonstrating course learning and related personal reflection. Assessment information including outlines with the purpose, criteria, mark breakdown, rubric and due date are available on DC Connect.
3. Assignment #2 will total 15%. This assignment will involve demonstrating course learning and related personal reflection. Assessment information including outlines with the purpose, criteria, mark breakdown, rubric and due date are available on DC Connect.
4. Assignment #3 will total 25%. This assignment will allow students to showcase their learning from throughout the semester. In alignment with universal design for learning (UDL) principles, students can choose their preferred assessment option to represent what they know. Assessments options could include the choice between different assignments or a test. Assessment information including outlines with the purpose, criteria, mark breakdown, rubric and due date are available on DC Connect.
5. Quizzes: Students will complete 5 quizzes throughout the term worth 5% each for a total of 25%. Each quiz will cover 1 major topic. Quizzes will be completed online via the DC Connect "Quizzes" tool, consisting of multiple choice and true/false questions. Time limits, due dates, and number of attempts will be flexible; exact details will be provided by the professor.
6. In alignment with Universal Design for Learning (UDL) principles, 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.
7. Late policies vary by evaluation and will be clearly posted on DC Connect, reviewed in-class and included in due date reminders. Any individual extensions must be negotiated well in advance.
8. It is the students' responsibility to check DC Connect and DC Mail 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.

9. 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:

| General College policies related to  | General policies related to   |
|--|---|
| <ul style="list-style-type: none"> <li>+ Acceptable Use of Information Technology</li> <li>+ Academic Policies</li> <li>+ Academic Integrity</li> <li>+ Standards for Student Conduct for all Learning Environments can be found at <a href="https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf">https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf</a></li> <li>+ Information about academic policies and procedures can be found on-line at <a href="https://durhamcollege.ca/about/governance/policies">https://durhamcollege.ca/about/governance/policies</a></li> </ul>   | <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 MyDC <a href="https://durhamcollege.ca/mydc/">https://durhamcollege.ca/mydc/</a></li> </ul> |
| <p>All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:</p> <ul style="list-style-type: none"> <li>• copying another person's work;</li> <li>• using unauthorized materials or resources during an evaluation;</li> <li>• obtaining unauthorized copies of evaluations in advance;</li> <li>• collaborating without permission;</li> <li>• colluding or providing unauthorized assistance;</li> <li>• falsifying academic documents or records;</li> <li>• misrepresenting academic credentials;</li> <li>• buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain;</li> <li>• bribing or attempting to bribe personnel;</li> <li>• impersonation;</li> <li>• submitting the same work in more than one course without authorization;</li> <li>• improper use of computer technology and the internet;</li> <li>• depriving others of academic resources;</li> <li>• misrepresenting reasons for special consideration of academic work;</li> <li>• plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement;</li> <li>• any unauthorized use of generative or other artificial intelligence.</li> </ul> <p>If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.</p> |   |

## Course Specific Policies and Expectations:

### Disclaimer:

Why GNEDS? Check out this video: [https://www.youtube.com/watch?v=jvH--gzu\\_l4](https://www.youtube.com/watch?v=jvH--gzu_l4)

Below are the policies relevant to General Education courses at Durham College. General Education faculty strive to provide a supportive and enriching learning environment for all students to practice building 'durable skills' such as critical thinking, communication, collaboration, and more. While the policies below outline overarching guidelines, each faculty member will introduce additional, course-specific policies to enhance the learning experience. Exploring DC Connect and attending classes will familiarize students with relevant expectations. In addition, students are responsible to familiarize themselves with the broader college-wide policies that encompass various aspects of campus life, such as academic integrity, student conduct, and campus resources (see: <https://durhamcollege.ca/about/governance/policies>). By being well-informed about these policies, students can actively contribute to and benefit from various learning environments at DC.

