1. General Course Information

1.1 Course Details

Course Code:	**1014HSV**
Course Name:	**Introduction to Social Theory**
Trimester:	**Trimester 2, 2024**
Program:	**Diploma of Social and Psychological Science**
Credit Points:	**10**
Course Coordinator:	**Kathryn Beard**
Document modified:	**30/05/2024**

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/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Kathryn Beard	kathryn.beard@griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

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. Recall sociological concepts to the impacts that individual differences such as race, gender, and age have upon individuals' social position and wellbeing.
2. Apply sociological concepts to the impacts that social structures such as culture and the legal system have on individuals' social position and wellbeing.
3. Evaluate sociological concepts to the impacts that broader economic structures such as employment and globalisation have on individuals' social position and wellbeing.
4. Communicate clearly, by applying correct written grammar and APA 7 referencing and formatting.

2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy.](#)

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills/capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		
	Creativity and Future Thinking		✓

3. Learning Resources

3.1 Required Learning Resources

Required Text

Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E. (2021). *Sociology* (7th ed.). 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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.

- Study Toolbox – there is a dedicated website for this course on the Griffith College Digital Campus.

- 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 Academic Integrity online modules within the Academic and Professional Studies course.

- 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

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning 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%, students are engaged in their learning 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].

International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.

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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
	Module 1: Individual differences and society				
1	*Topic 1: Introduction to sociology* -Readings Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E. (2021). *Sociology* (7th ed.). Pearson. Required: Chapter 1 (pp. 1-27) & Chapter 17 (pp. 531-560)	*Recap of weekly topic, recalling core concepts, group work and individual activities*	-*Short answer activity* -*Video* -*Extended readings: Articles*		1
2	*Topic 2: Race and Racism* -Reading: Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E. (2021). *Sociology* (7th ed.). Pearson. Required: Chapter 10 (pp. 311-339)	*Recap of weekly topic, recalling core concepts, group work and individual activities*	-*Short answer activity* -*Video* -*Extended readings: Articles* -*Evidence of Learning Task brainstorming*		1
3	*Topic 3: Sex and gender* -Reading: Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E. (2021). *Sociology* (7th ed.). Pearson. Required: Chapter 11 (pp. 340-374)	*Recap of weekly topic, recalling core concepts, group work and individual activities*	-*Short answer activity* -*Video* -*Extended readings: Articles* -*Evidence of Learning Task brainstorming*		1
4	*Topic 4: Ageing and Ageism* -Reading: Textbook: 'Think Sociology' (Carl, Baker, Scott, Hillman, & Lawrence, 2011). Chapter 6	*Recap of weekly topic, recalling core concepts, group work and individual activities*	-*Short answer activity* -*Video* -*Extended readings: Articles* -*Evidence of Learning Task brainstorming*		1

		Module 2: Social structures			
5	*Topic 1: Culture* -*Reading:* Textbook: Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E. (2021). *Sociology* (7th ed.). Pearson. Required: Chapter 3 (pp. 79-117)	*Recap of weekly topic, recalling core concepts, group work and individual activities*	-*Short answer activity* -*Video* -*Extended readings: Articles* -*Evidence of Learning Task brainstorming*	*Evidence of Learning Task 1: Quiz 25% on week 1-4 content (held in class in Week 5)*	*2*
6	*Topic 2: Crime and Deviance* -*Reading:* Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E. (2021). *Sociology* (7th ed.). Pearson. Required: Chapter 15 (pp. 465-502)	*Recap of weekly topic, recalling core concepts, group work and individual activities*	-*Short answer activity* -*Video* -*Extended readings: Articles* -*Evidence of Learning Task brainstorming*		*2*
7	*Topic 3: Marriage, Family and Religion* -*Reading:* Textbook: Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E. (2021). *Sociology* (7th ed.). Pearson. Required: Chapter 5 (pp.142-188) & Chapter 13 (pp. 404-432)	*Recap of weekly topic, recalling core concepts, group work and individual activities*	-*Short answer activity* -*Video* -*Extended readings: Articles* -*Evidence of Learning Task brainstorming*		*2*
8	*Topic 4: Health and Society* -*Reading:* Textbook: Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E. (2021). *Sociology* (7th ed.). Pearson. Required: Chapter 12 (pp. 375-403)	*Recap of weekly topic, recalling core concepts, group work and individual activities*	-*Short answer activity* -*Video* -*Extended readings: Articles* -*Evidence of Learning Task brainstorming*		*2*

