



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1007LHS
<b>Course Name:</b>	Understanding the Social World
<b>Trimester:</b>	Trimester 1, 2020
<b>Program:</b>	Diploma of Arts and Communication
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr Laura Rodriguez Castro
<b>Document modified:</b>	11 December 2019

### Course Description

This course introduces students to the social sciences in a fresh local context, exploring key theories social scientists use to explain Australian and global societies, and considering the ways that our understanding of the social world has an impact on social life.

Sociology is a diverse field of study – the study of how society is organised and experienced. Sociologists focus on issues of stratification in society (such as class, gender and ethnicity) and the social structures that shape people's lives (including, for example, religion, education and family). This involves considering how people's lived experiences are influenced by their backgrounds, but it also involves exploring how, despite the many inequalities and prejudices that abound in social life, people can be agents of social change. Sociology tackles local issues and global problems. By studying sociology you will learn to think about the world - and your place in that world - with a 'sociological imagination'. The 'sociological imagination' has broad application in all forms of employment, as well as in everyday life more generally.

As an introduction to Sociology, this course provides you with the tools (sociological paradigms) to think critically about Australian society and the assumptions and prejudices held by many of its people. The course introduces you to a broad spectrum of social theory and emphasises critical analysis of common sense theories that seek to explain the human experience.

## Assumed Knowledge

There is no assumed knowledge for this course. Students who have taken other introductory humanities and social science courses will find several points of continuity with this course.

## 1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal

Name	Email
Dr Laura Rodriguez Castro	larc@portal.griffithcollege.edu.au

## 1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

Understanding the Social World aims to provide you with an opportunity to develop some of the core skills and knowledge that are central to the work of Sociologists, including an understanding of social issues, basic research skills, written and oral communication skills, a capacity for reflection, and the ability to work independently and in groups. This will enable you to build on these skills, and develop higher order skills and capacities, in the more advanced second and third level Sociology courses that follow on from 1007LHS, as well as in related social science majors including, for example, Criminal Justice, Indigenous Studies, Islam-West Relations, Politics and International Studies, and Security Studies.

The course introduces you to theories that help explain the social forces that shape everyday life. You will develop skills in understanding and analysing a range of concepts, theories and perspectives on social life. A core aim is to foster a critical and interpretive understanding of the dynamic relationship between the individual and society; a skill that will underpin successful completion of more advanced social science courses. A deeper knowledge and understanding of the social forces that structure daily life will help you reflect on your place in society and the ways in which this knowledge might provide you with greater agency in your personal and professional interactions with social institutions.

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Describe the basic principles of key sociological paradigms used to understand the social world.
2. Discuss the basic principles of key sociological paradigms used to understand the social world.
3. Analyse social issues using the 'sociological imagination'.
4. Apply sociological theory to an examination of social issues.

## 2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

<b>Generic Skills</b>	<b>Taught</b>	<b>Practised</b>	<b>Assessed</b>
Knowledge and skills with critical judgement	X	X	X
Communication and collaboration skills	X	X	X
Self-directed and active learning skills	X	X	X
Creative and future thinking skills	X	X	
Social responsibility and ethical awareness	X	X	
Cultural competence and awareness in a culturally diverse environment	X	X	

## 3. Learning Resources

### 3.1 Required Resources

**The required textbook is:**

Furze, B, Savy, P, Webb, R, James, S, Petray, T, Brym, RJ and Lie, J 2015, *Sociology in Today's World*, 3rd edn, Cengage Learning Australia, South Melbourne.

*NOTE: There are other versions of this textbook. Confirm that you have purchased the correct edition with localised material.*

Students must read the assigned chapter from the textbook prior to attending the workshop. The Quiz assessment is directly linked to chapter content. Students are also required to cite the textbook in the Discussion Activities assignment.

In some weeks the discussion material for the Discussion Activities assessment task will link to a short additional reading which is required to complete the assessment item. These readings will be available digitally.

### 3.2 Recommended Resources

Additional readings and resources will be posted on the MyStudy course site.

### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Learning Information

#### **Attendance**

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

#### **Preparation and Participation in Class**

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### **Learning Teams**

Each week you will attend your class in which you come together with other students and your tutor to explore the weekly topic. Each week's tutorial includes small group activities in assigned 'Learning Teams', which are named after famous historical and contemporary Sociologists. These teams will be formed in Week 1 and you will work with your assigned team for the duration of the trimester. The tutorial provides a space for active, collaborative learning. As spaces for student-student and student-teacher communication, the tutorial provides an opportunity for you to get to know other students and to enhance your skills in presenting and discussing ideas and issues effectively.

#### **Consultation Sessions**

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

#### **Course Materials**

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Weekly discussion material, and assessment information will also be made available in MyStudy on the Griffith College Portal.

## Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

## MyStudy and Online Engagement

In addition to the weekly 3 hours of classes, you should be spending at least 7 hours every week completing the weekly tasks. This includes:

- Reading the assigned textbook chapter and reflecting on the ideas it contains
- Engaging with the weekly mini-lectures
- Reading the weekly discussion material
- Preparing for your assessment items (Quizzes and Discussion Activities)

The MyStudy site is a critical component of your engagement with the course. At the end of each week you are expected to write one post in the Discussion Board as part of your assessment.

## Twitter

During the workshops you are encouraged to contribute to the #1007LHS Twitter back-channel which can be viewed on Learning@Griffith. The use of Twitter is a form of 'public sociology' (Burawoy 2005) and when communicating on the back-channel, tweets should reflect your position as a 'Sociologist-in-Training'. You are also encouraged to contribute to the back-channel outside of class time. More information about the use of Twitter will be provided in Week 1. Live-tweeting workshop content is encouraged as this enables students who are unable to attend the workshops to have a real-time feed of the workshops and to contribute their own tweets to this feed.

## Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

## Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

## 4. Learning and Teaching Activities

### 4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
	<b>Module One: Foundations</b>			1, 2, 3
1	<b>Sociological Imagination</b>	<b>Workshop:</b> This week introduces C. Wright Mills' sociological imagination as a tool enabling us to grasp the relationship between the	<b>Chapter(s):</b>  A Sociological Compass in <i>Sociology in</i>	1, 3

		personal lives of individuals (biography) and the public life of a society (history).Workshop	<i>Today's World</i>	
2	<b>Sociological Paradigms</b>	<b>Workshop:</b> This workshop introduces key paradigms of sociological thought - Functionalism, Conflict Theory, Symbolic Interactionism and Feminist Theory - as possible "ways of seeing" social issues.	<b>Chapter(s):</b> A Sociological Compass in <i>Sociology in Today's World</i>	1, 2,
3	<b>Sociological Research</b>	<b>Workshop:</b> This workshop introduces a number of ways Sociologists undertake research in order to demystify the research process and show that, as Sociologists-in-Training, you too can do sociology.	<b>Chapter(s):</b> How Sociologists Do Research in <i>Sociology in Today's World</i>	1, 2
4	<b>Culture and Socialisation</b>	<b>Workshop:</b> This workshop considers 'culture' as the sum product of human society and as a framework for understanding the social world. We also think about the way we learn culture through the process of 'socialisation'.	<b>Chapter(s):</b> Culture in <i>Sociology in Today's World</i> Socialisation in <i>Sociology in Today's World</i>	1, 2
<b>Module Two: Inequalities</b>				1, 2, 3, 4
5	<b>Race and Ethnicity</b>	Workshop: In this workshop, we think about race as a cultural construct with real social consequences, and what the differences might be between race and ethnicity.	<b>Chapter(s):</b> Race and Ethnicity in <i>Sociology in Today's World</i>	1, 2, 3, 4
6	<b>Class and Stratification</b>	Workshop: In this workshop, we contend with the concept of 'class' and consider how economic realities and social stratification may be related to one another. We ask: Is Australia a classless society?	<b>Chapter(s):</b> Class and Stratification in <i>Sociology in Today's World</i>	1, 2, 3, 4
7	<b>Sexuality and Gender</b>	Workshop: This workshop introduces sexuality and gender as separate yet intimately interconnected social categories that shape our lives in different ways.	<b>Chapter(s):</b> Sexuality and Gender in <i>Sociology in Today's World</i>	1, 2, 3, 4
8	<b>Disability, Ageing and Death</b>	Workshop: In this workshop we focus on the body, and how age and disability - always experienced bodily - affect our opportunities in the world.	<b>Chapter(s):</b> Disability, Ageing and Death in <i>Sociology in Today's World</i>	1, 2, 3, 4