### Attendance & Participation:

Active participation and regular attendance are key factors in student success. Research consistently shows that attendance positively correlates with academic achievement. Students are encouraged to attend and participate in all classes, evaluations, and activities, whether in-person or online. Materials provided during class serve as valuable resource aides provided to keep students informed and engaged. For hybrid and online courses, active attendance and participation means embracing the virtual classroom environment and consistently participating in assignments and discussions.

### Absence from Class:

To model professional norms and foster a culture of responsibility, students should promptly notify the instructor of their absence. Each student is responsible for catching up on missed materials and instructions. Students should utilize their peers and DC Connect to stay on track. It is essential for students to understand that missing class may hinder their ability to complete subsequent assignments. Overall, students are expected to take proactive steps to manage their absences and stay on track with course requirements.

### Punctuality/leaving early:

Punctuality is a vital and enduring skill essential for success in various aspects of life, including academic pursuits. In the classroom, being punctual demonstrates respect for both the instructor and fellow students. Late arrivals can disrupt the flow of learning and can detract from the overall educational experience. Students who arrive late/leave early should make every effort to enter/leave quietly or wait for a suitable break to minimize disruption to ongoing activities. Furthermore, late arrivals/early departures during critical class activities such as guest speakers, graded activities, presentations or tests should be discussed in advance with the professor to ensure the integrity of the academic environment.

### Student Success:

Student success matters. When students face any challenges or obstacles that might impact their progress, they are encouraged to reach out to their professors. By doing so, they not only demonstrate their commitment to growth and resilience but also enable their professors to provide the support and assistance they need. Students may be advised to make an appointment with campus resources such as SALS, Access and Support Centre, Campus Health and Wellness Centre, or a Student Advisor (find yours here: <https://durhamcollege.ca/student-life/student-services/student-advisors>).

### Content notice:

This course may cover a wide range of topics that could include sensitive or challenging subject matter. Students are encouraged to review the course outline to review subject matter. If there are any topics of concern, students should reach out to the professor to discuss them. The well-being and comfort of all students is important, and professors can provide more detail about the context and presentation of upcoming course material.

## 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 <https://durhamcollege.ca/about/governance/policies/academic-policies> .
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.

| Week/<br>Module | Hours:   | 3 | Delivery:         | In Class |
|-----------------|--|---|-------------------|----------|
| 1               | <b>Course Learning Outcomes</b><br>CLO1, CLO3, CLO4  |   |                   |          |
|                 | <b>Essential Employability Skills</b>  |   |                   |          |
|                 | <b>Taught:</b>   |   | <b>Practiced:</b> |          |
|                 | <b>Intended Learning Objectives/Topics</b><br>Course Introduction, Sociological Imagination<br><br>1. Identify the goals of General Education and the connection to course learning outcomes to relevant careers<br><br>2. Defining sociology and the major theoretical perspectives<br><br>3. Developing a sociological imagination<br><br>4. Apply sociological thinking to various contemporary social problems |   |                   |          |
|                 | <b>Intended Learning Activities</b><br><br>Icebreaker<br><br>Guided discussion<br><br>Active learning strategies<br><br>Lecture Presentation   |   |                   |          |
|                 | <b>Resources and References</b><br><br>Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson.<br><br>Course Outline<br><br>DC Connect   |   |                   |          |
|                 | <b>Evaluation</b>  |   |                   |          |

| <b>Week/<br/>Module</b> | <b>Hours:</b> 3   | <b>Delivery:</b> In Class                             |
|-------------------------|---|---|
| 2                       | <b>Course Learning Outcomes</b><br>CLO1, CLO2, CLO3, CLO4   |   |
|                         | <b>Essential Employability Skills</b>   |   |
|                         | <b>Taught:</b> EES1, EES2, EES7, EES8, EES9, EES10  | <b>Practiced:</b> EES1, EES2, EES7, EES8, EES9, EES10 |
|                         | <b>Intended Learning Objectives/Topics</b><br>Functionalism Perspective<br>1. Define the functionalist theory<br>2. Summarize the important historical developments that shaped this theory<br>3. Name key theorists and their social contributions<br>4. Apply functionalist theory to modern social problems and perspectives |   |
|                         | <b>Intended Learning Activities</b><br>Guided discussion<br>Active learning strategies<br>Lecture Presentation  |   |
|                         | <b>Resources and References</b><br>Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson.  |   |
|                         | <b>Evaluation</b><br>Online Activity: Weekly Activities: Ongoing throughout semester  | <b>Weighting</b><br>20                                |

