

Official Course Outline Information

Course Name: Introduction to the Study of Society**Course Code:** SOCI 1000 AP01**Version #:** V1.24

Instructor:**Office:** [Click here to enter text.](#)**Email:** [Click here to enter text.](#)**Phone:****Office Hours:** Mondays, 5pm – 6pm. In-person in the classroom**How to Contact Your Instructor:** Via email; indicate course and section number in Subject

Official College Calendar Description:

Explore introductory sociology through the study of social relations, community, and society. Learn about the institutions of Canadian society, such as family, politics, ethnicity, education, and religion.

Course Overview:

Sociology is the systematic study of human society and social behaviour. The goal of this course is to stimulate your sociological curiosity by encouraging you to ask questions about why people behave the way they do in social groups and how society operates.

Most people have common-sense approaches to understanding daily life. Sociology, however, delves in more deeply and methodically to uncover how our society is shaped, and how we, ourselves, are shaped by social forces (many of which we may not be aware). For instance, the social class, gender, and ethnicity that we are born into will impact our life opportunities. Sociology also encourages us to think about social issues, such as inequality, poverty, crime, and environmental degradation, and to examine their root causes and offer strategies for social change.

Sociology is a social science; therefore, its understanding is based on a systematic and methodical collection and analysis of data. These data are sociological in nature; that is, they contain a questioning of all that we often assume to be true about ourselves or others, and the world in which we live. This course will introduce you to the ways of thinking within the discipline of sociology.

This course adheres to all college policies (see the college calendar).

In sum, sociology has a tremendous power to help us understand events around us in ways that can guide our thinking as professionals, and our actions as well-informed and engaged citizens.

Credits: 3

Prerequisites: None

Co-Requisites: None

Total Course Hours: 45 Hrs

Structure of Hours: Lecture: 45 hrs Lab: 0 hrs Other: 0 Hrs

Note: *Course hours are based on the number of credits. Students may need to budget two to three times this number of hours to complete the course successfully.*

Total Number of Weeks: 7

Course Meeting: Mondays: 2:00PM - 5:00PM at Singhmar Centre (SCFL) 2-013 and
Tuesdays: 11:00AM - 2:00PM at Singhmar Centre (SCFL) 2-027

Delivery Mode: In person

Faculty: Faculty of Arts and Sciences

Department: University Transfer

Program: [Click here to enter text.](#)

Course Goals/General Learning Outcomes:

Upon successful completion of this course, students will be able to

1. Debate current social phenomena using sociology concepts and research.
2. Compare and contrast the key theoretical approaches in the discipline of sociology.
3. Critique the assumptions used by a specific theory to explain a sociological issue.
4. Interpret sociological research data and resources to draw and support conclusions.
5. Devise questions about your daily life and society that are sociological in nature and reflect on personal attitudes and values from a sociological perspective

Course Units/Topics:

This course consists of the following units/topics:

1. See Course Schedule below.

Required Textbooks, References, Materials:

E-book or hard copy versions of

Symbaluk, Diane G. & Bereska, Tami M. (2021). *Sociology in Action: A Canadian perspective* Fourth Edition. Toronto: TopHat. ISBN-13: 9781774128435

Access to the Internet & NorQuest College Learning Management System (LMS).

Recommended Resources:

The NorQuest Library has a vast collection of online databases. You can access journals and books available on the NorQuest Library website at <http://library.norquest.ca/> Select “Databases” from the top navigation bar. For resources related to research, including APA style guides, select “Research Guides” from the top navigation bar. Please ask the librarian for help with finding and using these resources.

Course Evaluation:

Mark distribution for the course will be as follows:

Chapter Quizzes	15%
Midterm Exam	25%
Fieldwork Assignment	30%
Final Exam	30%
Total	100%

Passing Level/Grading Scale:

Grades for each component will be added together at the end of the term. The final total will be translated to NorQuest College's four-point grading scale below.

