



1. General Course Information

1.1 Course Details

| | |
|----------------------------|---|
| Course Code: | 1014HSV |
| Course Name: | Introduction to Social Theory |
| Trimester: | Trimester 3, 2021 |
| Program: | Diploma of Social and Psychological Science |
| Credit Points: | 10 |
| Course Coordinator: | Sheena Fleming |
| Document modified: | 26 August 2021 |

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 teacher can be contacted via the email system on the portal.

| Name | Email |
|----------------|--|
| Sheena Fleming | sheena.fleming@staff.griffithcollege.edu.au |

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of the Learning Experience. 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. Demonstrate the interplay between structure and agency to various sociological factors.
3. Summarize the impact individual differences such as race, gender, and age upon individuals' social position and wellbeing.
4. Exemplify the impact of social structures such as culture and the legal system on individuals' social position and wellbeing.
5. Consider 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 - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the Epigeum to Academic Integrity online modules within the suite of Academic and Professional Studies courses.

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 teacher'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 Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

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 teacher. 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 (Evidence of Learning Task) 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Experiences and Learning Activities

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

| | Learning Content  | Learning experiences  | Learning activities  | Evidence of Learning  | Learning outcome  |
|---|--|--|--|--|---|
| Module 1: Individual differences and society | | | | | |
| 1 | Introduction to sociology | A: Interactive mini-lecture 1, discussion, group activity B: Interactive mini-lecture 2, group activity, discussion | -Readings -Short answer activity -Video -Extended readings: Articles | | 1, 2 |
| 2 | Race and Racism | A: Interactive mini-lecture 1, discussion, group activity B: Interactive mini-lecture 2, group activity, discussion | -Readings -Short answer activity -Video -Extended readings: Articles -Evidence of Learning Task brainstorming | | 1, 2, 3 |
| 3 | Sex and gender | A: Interactive mini-lecture 1, discussion, group activity B: Interactive mini-lecture 2, group activity, discussion | -Readings -Short answer activity -Video -Extended readings: Articles -Evidence of Learning Task brainstorming | | 1, 2, 3 |
| 4 | Ageing and Ageism | A: Interactive mini-lecture 1, discussion, group activity | -Readings -Short answer activity -Video | Evidence of Learning Task 1: Quiz 15% on week 1 to 4 content | 1, 2, 3 |




| | | | | | |
|--|--|--|--|--|---------|
| | | | -Extended readings: Articles -Evidence of Learning Task brainstorming | | |
| Module 2: Social structures | | | | | |
| 5 | Culture | A: Interactive mini-lecture 1, discussion, group activity B: Interactive mini-lecture 2, group activity, discussion | -Readings -Short answer activity -Video -Extended readings: Articles -Evidence of Learning Task brainstorming | | 1, 2, 4 |
| 6 | Crime and Deviance | A: Interactive mini-lecture 1, discussion, group activity B: Interactive mini-lecture 2, group activity, discussion | -Readings -Short answer activity -Video -Extended readings: Articles -Evidence of Learning Task brainstorming | | 1, 2, 4 |
| 7 | Marriage, Family and Religion | A: Interactive mini-lecture 1, discussion, group activity B: Interactive mini-lecture 2, group activity, discussion | -Readings -Short answer activity -Video -Extended readings: Articles -Evidence of Learning Task brainstorming | | 1, 2, 4 |
| 8 | Health and Society | A: Interactive mini-lecture 1, discussion, group activity B: Interactive mini-lecture 2, group activity, discussion | -Readings -Short answer activity -Video -Extended readings: Articles -Evidence of Learning Task brainstorming | Evidence of Learning Task 2: Quiz 20% on weeks 5-6-7-8 | 1, 2, 4 |
| Module 3: Broader economic structures | | | | | |
| 9 | Globalisation and McDonaldisation | A: Interactive mini-lecture 1, discussion, group activity B: Interactive mini-lecture 2, group activity, discussion | -Readings -Short answer activity -Video -Extended readings: Articles -Evidence of Learning Task brainstorming | | 1, 2, 5 |
| 10 | Class and Classism | A: Interactive mini-lecture | -Readings | | 1, 2, 5 |