| Week/<br>Module | Hours: 3  | Delivery: In Class                                    |
|-----------------|---|---|
| 3               | <b>Course Learning Outcomes</b><br>CLO1, CLO2, CLO3, CLO4   |   |
|                 | <b>Essential Employability Skills</b>   |   |
|                 | <b>Taught:</b> EES1, EES2, EES7, EES8, EES9, EES10  | <b>Practiced:</b> EES1, EES2, EES7, EES8, EES9, EES10 |
|                 | <b>Intended Learning Objectives/Topics</b><br>Conflict and Feminist Perspectives<br><br>1. Define conflict theories, including race-conflict and feminist theories<br><br>2. Summarize the important historical developments that shaped this theory<br><br>3. Name key theorists and their social contributions<br><br>4. Apply conflict theory to modern social problems and perspectives |   |
|                 | <b>Intended Learning Activities</b><br><br>Guided discussion<br><br>Active learning strategies<br><br>Lecture Presentation  |   |
|                 | <b>Resources and References</b><br><br>Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson.  |   |
|                 | <b>Evaluation</b>   |   |

| Week/<br>Module | Hours:  | 3                                      | Delivery:         | In Class                               |
|-----------------|---|--|-------------------|--|
| 4               | <b>Course Learning Outcomes</b><br>CLO1, CLO2, CLO3, CLO4   |  |                   |  |
|                 | <b>Essential Employability Skills</b>   |  |                   |  |
|                 | <b>Taught:</b>  | EES1, EES2, EES7, EES8,<br>EES9, EES10 | <b>Practiced:</b> | EES1, EES2, EES7, EES8,<br>EES9, EES10 |
|                 | <b>Intended Learning Objectives/Topics</b><br>Symbolic Interactionism Perspective<br>1. Define symbolic interactionism<br>2. Summarize the important historical developments that shaped this theory<br>3. Name key theorists and their social contributions<br>4. Apply SI theory to modern social problems and perspectives |  |                   |  |
|                 | <b>Intended Learning Activities</b><br>Guided discussion<br>Active learning strategies<br>Lecture Presentation  |  |                   |  |
|                 | <b>Resources and References</b><br>Belanger, M. & Carl, J.D. (2015). Think Sociology: Second Canadian edition. Toronto: Pearson.  |  |                   |  |
|                 | <b>Evaluation</b>   |  |                   |  |
| Week/<br>Module | Hours:  | 3                                      | Delivery:         | In Class                               |
| 5               | <b>Course Learning Outcomes</b><br>CLO1, CLO2, CLO3, CLO4   |  |                   |  |
|                 | <b>Essential Employability Skills</b>   |  |                   |  |
|                 | <b>Taught:</b>  | EES1, EES2, EES7, EES8,<br>EES9, EES10 | <b>Practiced:</b> | EES1, EES2, EES7, EES8,<br>EES9, EES10 |
|                 | <b>Intended Learning Objectives/Topics</b><br>Review of the sociological perspectives   |  |                   |  |
|                 | <b>Intended Learning Activities</b><br>Work period - Assignment #1  |  |                   |  |
|                 | <b>Resources and References</b><br>N/A  |  |                   |  |
|                 | <b>Evaluation</b><br>Quiz: Quizzes - Weeks, 5, 7, 9, 11, and 14   |  |                   | <b>Weighting</b><br>5                  |

