# Unit Outline

**SURVEY OF SOCIOLOGY: THEMES**

<table>
<thead>
<tr>
<th>Unit Number:</th>
<th>S0101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Study:</td>
<td>Internal</td>
</tr>
<tr>
<td>Credit:</td>
<td>3 credit points</td>
</tr>
<tr>
<td>Pre-requisites:</td>
<td>Academic Writing</td>
</tr>
<tr>
<td>Location:</td>
<td>Sheridan College</td>
</tr>
<tr>
<td></td>
<td>18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000</td>
</tr>
<tr>
<td>Student Workload:</td>
<td>168 hours (12 hours per week over 14 weeks)</td>
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<tr>
<td></td>
<td>Seminars – 36 hours (3 hours per week over 12 teaching weeks)</td>
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<tr>
<td></td>
<td>Private Study – 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks)</td>
</tr>
<tr>
<td>Primary Text(s):</td>
<td>Henslin et.al. (2010). Sociology. Pearson Australia.</td>
</tr>
<tr>
<td>Learning Management System:</td>
<td>Canvas (canvas.sheridan.edu.au)</td>
</tr>
</tbody>
</table>

**Unit Coordinator:** Christine Guyler  
**Phone:** 9221-8170  
**Email:** cguyler@sheridan.edu.au

**Course Coordinator** Christine Guyler  
**Phone:** 9221-8170  
**Email:** cguyler@sheridan.edu.au
Introduction
Welcome to Survey of Sociology: Themes

We will begin this unit by discussing definitions and meanings: What is sociology? What do sociologists do? How does sociology help our society? Then we launch into some key sociological themes and issues that are studied in many sociology courses around the world. The emphasis in this unit is on Australian society and the impact that these issues have on our society. We will conclude the unit by considering how the contributions of sociologists have increased our understanding of these issues and how these issues might be addressed in our society. This includes the writing our own personal views on these issues, informed by the sociological research and theories we have studied.

Diploma of Arts Learning Outcomes
The Sheridan College Diploma of Arts has been accredited by the Tertiary Education Quality and Standards Agency (TEQSA) as meeting the standards set by the Australian Qualifications Framework (AQF).

A Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.

Upon completing the Diploma of Arts, you will be able to:

- Demonstrate your theoretical and technical knowledge of specialised learning areas within the humanities and social sciences.
- Exercise your cognitive skills successfully to identify, analyse and synthesise information from a range of sources.
- Plan, propose and evaluate potential solutions to unpredictable problems relating to specialised learning areas within the humanities and social sciences.
- Communicate your understanding of knowledge and skills relating to specialised learning areas within the humanities and social sciences to others in various learning contexts.
- Apply learned technical and creative tools from one or more specialised learning areas within the humanities and social sciences to interpret and resolve unpredictable problems in a range of scenarios.
- Demonstrate your capacity to seek knowledge and truth with persistence, independence, rigour, and integrity.
- Evaluate the relevance of Christian faith and practice to the pursuit of knowledge in the humanities and social sciences.
- Model self-discipline, servant leadership and respect for the dignity of individuals and groups in various settings.

Each unit you take in Diploma of Arts program will contribute towards the fulfilment of these broader learning outcomes.
Survey of Sociology: Themes Learning Outcomes

Upon completion of this unit, students will be able to:

A. Define sociology, explain what sociologists do and how they contribute to society.
B. Identify issues within key sociological themes of: social class, deviance, culture and family units.
C. Recognise the contributions of sociological research and sociological theories to these themes.
D. Articulate an informed personal view of issues related to social class, deviance, culture and family units in Australian society.
E. Provide illustrations and examples of these sociological themes from Australian society.

Graduate Attributes

Study does more than equip you with knowledge in a specific academic field. It can also have a transformational effect on your own nature. Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don't necessarily follow in a direct line from learning outcomes (LOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
### Sheridan College Graduate Attributes

**College Vision Statement**

To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...

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**College Graduate Attributes**

Sheridan College graduates will be...

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**Methods of Evaluation**

See unit assessment schedule for alignment with specific assessments.

