



1. General Course Information

1.1 Course Details

Course Code:	1014HSV
Course Name:	Introduction to Social Theory
Trimester:	Trimester 3, 2020
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Sheena Fleming
Document modified:	22 September 2020

Course Description

This course provides an introduction to contemporary debates in the social sciences and their relevance to social interventions in the health and human services arena. The social sciences provide health and human services practitioners with theoretical and methodological frameworks for professional practice. Frameworks, informed by the discipline of sociology, connect important concepts such as class, race, sex and age to social inequalities.

Assumed Knowledge

Nil.

1.2 Teaching Team

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

Name	Email
Sheeena Fleming	sheeena.fleming@staff.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 will be published on the Griffith College Portal on the course site.

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

This course aims to expose students to the wider social and cultural context in which health and human services operate, including an understanding of culture, globalisation, environmental sustainability and issues surrounding disadvantage.

Specifically, students will explore and examine:

1. the foundations of modern social theory and their applications to key social issues through three key paradigms underpinning sociological thought: Functionalism, Conflict Theory and Symbolic Interactionism;
2. social inequalities such as class, race/ethnicity, sex/gender and age in the first few weeks of this course followed by the exploration of major social institutions such as the social construction of crime/deviance, education & employment, health/illness, marriage & religion; and
3. themes of inequality on a global scale including globalisation & economics, cultures & subcultures and environmental movements & sustainability.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Compare the approaches of three paradigms to critique the influence of each sociological factor on individual and societal wellbeing.
2. Develop and apply understanding of the interplay between structure and agency to various sociological factors.
3. Demonstrate understanding of the impact individual differences such as race, gender, and age upon individuals' social position and wellbeing.
4. Demonstrate understanding of the impact of social structures such as culture and the legal system on individuals' social position and wellbeing.
5. Demonstrate understanding of the impact of broader economic structures such as employment and globalisation on individuals' social position and wellbeing.



2.3 Generic Skills and Capabilities

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:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	



3. Learning Resources

3.1 Required Learning Resources

Required Text

Carl, J. D., Baker, S., Robards, B., Scott, J., Hillman, W. & Lawrence, G. (2012). Think Sociology (1st Australian ed.). Sydney, Australia: Pearson.

3.2 Recommended Learning Resources

Please refer to recommended readings and videos relevant to individual weeks on the 1014HSV 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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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.

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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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.

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 Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
Module 1: Individual differences and society					
1	Introduction to sociology	-Readings -Short answer activity -Video -Extended readings: Articles	A: Interactive mini-lecture 1 , discussion, group activity B: Interactive mini-lecture 2, group activity, discussion		1, 2
2	Race and Racism	-Readings -Short answer activity -Video -Extended readings: Articles -Assessment brainstorming	A: Interactive mini-lecture 1 , discussion, group activity B: Interactive mini-lecture 2, group activity, discussion		1, 2, 3
3	Sex and gender	-Readings -Short answer activity -Video -Extended readings: Articles -Assessment brainstorming	A: Interactive mini-lecture 1 , discussion, group activity B: Interactive mini-lecture 2, group activity, discussion		1, 2, 3
4	Ageing and Ageism	-Readings -Short answer activity -Video	A: Interactive mini-lecture 1 , discussion, group activity	Assessment 1: Quiz	1, 2, 3





		<ul style="list-style-type: none"> -Extended readings: Articles -Assessment brainstorming 			
Module 2: Social structures					
5	Culture	<ul style="list-style-type: none"> -Readings -Short answer activity -Video -Extended readings: Articles -Assessment brainstorming 	A: Interactive mini-lecture 1 , discussion, group activity B: Interactive mini-lecture 2, group activity, discussion		1, 2, 4
6	Crime and Deviance	<ul style="list-style-type: none"> -Readings -Short answer activity -Video -Extended readings: Articles -Assessment brainstorming 	A: Interactive mini-lecture 1 , discussion, group activity B: Interactive mini-lecture 2, group activity, discussion		1, 2, 4
7	Marriage, Family and Religion	<ul style="list-style-type: none"> -Readings -Short answer activity -Video -Extended readings: Articles -Assessment brainstorming 	A: Interactive mini-lecture 1 , discussion, group activity B: Interactive mini-lecture 2, group activity, discussion		1, 2, 4
8	Health and Society	<ul style="list-style-type: none"> -Readings -Short answer activity -Video -Extended readings: Articles -Assessment brainstorming 	A: Interactive mini-lecture 1 , discussion, group activity B: Interactive mini-lecture 2, group activity, discussion	Assessment 2: Quiz	1, 2, 4
Module 3: Broader economic structures					
9	Globalisation and McDonaldisation	<ul style="list-style-type: none"> -Readings -Short answer activity -Video -Extended readings: Articles -Assessment brainstorming 	A: Interactive mini-lecture 1 , discussion, group activity B: Interactive mini-lecture 2, group activity, discussion		1, 2, 5
10	Class and Classism	<ul style="list-style-type: none"> -Readings -Short answer activity -Video -Extended readings: Articles 	A: Interactive mini-lecture 1 , discussion, group activity B: Interactive mini-lecture 2, group		1, 2, 5