| <b>Week/<br/>Module</b> | <b>Hours:</b>  | <b>Delivery:</b>                                      |
|-------------------------|--|---|
|                         | 3  | In Class  |
| 6                       | <b>Course Learning Outcomes</b><br>CLO1, CLO2, CLO3, CLO4, CLO5  |   |
|                         | <b>Essential Employability Skills</b>  |   |
|                         | <b>Taught:</b> EES1, EES2, EES7, EES8, EES9, EES10   | <b>Practiced:</b> EES1, EES2, EES7, EES8, EES9, EES10 |
|                         | <b>Intended Learning Objectives/Topics</b><br>Culture<br>1. Define culture and its main components<br>2. Explain how culture enables and constrains<br>3. Appreciate that assessing other cultures from the standpoint of your own culture impairs sociological understanding<br>4. Apply the major theoretical perspectives to the topic of culture |   |
|                         | <b>Intended Learning Activities</b><br>Guided discussion<br>Active learning strategies<br>Lecture Presentation   |   |
|                         | <b>Resources and References</b><br>Brym, Robert (2018). SOC+: Fourth Canadian edition. Toronto: Nelson.  |   |
|                         | <b>Evaluation</b><br>Assignment: Assignment #1: Due Week 6   | <b>Weighting</b><br>15                                |

| Week/<br>Module | Hours:   | 3                                      | Delivery:         | In Class                               |
|-----------------|--|--|-------------------|--|
| 7               | <b>Course Learning Outcomes</b>  |  |                   |  |
|                 | CLO1, CLO2, CLO3, CLO4, CLO5   |  |                   |  |
|                 | <b>Essential Employability Skills</b>  |  |                   |  |
|                 | <b>Taught:</b>   | EES1, EES2, EES7, EES8,<br>EES9, EES10 | <b>Practiced:</b> | EES1, EES2, EES7, EES8,<br>EES9, EES10 |
|                 | <b>Intended Learning Objectives/Topics</b>   |  |                   |  |
|                 | Culture<br><br>1. Define culture and its main components<br><br>2. Explain how culture enables and constrains<br><br>3. Appreciate that assessing other cultures from the standpoint of your own culture impairs sociological understanding<br><br>4. Apply the major theoretical perspectives to the topic of culture |  |                   |  |
|                 | <b>Intended Learning Activities</b>  |  |                   |  |
|                 | Guided discussion<br><br>Active learning strategies<br><br>Lecture Presentation  |  |                   |  |
|                 | <b>Resources and References</b>  |  |                   |  |
|                 | Brym, Robert (2018). SOC+: Fourth Canadian edition. Toronto: Nelson.   |  |                   |  |
|                 | <b>Evaluation</b>  |  |                   | <b>Weighting</b>                       |
|                 | Quiz: Quizzes - Weeks, 5, 7, 9, 11, and 14   |  |                   | 5                                      |

| <b>Week/<br/>Module</b> | <b>Hours:</b> 3   | <b>Delivery:</b> In Class                             |
|-------------------------|---|---|
| 8                       | <b>Course Learning Outcomes</b><br>CLO1, CLO2, CLO3, CLO4, CLO5   |   |
|                         | <b>Essential Employability Skills</b>   |   |
|                         | <b>Taught:</b> EES1, EES2, EES7, EES8, EES9, EES10  | <b>Practiced:</b> EES1, EES2, EES7, EES8, EES9, EES10 |
|                         | <b>Intended Learning Objectives/Topics</b><br>Family<br>1. Contrast the "nuclear" family and the diverse family forms that are more common today<br>2. Describe courtship, couple formation, and divorce in contemporary society<br>3. Apply sociological theories to family life |   |
|                         | <b>Intended Learning Activities</b><br>Guided discussion<br>Active learning strategies<br>Lecture Presentation  |   |
|                         | <b>Resources and References</b><br>Brym, R., Roberts L.W., & Strohschein, L (2013). Sociology: Compass for a New Social World. Fifth Edition. Toronto: Nelson.<br>DC Connect  |   |
|                         | <b>Evaluation</b>   |   |