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| ... love truth... | 1. **Lovers of truth who:**  
|                  | a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.  
|                  | b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.  
|                  | c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.  
|                  | - Assignments  
|                  | - Projects  
|                  | - Tests & Exams  
|                  | - Research  
|                  | - Academic Integrity Policy |

| ... seek wisdom... | 2. **Seekers of wisdom who:**  
|                  | a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.  
|                  | b. Exercise sound, fair and ethical judgment in study and workplace learning environments.  
|                  | c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.  
|                  | - Assignments  
|                  | - Projects  
|                  | - Tests & Exams  
|                  | - Research  
|                  | - Academic Integrity Policy  
|                  | - Peer review |

| ... embrace innovation... | 3. **Innovative thinkers who:**  
|                           | a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.  
|                           | b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.  
|                           | c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.  
|                           | - Assignments  
|                           | - Projects  
|                           | - Tests & Exams  
|                           | - Research  
|                           | - Peer review |

| ... and become instruments of peace in the world. | 4. **Effective communicators who:**  
|                                                   | a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.  
|                                                   | b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.  
|                                                   | c. Promote respect, hospitality and understanding towards cultures and groups.  
|                                                   | - Assignments  
|                                                   | - Projects  
|                                                   | - Tests & Exams  
|                                                   | - Research  
|                                                   | - Peer review |

| 5. **Independent learners who:**  
| a. Perform tasks to the best of their own abilities and strive for a high academic standard.  
| b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.  
| c. Take responsibility for their own learning and research.  
| - Assignments  
| - Projects  
| - Tests & Exams  
| - Research |

| 6. **Servant leaders who:**  
| a. Model respectful and ethical behaviour in team environments.  
| b. Serve the local, national and global community.  
| c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.  
| - Assignments  
| - Projects  
| - Research  
| - Peer review  
| - Student-led activities |
Course Structure

Academic Calendar
Diplomas are 1-year programs at Sheridan College. Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extra-curricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at http://sheridan.edu.au/index.php/home/academic-calendar.

The table below gives you an idea of your academic program over one year.

<table>
<thead>
<tr>
<th>SAMPLE DIPLOMA OF ARTS PROGRAM</th>
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<tr>
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<tr>
<td><strong>PRE-TRIMESTER</strong></td>
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<td>--------------------------</td>
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<tr>
<td><strong>YEAR 1</strong></td>
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<td><strong>(24 credit points)</strong></td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>(24 credit points)</strong></td>
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Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

Private Study Expectations
You should expect to spend an additional nine (9) hours per week of private study, immersing yourself in the course material and completing the assessment requirements. Reading and preparation for each course week should be done prior to or during the early part of each course week. Students may choose to begin reading over the weekend prior to each course week, keeping a notebook of insights and questions to contribute during the week’s discussion.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the instructor will nominate an additional one (1) hour either before or after class to be available for
individual student queries. The specific times will be set after discussions with the class on the first day.

**IT Resources**
The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.

**Location**
The unit will be taught at Unit 18, 7 Aberdeen Street, Perth WA 6000
Time: TBA
Room: TBA

**Learning Resources**

**Prescribed Text**
Henslin et.al. (2010). *Sociology*. Pearson Australia.

**Supplementary Texts**
These are available in the Sheridan College Reserve Collection

**Required Readings**

**Supplementary Reading(s)**


Students can also find relevant journal articles in the following journals:

- Annual Review of Sociology http://www.annualreviews.org/loi/soc
- Contemporary Sociology http://csx.sagepub.com/
- Current Sociology http://csi.sagepub.com/
- The American Journal of Sociology http://www.jstor.org/page/journal/amerjsoci/about.html
College Library Resources

In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. **Academic OneFile** from Cengage Gale (now active)
2. **Oxford University Press Arts and Humanities Collection** (now active)
3. **EBSCO collections** (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. **Informit collections** (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection

Cunningham Library

Sheridan College is an institutional member of the Australian Council of Educational Research’s Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


Aberdeen Street Campus Reserve Collection

A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

Public Libraries

You will have signed up with the State Library of WA (SLWA) and the National Library of Australia (NLA) when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines.

Other Free Resources

Access to free full-text journals can also be found through the following sites, among many others:

- VOCEDeplus (www.voced.edu.au/journalbrowse)
Community Memberships

If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Edith Cowan University: $88 ($22 with concession) [Link](http://www.ecu.edu.au/centres/library-services/borrowing/community)
- Curtin University: ($70.40) [Link](https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm)
- Murdoch University: ($99) [Link](http://library.murdoch.edu.au/Our-services/Community-members/)
- University of Notre Dame ($40) [Link](http://library.nd.edu.au/content.php?pid=50125&sid=642804)
- UWA [Link](http://www.is.uwa.edu.au/about/visitors-friends/visitors#community)
- Vose Seminary ($50) [Link](http://www.vose.edu.au/view/library/joiningthelibrary/)

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.