	<b>Module Three: Institutions and Change</b>			2, 3, 4
9	<b>Education and Work</b>	Workshop: This workshop focuses on institutions of learning (schools, university) and their effects on education. We also consider the links between institutionalised learning and employment.	<b>Chapter(s):</b> Education in <i>Sociology in Today's World</i>  Work and the Economy in <i>Sociology in Today's World</i>	2, 3, 4
10	<b>Families and Relationships</b>	Workshop: This workshop considers what makes a family in contemporary Australian society, and why institutions, such as government and religion, have particular investments in some relationships but not others.	<b>Chapter(s):</b> Families in <i>Sociology in Today's World</i>	2, 3, 4
11	<b>Globalisation</b>	Workshop: This week we contend with the effects of increasing flows of people, money and ideas across the world, and ask what this might mean for our local cultures and for a global society.	<b>Chapter(s):</b> Globalisation and Development in <i>Sociology in Today's World</i>	2, 3, 4
12	<b>Environmental Sustainability</b>	Workshop: This workshop frames environmental issues as inherently social issues, and asks how a sociological perspective can contribute to environmental sustainability into the future.	<b>Chapter(s):</b> Environmental Sustainability in <i>Sociology in Today's World</i>	2, 3, 4

## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Quizzes	20%	1, 2, 3	Weeks 7 & 13
2	Discussion Activities – Reflective Journal Module One	20%	1, 2, 3	Week 4
3	Discussion Activities – Reflective Journal Module Two	30%	1, 2, 3, 4	Week 8
4	Discussion Activities – Reflective Journal Module Three	30%	2, 3, 4	Week 12

## 5.2 Assessment Detail

### Quizzes (Individual)

Learning Outcomes Assessed: 1, 2, 3

Due Date: Weeks 7 and 13

Weight: 20%

Two online multiple-choice quizzes will be held during weeks 7 and 13. Each will consist of 20 multiple-choice questions worth .5 marks each and based on material and related readings from weeks 1–6 and 7–12 inclusive. This includes the set chapters from the course textbook and material from lectures. Questions on the quiz are multiple choice and are taken from the assigned textbook, course profile, and other relevant course material identified by instructors.

#### *Criteria & Marking:*

Feedback on Quizzes is available on MyStudy when the due date for the relevant quiz has passed. This is automated and accessible by students through MyStudy.

### Discussion Activities – Reflective Journal Module One (Individual)

Learning Outcomes Assessed: 1, 2, 3

Final Due Date: End of Week 4 (weeks 3 and 4 assessed)

Total Weight: 20%

The purpose of the Discussion Activities in your Reflective Journal is to provide you, as a 'Sociologist-in-training', with the opportunity to discuss how the theories, topics and social issues covered in the course intersect with your own experiences. This is a reflective task and asks you to think through contemporary debates and topics using a 'sociological imagination', connecting 'personal troubles' to 'public issues', explained in Week 1 and the key sociological paradigms introduced in Week 2.

Module 1 is designed to have easily achievable criteria, allowing you to become familiar with the format and to test out your 'sociological imagination' before you move on to meet the more challenging demands of the later Modules. Your discussion activities in Module 1 are assessed according to your demonstrated ability to describe the basic principles of the key sociological paradigms used to explain the social world (Learning Outcome 1) and the similarities and differences of these paradigms.