Marking and Grade Conversion

Letter Grade (post-secondary programs)	Grade Point Value (post-secondary programs)	Percentage Scale (Alberta Education courses / preparatory)	Description
A+	4.0	95–100	
A	4.0	90–94	Excellent
A–	3.7	85–89	
B+	3.3	80–84	
B	3.0	75–79	Good
B–	2.7	70–74	
C+	2.3	67–69	
C	2.0	64–66	Satisfactory
C–	1.7	60–63	
D+	1.3	55–59	
D	1.0	50–54	Poor
F	0.0	0–49	Failure

Inclusive Culture:

At NorQuest College, we are committed to fostering a space where both learners and staff can engage in honest conversations in a respectful, responsible, and thoughtful manner without fear of repercussions. A NorQuest education is inclusive, and our learners are supported and preparing to meet the needs of a diverse society with hands-on training with people from a variety of cultures, religions, and genders. For some learners, this may challenge your values and beliefs. We understand and have supported many learners to stretch their comfort zones to find a balance between job success and cultural or religious beliefs.

As part of the NorQuest community, in your programs, classrooms, labs, clinical work, work-integrated learning (WIL), and practicums, you will encounter and work with

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individuals from other cultures and religious backgrounds and of all genders and gender identities, including those who are part of the 2SLGBTQIA+ community. You will also meet and work with people with sensory sensitivities, who are neurodivergent, or who have different abilities, as well as individuals who may differ significantly in age or may have special considerations or restrictions around clothing and jewellery. Our community also includes people from a variety of socio-economic classes, castes, and income levels.

We celebrate our differences, and we value continuous growth and learning from each other. We create a sense of belonging where we do not judge anyone based on gender identity or expression, biological sex, sexual orientation, race/ethnicity, religion, linguistic and/or cultural background, age, physical or mental ability, or any other aspect of one's person. NorQuest does not tolerate bullying, racism, or harassment. If you or another learner or staff member are subjected to any of these actions, your voice will be heard and taken seriously. It is everyone's responsibility to nurture a space where each person can feel safe and respected.

NorQuest College is committed to providing an environment that expects and promotes ethical behaviour in all aspects of college activities. This includes ensuring that employees, learners, and volunteers can confidentially and without fear of retaliation seek advice and/or disclose alleged wrongdoing or improper activity. The Office of Safe Disclosure provides a safe space to hear NorQuest community members' equity, human rights, and discrimination concerns, and other reports of wrongdoing or improper activity. All learners, employees, and other members of the NorQuest community are welcome to access these services.

To contact the Safe Disclosure Office, individuals are encouraged to make an appointment to meet with an advisor by emailing disclosure@norquest.ca

Anti-Racism Statement

NorQuest College is working towards becoming an anti-racist institution. As such, we are making efforts to develop anti-racist curriculum and classroom learning experiences. This means using resources from multiple perspectives and equity deserving groups, learning from each other's lived experiences, and discussing anti-racism in our classrooms.

Integrating an anti-racist approach in the way we frame and implement courses and programs is central to achieving our desired state as an institution. It aligns with our college vision and *Deans' Joint Commitment to Anti-Racism for Equity*. Embedding anti-racism in teaching and learning practice will contribute to anti-oppressive and equitable learning experiences and outcomes for all learners. Everyone is invited to play their role for our learners to succeed in a diverse and multicultural learning space, workplace, and society.

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Skills of Distinction:

At NorQuest College, learners develop Skills of Distinction as a part of belonging to the NorQuest community. Through the Circle of Courage, learners build competence in Resilience, Inclusion, and New Ways of Thinking. These human skills prepare all learners for the changing workforce and the changing world.

Course Policies and Expectations:***Statement of Conduct and Expectations***

NorQuest College is committed to maintaining high standards of non-academic and academic performance and integrity in order to foster a learning environment conducive to the personal, educational, and social development of its students. This commitment is founded upon the principles of fairness, trustworthiness, honesty, respect, and responsibility. The college expects that its students will be guided at all times by these principles in the work that they submit and the behaviour in which they engage.

It is the student's responsibility to be familiar with and follow NorQuest College policies and procedures, including the [Student Code of Conduct](#). Student policies can be viewed on the college website at <https://www.norquest.ca/student-resources/student-policies>. Policies specific to a program will be in the student program manual. If you have questions, please ask your instructor or tutor.