Learning Support

Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>LOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology Forum Discussions Online</td>
<td>20%</td>
<td>Weeks 1 - 7</td>
<td>A,B,C,E</td>
<td>1,2,5</td>
</tr>
<tr>
<td>Sociology Report</td>
<td>40%</td>
<td>Week 10</td>
<td>A,B,C</td>
<td>1,4,5</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40%</td>
<td>Week 13</td>
<td>A,B,C,D,E</td>
<td>1,2,5</td>
</tr>
</tbody>
</table>

Explanation of Assessments

Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes for the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments to satisfy the unit requirements.
1. Sociology Forums

Forum discussions are designed to assess student’s comprehension of each sociological theme. All forum questions must be answered individually. Questions will require short answers. A rubric for forum discussions will be provided on the Learning Management System.

**LOs assessed: A,B,C,E**

2. Sociology Report: Four Key Themes (Minimum 2500 words)

Students will write a structured report with the following headings:

- Social Class
- Deviance
- Family Units
- Culture

Under each heading the following sub-headings are required:

- The Reasons Sociologists Study This Topic
- The Key Sociological Issues within this Topic
- Implications of Sociological Theories and Research Findings

**LOs assessed: A,B,C**

<table>
<thead>
<tr>
<th>Category/ Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the Key Sociological Issues</td>
<td>Has not grasped the issues in this assignment</td>
<td>Evidences a basic grasp of the issues in this assignment</td>
<td>Has begun to grasp the issues in this assignment</td>
<td>Evidences a grasp of the issues in this assignment</td>
<td>Evidences a sound grasp of the issues in this assignment</td>
</tr>
<tr>
<td>Analysis of Key Sociological Issues</td>
<td>No analysis or engagement of the issues</td>
<td>Attempts to engage with the issues in this assignment</td>
<td>Demonstrates engagement with the issues in this assignment</td>
<td>Demonstrates ability to engage with the issues in this assignment</td>
<td>Demonstrates pronounced ability to engage with the issues in this assignment</td>
</tr>
<tr>
<td>Engagement with a Range of Scholarly Viewpoints</td>
<td>No evidence of engagement with scholarly viewpoints</td>
<td>Shows awareness of relevant scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a wide range of scholarly viewpoints</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>Poor spelling and grammar characterize the work</td>
<td>Many errors in spelling and grammar evidenced in paper</td>
<td>Some grammatical or spelling errors evidenced in the paper</td>
<td>Few grammatical or spelling errors are noted in paper</td>
<td>Consistently uses correct grammar with rare misspellings</td>
</tr>
<tr>
<td>Referencing</td>
<td>No referencing at all</td>
<td>Some referencing</td>
<td>Satisfactory referencing</td>
<td>Good referencing</td>
<td>Excellent referencing</td>
</tr>
</tbody>
</table>
3. Examination: Survey of Sociology: Themes

Students will complete an examination with questions related to the following:

- Defining sociology, explain what sociologists do and how they contribute to society
- Identifying issues within key sociological themes of: social class, deviance, culture and family units
- Recognising the contributions of sociological research and sociological theories to these themes
- Articulating an informed personal view of issues related to social class, crime and deviance, culture and family units in Australian society.
- Providing illustrations and examples of these sociological themes from Australian society.

LO assessed: A,B,C,D,E
Guidelines for Written Assignments

These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail before you commence your assignment. If you have any questions please ask your instructor to assist you. Do not ask other students, as they may not give you the correct information.

Presentation

- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.

- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity

- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your lecturer will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy is found at http://sheridan.edu.au/index.php/home/policy-library.

- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. A guide to using the APA referencing style has been posted on Canvas.

Submission

- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your lecturer before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.

- Any assignment submitted after the due date without the instructor’s permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.

- You must keep a copy of the completed assignment when you submit the original document for marking.

- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.

- All assignments must be submitted to assignments@sheridan.edu.au.