		-Assessment brainstorming	activity, discussion		
11	Education and Employment	-Readings -Short answer activity -Video -Extended readings: Articles -Assessment brainstorming	A: Interactive mini-lecture 1, discussion, group activity B: Interactive mini-lecture 2, group activity, assessment help	Assessment 3: Quiz	1, 2, 5
12	Environment and Activism	-Readings -Short answer activity -Video -Extended readings: Articles -Assessment brainstorming	A: Interactive mini-lecture 1, discussion, group activity B: Interactive mini-lecture 2, discussion, Assessment help	Assessment 4: Sociological Imagination	1, 2, 5



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Module 1 quiz	15%	1, 2, 3	Week 4
2	Module 2 quiz	25%	1, 2, 4	Week 8
3	Module 3 quiz	25%	1, 2, 5	Week 11
4	Sociological Imagination map	35%	1, 2, 3, 4, 5	Week 12

5.2 Evidence of Learning Task Detail

Evidence of learning task 1:

Quiz: Individual Differences (15%)

Rationale:

This assessment task allows students to demonstrate their understanding of individual factors that influence a person's wellbeing. The task also allows students to test their understanding of structure and agency, as well as their ability to view individual differences through the lens of multiple paradigms.

Assessment details:

This is a multiple choice exam covering content from weeks 1 – 4.

Marking criteria:

Students will be awarded marks based on number of correct responses to quiz questions.

Submission:

Online submission using the link on the course site. Once you begin the exam, completion is timed. One attempt is allowed.

Evidence of learning task 2:

Quiz: Social Structures (25%)

Rationale:

This assessment task allows students to demonstrate their understanding of social structures that influence a person's wellbeing. The task also allows students to test their understanding of structure and agency, as well as their ability to view individual differences through the lens of multiple paradigms.

Assessment details:

This is a multiple choice exam covering content from weeks 5 - 8.

Marking criteria:

Students will be awarded marks based on number of correct responses to quiz questions.

Submission:

Online submission using the link on the course site. Once you begin the exam, completion is timed. One attempt is allowed.

Evidence of learning task 3:

Quiz: Broader economic influences (25%)

Rationale:

This assessment task allows students to demonstrate their understanding of broader economic factors that influence a person's wellbeing. The task also allows students to test their understanding of structure and agency, as well as their ability to view individual differences through the lens of multiple paradigms.

Assessment details:

This is a exam contains multiple choice and short answer questions covering content from weeks 9 – 11.

Marking criteria:

Students will be awarded marks based on number of correct responses to quiz questions. Short answers will be graded against standardised correct answers, with half marks being awarded where applicable.

Submission:

Online submission using the link on the course site. Once you begin the exam, completion is timed. One attempt is allowed.

Evidence of learning task 4:

Mind-Map: Sociological Imagination (35%)

Rationale:

This task allows students to develop and illustrate their understanding of the relationship between individual and societal factors in determining human wellbeing and behaviour. Students will use research skills and creativity to identify a range of sociological factors that contribute to individual wellbeing and social change.

Assessment details:

Students will demonstrate their understanding of structure and agency in the form of a mind-map (or similar approved structure). Students will select an everyday activity (for example: listening to your favourite music on a smartphone, doing weights at the gym, driving to university) and describe the ways in which sociological structures contribute to the activity, as well as the ways in which the activity influences sociological structures. The paradigms should also be incorporated into the mind-map to demonstrate an understanding of different theoretical approaches to social structures.

Marking criteria:

Students will be awarded marks based on criteria published in the assessment 4 folder on the 1014HSV course site . The task is weighted at 35% of the final grade.

Submission:

Online submission to Turnitin via link provided on the course site. Students should submit a link as well as a PDF version online.

5.3 Late Submission

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the course site and made available to students through the course site.

The sum of your marks of evidence of learning 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 Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 within 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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