| | | | | | |
|-----------|---------------------------------|--|--|---|---------------------------|
| | | 1, discussion, group activity B: Interactive mini-lecture 2, group activity, discussion | -Short answer activity -Video -Extended readings: Articles -Evidence of Learning Task brainstorming | | |
| 11 | Education and Employment | A: Interactive mini-lecture 1, discussion, group activity B: Interactive mini-lecture 2, group activity, Evidence of Learning Task help | -Readings -Short answer activity -Video -Extended readings: Articles -Evidence of Learning Task brainstorming | Evidence of Learning Task 3: Quiz 25% on Weeks 9 to 11 | 1, 2, 5 |
| 12 | Environment and Activism | A: Interactive mini-lecture 1, discussion, group activity B: Interactive mini-lecture 2, discussion, Evidence of Learning Task help | -Readings -Short answer activity -Video -Extended readings: Articles -Evidence of Learning Task brainstorming | Evidence of Learning Task 4: 40 % Power Point Presentation | 1, 2, 3, 4 & 5 |



5. Evidence of Learning Task (Evidence of Learning Task Plan)

5.1 Evidence of Learning Task Summary

| |  Evidence of Learning Task |  Weighting |  Learning outcome |  Due Date |
|----------|--|--|--|---|
| 1 | Module 1 quiz | 15% | 1, 2, 3 | Week 4 |
| 2 | Module 2 quiz | 20% | 1, 2, 4 | Week 8 |
| 3 | Module 3 quiz | 25% | 1, 2, 5 | Week 11 |
| 4 | Sociological Imagination map | 40% | 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 Evidence of Learning 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 assessing learning outcomes 1, 2 & 3. Online submission using the link on the course site when you are with your teacher? Or during a window time of a week?. Once you begin the exam, completion is timed. One attempt is allowed.

Evidence of Learning Task 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 (20%)

Rationale:

This Evidence of Learning 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 assessing learning outcomes 1, 2 & 4. 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 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 Evidence of Learning 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 assessing learning outcomes 1, 2 & 5.

Evidence of Learning Task details:

This is an 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. A marking grid will be made available to students before the Quiz. Online submission using the link on the course site. Once you begin the exam, completion is timed. One attempt is allowed.

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:

Power Point Presentation 40%

Choose **ONE** social problems which will be given in class (in the Australian context): Choose **ONE** of the three key sociological perspectives (functionalism, conflict theory, or symbolic interactionism) to explain the phenomenon. In your answer, you will need to demonstrate an understanding of the nature and extent of the 'problem' before applying your chosen sociological theory. This task allows students to develop and illustrate their understanding of a social problem. Students will use research skills to identify the causes and consequences of social problems and apply a sociological theory to explain the problem. This task will assess learning outcomes 1, 2,3, 4 & 5.

Rationale:

This task allows students to develop and illustrate their understanding of a social problem. Students will use research skills to identify the causes and consequences of social problems and apply a sociological theory to explain the problem.

Evidence of Learning Task details:

This is a Powerpoint presentation.

Marking criteria:

Students will be awarded marks based on criteria sheet given with the instructions for this task.

Submission:

Your presentation and commentary needs to be submitted to Turnitin as one document. In Turnitin, you will only have access to one submission point that will not allow you to submit multiple documents. Therefore, it is very important to ensure that your presentation and commentary is in the one document as you will not be able to upload another document once you have submitted your Evidence of Learning Task. Further, Turnitin will NOT enable the notes section to be viewed by the marker if you upload your presentation as a PowerPoint file

5.3 Late Submission

An Evidence of Learning Task (Assessment) item submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task item by 5% of the maximum mark applicable for the Evidence of Learning Task item, for each working day or part working day that the item is late. Evidence of Learning Task 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 Task

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 Task 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 Evidence of Learning Task.

Return of Evidence of Learning Task

1. Marks awarded for in-trimester Evidence of Learning Task, 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 Task 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 Task 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 Task 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 Evidence of Learning Task-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, teachers 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 Evidence of Learning Task – 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 Evidence of Learning Task for students with disabilities while maintaining academic robustness of its programs.

Risk Evidence of Learning Task Statement

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

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