| <b>Week/<br/>Module</b> | <b>Hours:</b>   | <b>Delivery:</b>                                      |
|-------------------------|---|---|
|                         | 3   | In Class  |
| 9                       | <b>Course Learning Outcomes</b><br>CLO1, CLO2, CLO3, CLO4, CLO5   |   |
|                         | <b>Essential Employability Skills</b>   |   |
|                         | <b>Taught:</b> EES1, EES2, EES7, EES8, EES9, EES10  | <b>Practiced:</b> EES1, EES2, EES7, EES8, EES9, EES10 |
|                         | <b>Intended Learning Objectives/Topics</b><br>Family<br>1. Contrast the "nuclear" family and the diverse family forms that are more common today<br>2. Describe courtship, couple formation, and divorce in contemporary society<br>3. Apply sociological theories to family life |   |
|                         | <b>Intended Learning Activities</b><br>Guided discussion<br>Active learning strategies<br>Lecture Presentation  |   |
|                         | <b>Resources and References</b><br>Brym, R., Roberts L.W., & Strohschein, L (2013). Sociology: Compass for a New Social World. Fifth Edition. Toronto: Nelson.<br>DC Connect  |   |
|                         | <b>Evaluation</b><br>Quiz: Quizzes - Weeks, 5, 7, 9, 11, and 14   | <b>Weighting</b><br>5                                 |



| <b>Week/<br/>Module</b> | <b>Hours:</b> 3   | <b>Delivery:</b> In Class                 |
|-------------------------|---|---|
| 10                      | <b>Course Learning Outcomes</b><br>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/Topics</b><br>Race and Ethnicity<br>1. Define race and ethnicity, and discuss their patterns and implications in Canada<br>2. Appreciate historical and contemporary effects of colonization on Indigenous communities in Canada<br>3. Outline the components of prejudice and discrimination<br>4. Apply sociological theories to race and ethnicity |   |
|                         | <b>Intended Learning Activities</b><br>Guided discussion<br>Active learning strategies<br>Lecture Presentation  |   |
|                         | <b>Resources and References</b><br>Bereska, Tami M. & Symbaluk, Diane G (2016). Sociology In Action: A Canadian Perspective. Third edition. Toronto: Nelson.<br>DC Connect  |   |
|                         | <b>Evaluation</b><br>Assignment: Assignment #2: Due Week 10   | <b>Weighting</b><br>15                    |

| <b>Week/<br/>Module</b> | <b>Hours:</b>   | <b>Delivery:</b>                                      |
|-------------------------|---|---|
|                         | 3   | In Class  |
| 11                      | <b>Course Learning Outcomes</b><br>CLO1, CLO2, CLO3, CLO4, CLO5   |   |
|                         | <b>Essential Employability Skills</b>   |   |
|                         | <b>Taught:</b> EES1, EES2, EES7, EES8, EES9, EES10  | <b>Practiced:</b> EES1, EES2, EES7, EES8, EES9, EES10 |
|                         | <b>Intended Learning Objectives/Topics</b><br>Race and Ethnicity<br>1. Define race and ethnicity, and discuss their patterns and implications in Canada<br>2. Appreciate historical and contemporary effects of colonization on Indigenous communities in Canada<br>3. Outline the components of prejudice and discrimination<br>4. Apply sociological theories to race and ethnicity |   |
|                         | <b>Intended Learning Activities</b><br>Guided discussion<br>Active learning strategies<br>Lecture Presentation  |   |
|                         | <b>Resources and References</b><br>Bereska, Tami M. & Symbaluk, Diane G (2016). Sociology In Action: A Canadian Perspective. Third edition. Toronto: Nelson.<br>DC Connect  |   |
|                         | <b>Evaluation</b><br>Quiz: Quizzes - Weeks, 5, 7, 9, 11, and 14   | <b>Weighting</b><br>5                                 |