Academic Integrity

NorQuest College is committed to maintaining high standards of academic performance and integrity, and it is the responsibility of all members of the college community to uphold these standards. Academic misconduct may be defined broadly as the giving, taking, or presenting of information that dishonestly aids an individual or group in the determination of academic merit or standing. Common examples include, but are not limited to, plagiarism and cheating, which includes the unethical use of generative artificial intelligence (AI) tools. Allegations of academic misconduct are serious and may lead to sanctions such as mark reduction, course failure, or withdrawal from the course or program.

Plagiarism

Plagiarism is a form of academic misconduct that occurs when someone presents, as one's own, work that has been created by another. It is a serious offence and can result in suspension or expulsion from the college.

There is no tolerance for academic misconduct in this course. Any student caught plagiarizing will be penalized, and the incident will be recorded in the student's file.

This course adheres to all college policies (see the college calendar).

Multiple offences may result in the student's withdrawal from the course and/or the program. Students are encouraged to familiarize themselves with the NorQuest College Student Judicial Affairs Policy, available through the [Office of Student Judicial Affairs](#), and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts, and/or participation in an offence.

Student Misconduct

[Academic misconduct](#) may be defined broadly as the giving, taking, or presenting of information that dishonestly aids an individual or group in the determination of academic merit or standing. Common examples include, but are not limited to, plagiarism and cheating.

[Non-academic misconduct](#) may be defined broadly as any behaviour that adversely affects the learning of others or the college's educational mission, violates civil or criminal statutes, threatens the safety or well-being of members of the NorQuest community, or violates the ethical standards set by professional associations or the workplace standards set by practicum, clinical, or volunteer placement agencies.

Allegations of academic or non-academic misconduct will be adjudicated according to Student Judicial Affairs Policy and procedures, and may result in sanctions ranging from mark reduction, remediation, course failure, or withdrawal from the course or program. For more information, please talk to your instructor or contact the Office of Student Judicial Affairs at osja@norquest.ca

Attendance Policy

You are expected to complete the assigned readings and review the course content on *misiwe pehtâkwan* before you attend class. Attendance is foundational for doing well in the course as group discussions will help applying concepts and aid in active learning. Also, material presented in class but not in your textbook is testable.

Students with documented, serious, and immediate family, personal, or health crises may request an exam deferral via email or official form from their instructor, who may escalate the request to the Program Chair for consideration.

Learning Technologies

This course uses *misiwe pehtâkwan*, NorQuest College's online Learning Management System (LMS), for course materials (<http://myclass.norquest.ca>). Upon registration, you will receive login information via your MyMail account. Course materials may include review materials, handouts, course outline, PowerPoints, notices from your instructor, schedule of readings, assignments, and exams. It is important that you log in and review the course materials and information regularly. For technical support, refer to this link: <https://libguides.norquest.ca/digitallearning/moodle>.

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Student Support

Students who have a disability affecting mobility, vision, hearing, learning, or mental or physical health and who require accommodations in this course are advised to discuss their needs with a Student Support Specialist at NorQuest College [Student Services](#).

Technology and Electronics Policy

For many learning activities, laptops, smartphones, and other electronic devices are valuable learning tools. Your instructor will identify times when the use of these devices is not appropriate.

How to Submit Assignments

Submit your assignments to MyClass (Moodle).

Late Assignment Submissions

Please see the attached schedule for courses readings and due dates. Late assignments will be deducted 5% per day, including weekends. Exceptions will be made in cases of illness (supported by appropriate medical documentation) or with prior arrangement with the instructors. Applications for extension must be made in writing (including email) in advance of the due date.

Course Schedule:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check your NorQuest email account for relevant messages.

COURSE SCHEDULE			
Date		Topic	Activities & Important Dates
Week 1	Jan 6	Introduction to the Course and Methodology Introduction to Sociology	Review the course outline (syllabus) Read Chapter 1 and view misiwe pehtâkwan content Attend the class Participate in practical activities and debates during class time aimed at preparing for the final exam
	Jan 7	Sociological Research	Read chapter 2 and view misiwe pehtâkwan content Attend the class Participate in practical activities and debates during class time aimed at preparing for the final exam
Week 2	Jan 13	Understanding Culture & Canadian Culture	Read chapter 3 and view misiwe pehtâkwan content Attend the class Participate in practical activities and debates during class time aimed at preparing for the final exam
	Jan 14	Socialization & Identity Quiz open (chapters 1 to 4)	Read chapter 4 and view misiwe pehtâkwan content Attend the class Participate in practical activities and debates during class time aimed at preparing for the final exam Quiz (chapters 1 to 4) opens at 5pm and is due in misiwe pehtâkwan by 11:59pm on Sunday, January 19th