	Module 3: Broader economic structures				
9	*Topic 1: Class and Classism* *-Reading:* Textbook: Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E. (2021). *Sociology* (7th ed.). Pearson. Required: Chapter 9 (pp. 279-310)	*Recap of weekly topic, recalling core concepts, group work and individual activities*	*-Short answer activity* *-Video* *-Extended readings: Articles* *-Evidence of Learning Task brainstorming*	Evidence of Learning Task 2: Essay – Social Structures	*1, 2,3, 4*
10	*Topic 2: Globalisation and McDonaldisation* *-Reading:* Textbook: Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E. (2021). *Sociology* (7th ed.). Pearson. Required: Chapter 2 (pp. 28-67, ending at "Energy and society", pp. 77-78 for further readings and other resources)	*Recap of weekly topic, recalling core concepts, group work and individual activities*	*-Short answer activity* *-Video* *-Extended readings: Articles* *-Evidence of Learning Task brainstorming*		*3*
11	*Topic 3: Education and Employment* *-Reading:* Textbook: Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E. (2021). *Sociology* (7th ed.). Pearson. Required: Chapter 6 (pp. 189-223) & Chapter 7 (pp. 224-252)	*Recap of weekly topic, recalling core concepts, group work and individual activities*	*-Short answer activity* *-Video* *-Extended readings: Articles* *-Evidence of Learning Task brainstorming*		*3*

| 12 | Topic 4: Environment and Activism
-Reading: Van Krieken, R., Habibis, D., Smith, P., Maton, K., Martin, G., Churchill, B., West, B. & Hansen, E. (2021). *Sociology* (7th ed.). Pearson.

Required: Chapter 2 (From "Globalisation and the environment" to end of chapter [pp. 67-78]) | *Recap of weekly topic, recalling core concepts, group work and individual activities* | *-Short answer activity*
-Video
-Extended readings: Articles
-Evidence of Learning Task brainstorming | | *3,* |
| **Exam Period** | | | | *Evidence of Learning Task 3: 40 % Recorded PowerPoint Presentation* | *1, 3, 4* |

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Module 1 quiz	25%	1	Week 5
2	Essay – Social Structures	35%	1, 2, 4	Week 9
3	Recorded Powerpoint Presentation	40%	1, 3, 4	Exam Week

5.2 Evidence of Learning Task Detail

Please note that generative artificial intelligence (generative AI) applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the appropriate use of generative AI tools in terms of formative assessment tasks, citing the use of generative AI applications in summative assessment tasks and any other course specific preferences.

It should be noted that Turnitin now provides teaching staff with a generative AI percentage indicator similar to plagiarism detection capabilities accessible to teachers.

1. Evidence of Learning Task 1: Online Quiz (25%)

Task Type: Online Examination
Due Date: In class, Week 5
Weight: 25%, Marked out of: 25
Duration: 30 mins
Task Description: 25 multiple choice questions for 25 marks (each question is worth 1 mark). Students will be required to recall sociological concepts with regards to individuals' social position and well-being.
Criteria and Marking: Students will be awarded marks based on the 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.

2. Evidence of Learning Task 2: Essay – Social Structures (35%)

Task Type: Written Essay
Due Date: Monday 2 September 2024, 8.55am
Weight: 35%, Marked out of: 35
Length: 1200 words
Task Description: Choose **one** social problem (crime and deviance; marriage, family and religion; health), and apply **each** of the three key sociological perspectives (functionalism, conflict theory, or symbolic interactionism) to it. Then, reflect on how this knowledge will inform your practice as a human services worker.
Criteria and Marking: Students will be awarded marks based on published marking criteria.
Submission: Online submission using the link on the course site.

3. Evidence of Learning Task 3: Recorded Powerpoint Presentation (40%)

Task Type: Recorded Presentation
Due Date: Monday 30 September, 8.55am
Weight: 40%, Marked out of: 40
Duration: 10 minutes
Task Description: Choose ONE social problem (globalisation; class and classism; education) in the Australian context. Choose ONE of the three key sociological perspectives (functionalism, conflict theory, or symbolic interactionism) to explain the phenomenon. In your presentation, you will need to demonstrate an understanding of the nature and extent of the 'problem' before applying your chosen sociological theory.
Criteria and Marking: Students will be awarded marks based on the published marking criteria given with the instructions for this task.
Submission: Online submission using the link on the course site.

In order to pass this Course, students must:

  A. Achieve an overall mark of 50% on the summed total of all assessment items.
  B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.

5.3 Late Submission

An Evidence of Learning Task 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 by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 task, 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 Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, 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 task will be provided with the final course result).

2. Students will be advised of their final grade through the Digital Campus. 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 tasks 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 *tasks 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 Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [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 behavior, 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 behavior and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your 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 behaviors 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 Tasks – 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 Tasks for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are not out of the ordinary risks associated with this course.