| Week/<br>Module | Hours: 3   | Delivery: In Class                                    |
|-----------------|--|---|
| 12              | <b>Course Learning Outcomes</b><br>CLO1, CLO2, CLO3, CLO4, CLO5  |   |
|                 | <b>Essential Employability Skills</b>  |   |
|                 | <b>Taught:</b> EES1, EES2, EES7, EES8, EES9, EES10   | <b>Practiced:</b> EES1, EES2, EES7, EES8, EES9, EES10 |
|                 | <b>Intended Learning Objectives/Topics</b><br>Deviance<br>1. Learn how deviance is socially constructed<br>2. Gain an understanding of formal and informal methods of social control<br>3. Explore the relationship of race, class, and gender to crime and deviance<br>4. Apply sociological theories to crime and deviance |   |
|                 | <b>Intended Learning Activities</b><br>Guided discussion<br>Active learning strategies<br>Lecture Presentation   |   |
|                 | <b>Resources and References</b><br>Hermiston, Alana & Witt, Jon (2016). SOC: A Matter of Perspective. Third Canadian edition. Canada: McGraw Hill Education.<br>DC Connect   |   |
|                 | <b>Evaluation</b>  |   |

| <b>Week/<br/>Module</b> | <b>Hours:</b>  | <b>Delivery:</b>                                      |
|-------------------------|--|---|
|                         | 3  | In Class  |
| 13                      | <b>Course Learning Outcomes</b><br>CLO1, CLO2, CLO3, CLO4, CLO5  |   |
|                         | <b>Essential Employability Skills</b>  |   |
|                         | <b>Taught:</b> EES1, EES2, EES7, EES8, EES9, EES10   | <b>Practiced:</b> EES1, EES2, EES7, EES8, EES9, EES10 |
|                         | <b>Intended Learning Objectives/Topics</b><br>Deviance<br>1. Learn how deviance is socially constructed<br>2. Gain an understanding of formal and informal methods of social control<br>3. Explore the relationship of race, class, and gender to crime and deviance<br>4. Apply sociological theories to crime and deviance |   |
|                         | <b>Intended Learning Activities</b><br>Guided discussion<br>Active learning strategies<br>Lecture Presentation   |   |
|                         | <b>Resources and References</b><br>Hermiston, Alana & Witt, Jon (2016). SOC: A Matter of Perspective. Third Canadian edition. Canada: McGraw Hill Education.<br>DC Connect   |   |
|                         | <b>Evaluation</b><br>Assignment: Assignment #3: Due Week 13  | <b>Weighting</b><br>25                                |

| <b>Week/<br/>Module</b> | <b>Hours:</b>                               | <b>3</b>                               | <b>Delivery:</b>  | <b>In Class</b>                        |
|-------------------------|---|--|-------------------|--|
| 14                      | <b>Course Learning Outcomes</b>             |  |                   |  |
|                         | CLO1, CLO2, CLO3, CLO4, CLO5                |  |                   |  |
|                         | <b>Essential Employability Skills</b>       |  |                   |  |
|                         | <b>Taught:</b>                              | EES1, EES2, EES7, EES8,<br>EES9, EES10 | <b>Practiced:</b> | EES1, EES2, EES7, EES8,<br>EES9, EES10 |
|                         | <b>Intended Learning Objectives/Topics</b>  |  |                   |  |
|                         | Review of the course learning objectives    |  |                   |  |
|                         | <b>Intended Learning Activities</b>         |  |                   |  |
|                         | Work/Study Period for Final Term Assessment |  |                   |  |
|                         | <b>Resources and References</b>             |  |                   |  |
|                         | DC Connect                                  |  |                   |  |
|                         | <b>Evaluation</b>                           |  |                   | <b>Weighting</b>                       |
|                         | Quiz: Quizzes - Weeks, 5, 7, 9, 11, and 14  |  |                   | 5                                      |