Week 3	Jan 20	Economic Inequality in Canada	Read chapter 5 and view misiwe pehtâkwan content Attend the class Participate in practical activities and debates during class time aimed at preparing for the final exam
	Jan 21	Mass Media Sex, Gender, & Sexualities	Read chapters 6-7 and view misiwe pehtâkwan content Attend the class Participate in practical activities and debates during class time aimed at preparing for the final exam
Week 4	Jan 27	Race, Racialization, & Ethnicity	Read chapter 8 and view misiwe pehtâkwan content Attend the class Participate in practical activities and debates during class time aimed at preparing for the final exam
	Jan 28	The Family Religion, Science and Education Deviance & Crime Midterm Exam in- person	Read chapters 9-11 and view misiwe pehtâkwan content Attend the class Participate in practical activities and debates during class time aimed at preparing for the final exam Midterm Exam in-person (chapters 1-11. Obs. The Instructor can indicate which chapters will be most requested on the midterm exam)

Week 5	Feb 3	Health & Illness	<p>Read chapter 12 and view misiwe pehtâkwan content</p> <p>Attend the class</p> <p>Participate in practical activities and debates during class time aimed at preparing for the final exam</p>
	Feb 4	<p>Collective Behaviour and Social Movements</p> <p>Environmental Sociology</p>	<p>Read chapters 13-14 and view misiwe pehtâkwan content</p> <p>Attend the class</p> <p>Participate in practical activities and debates during class time aimed at preparing for the final exam</p>
Week 6	Feb 10	<p>Globalization</p> <p>Fieldwork assignment is due</p>	<p>Read chapter 15 and view misiwe pehtâkwan content</p> <p>Attend the class</p> <p>Participate in practical activities and debates during class time aimed at preparing for the final exam</p> <p>Fieldwork assignment is due in misiwe pehtâkwan by 11:59pm on February 10th. It consists of the sociological study of a film individually assigned to each student and a related news article. The details will be provided in the assignment document.</p>

	Feb 11	Final Exam	Final Exam (It will be an oral presentation explaining in a didactic manner the steps taken to develop the fieldwork assignment. The instructor will establish a maximum time limit for this presentation. The order of the oral presentation will be scheduled for each student). Attend the class. Obs. 1: Special student situations related to the oral presentation will be assessed by the instructor to ensure the best support for students. 2: To better accommodate students' needs, they may schedule with the instructor, by mutual agreement, an early presentation of the final exam, that is, on dates before February 11th.
Week 7	Feb 17	Family Day (no class)	
	Feb 18	Interim break (no class)	

Final Exam Date and Location: Classroom on February 11th, 2025

Bring to Final Exam: Oral presentation material

Additional Information:

The final exam will consist of oral presentations, some of which can be anticipated by mutual agreement between professor and students.

The use of any Generative Artificial Intelligence (AI) tools is not permitted in this course. The assignments are intended to measure each student's ability to generate their own work. Each student is expected to complete all tasks without substantive assistance from others, including AI tools, unless otherwise specified by the Instructor. Using unauthorized means to complete work will be considered academic misconduct.

Originated By: Carlos Roberto Bacila, PhD.

Last Revised By: Carlos Roberto Bacila, PhD.

Revision Date: December 13, 2024

Approved By (Program Chair or Dean): Taylor Scanlon

Minimum Instructor Requirements: Master's degree in Sociology or equivalent

Prior Learning Assessment Recognition (PLAR): Yes

Credit can be awarded for this course through PLAR

Methods of Obtaining PLAR: Transfer Credit

Transferability to Other Institutions: AU, UA, US, MAC, BV, LK, LEC

NOTE: Students are advised to keep course outlines in personal files for future use. These may be used to apply for transfer of credit to other educational institutions. A fee may be charged for additional or replacement copies.

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