**The Discussion Activities task requires you to engage with discussion material each week (from week 3) to write a discussion activity in your Reflective Journal in response to the weekly writing prompt. You should write your weekly discussion in a word document (template provided). The Reflective Journal document must include all of your discussion activities for the relevant weeks. Submit your Reflective Journal by the due date through Turnitin. Note that there is a final due date (end of week 4) at the end of the Module that should include the discussion activities from weeks 3 and 4.**

#### *Criteria and Marking:*

- Accuracy in response to discussion material and writing prompt
- Reference to the textbook
- Description and discussion of at least one sociological paradigm
- Written expression and referencing
- 500 words in length per weekly post (note: this is an upper limit – the lower limit is provided by meeting all of the task criteria)



## **Discussion Activities – Reflective Journal Module Two (Individual)**

Learning Outcomes Assessed: 1, 2, 3, 4

Final Due Date: End of Week 8 (weeks 5 – 8 assessed)

Total Weight: 30%

The purpose of the Discussion Activities in your Reflective Journal is to provide you, as a 'Sociologist-in-training', with the opportunity to discuss how the theories, topics and social issues covered in the course intersect with your own experiences. This is a reflective task and asks you to think through contemporary debates and topics using a 'sociological imagination', connecting 'personal troubles' to 'public issues', explained in Week 1 and the key sociological paradigms introduced in Week 2.

The Discussion Activities in Module 2 provide an opportunity for you to demonstrate your deepening attainment of sociological knowledge (Learning Outcome 2). In Module 2 you will be assessed on your development of higher-level skills involving the application of sociological theory to social issues.

**The Discussion Activities task requires you to engage with discussion material each week to write a discussion activity in your Reflective Journal in response to the weekly writing prompt. You should write your weekly discussion in a word document (template provided). The Reflective Journal document must include all of your discussion activities for the relevant weeks. Submit your Reflective Journal by the due date through Turnitin. Note that there is a final due date (end of week 8) at the end of the Module that should include the Discussion Activities from weeks 5, 6, 7 and 8.**

### *Criteria and Marking:*

- Accuracy in response to discussion material and writing prompt
- Reference to the textbook
- Description, discussion and application of at least one sociological paradigm
- Written expression and referencing
- 500 words in length per weekly post (note: this is an upper limit – the lower limit is provided by meeting all of the task criteria)

## Discussion Activities – Reflective Journal Module Three (Individual)

Learning Outcomes Assessed: 2, 3, 4

Final Due Date: End of Week 12 (weeks 9 – 11 assessed)

Total Weight: 30%

The purpose of the Discussion Activities in your Reflective Journal is to provide you, as a 'Sociologist-in-training', the opportunity to discuss how the theories, topics and social issues covered in the course intersect with your own experiences. This is a reflective task and asks you to think through contemporary debates and topics using a 'sociological imagination', connecting 'personal troubles' to 'public issues', explained in Week 1 and the key sociological paradigms introduced in Week 2.

The purpose of the Discussion Activities task in Module 3 is to provide you with opportunities to think through contemporary debates about social institutions using sociological theory (Learning Outcomes 3 and 4). The Module 3 Discussion Activities task is designed to assess your mastery of the sociological paradigms and their application to social issues.

**The Discussion Activities task requires you to engage with discussion material each week to write a discussion activity in your Reflective Journal in response to the weekly writing prompt. You should write your weekly discussion in a word document. The Reflective Journal document must include all of your discussion activities for the relevant weeks. Submit your Reflective Journal by the due date through Turnitin. Note that there is a final due date (end of week 12) at the end of the Module that should include the posts from weeks 9, 10 and 11.**

### *Criteria and Marking:*

- Accuracy in response to discussion material and writing prompt
- Reference to the textbook
- Discussion and application of at least one sociological paradigm and/or the sociological imagination.
- Written expression and referencing
- 500 words in length per weekly post (note: this is an upper limit – the lower limit is provided by meeting all of the task criteria).

## 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

## 5.4 Other Assessment Information

### **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### **Requests for extension**

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

## Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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