Assessment Moderation

- Your major assessment may also be marked by an external examiner, in addition to your instructor. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at other higher education institutions.
### Unit Outline

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE TOPICS</th>
<th>READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1</strong>&lt;br&gt;Welcome, Unit Outline &amp; Structure; Administration Procedures; Discussion on Assessments; Assignment dates agreed:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Session 1:</strong> Topic: Define sociology.</td>
<td>Chapter 1</td>
<td>Forum Discussion</td>
<td></td>
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<tr>
<td><strong>Session 2:</strong> Topic: Explain what sociologists do and how they contribute to society</td>
<td>Chapter 4</td>
<td>Forum Discussion</td>
<td></td>
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<tr>
<td><strong>Session 3:</strong> Topic: Identify issues within social class.</td>
<td>Chapter 3</td>
<td>Forum Discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Session 4:</strong> Topic: Recognise the contributions of sociological research and sociological theories to these issues</td>
<td>Chapter 8</td>
<td>Forum Discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Session 5:</strong> Topic: Identify issues within deviance</td>
<td>Chapter 7</td>
<td>Forum Discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Session 6:</strong> Topic: Recognise the contributions of sociological research and sociological theories to issues within deviance</td>
<td>Bessant, J. and R. Watts. 2007. <em>Sociology Australia</em>. Ch 17</td>
<td>Forum Discussion</td>
<td></td>
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<tr>
<td><strong>Session 7:</strong> Topic: Identify issues within culture</td>
<td>Chapter 2</td>
<td>Forum Discussion</td>
<td></td>
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<tr>
<td><strong>Session 8:</strong> Topic: Identify issues within multiculturalism</td>
<td>Bessant, J. and R. Watts. 2007. <em>Sociology Australia</em>. Ch 11</td>
<td>Forum Discussion</td>
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<tr>
<td><strong>IN-TRIMESTER STUDY BREAK</strong></td>
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<tr>
<td><strong>WEEK 5</strong>&lt;br&gt;Session 9: Topic: Recognise the contributions of sociological research and sociological theories to cultural issues</td>
<td>Chapter 9</td>
<td>Forum Discussion</td>
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<tr>
<td><strong>Session 10:</strong> Topic: Identify issues within family units</td>
<td>Chapter 14</td>
<td>Forum Discussion</td>
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<tr>
<td><strong>Session 11:</strong> Topic: Identify issues within dysfunctional family units</td>
<td>Brandon, P. D. (2012).</td>
<td>Forum Discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Session 12:</strong> Topic: Recognise the contributions of sociological research and sociological theories to family issues</td>
<td>Cooke, L. P., &amp; Baxter, J. (2010).</td>
<td>Forum Discussion</td>
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<tr>
<td><strong>Session 13:</strong> Topic: Connect experiences as case studies to these sociological themes, for illustration and analysis Part 1</td>
<td>Chapter 10</td>
<td>Forum Discussion</td>
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<tr>
<td><strong>Session 14:</strong> Topic: Connect experiences as case studies to these sociological themes, for illustration and analysis Part 2</td>
<td>McCrea, R. (2005).</td>
<td>Forum Discussion</td>
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<tr>
<td><strong>WEEK 8</strong>&lt;br&gt;Session 15: Topic: Articulate a personal view of issues related to social class and deviance in society</td>
<td>Review Chapters 1,2,3,4,7,8,9,10</td>
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<tr>
<td><strong>Session 16:</strong> Topic: Articulate a personal view of issues related to culture and family units in society</td>
<td>Review Chapters 1,2,4,7,8,9,10,14</td>
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<tr>
<td><strong>Session 17:</strong> Topic: Justify and support personal views with sociological research</td>
<td>Review Chapters 1,2,3,4,7,8,9,10,14</td>
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<tr>
<td><strong>Session 18:</strong> Topic: Justify and support personal views with theory</td>
<td>Review Chapters 1,2,3,4,7,8,9,10,14</td>
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<tr>
<td><strong>Session 19:</strong> Topic: Justify and support personal views with case illustrations</td>
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<tr>
<td>WEEK 11</td>
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<tr>
<td>Session 20. Topic: Summary of sociological themes</td>
<td>Review Chapters 1, 2, 3, 4, 7, 8, 9, 10, 14</td>
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<td>Session 21. Topic: Summary of relationship between sociological themes (inter-connectedness) Part 1</td>
<td>Review Chapters 1, 2, 3, 4, 7, 8, 9, 10, 14</td>
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<td>Session 22. Topic: Summary of relationship between sociological themes (inter-connectedness) Part 2</td>
<td>Review Chapters 1, 2, 3, 4, 7, 8, 9, 10, 14</td>
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<th>WEEK 12</th>
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<td>Unit Review</td>
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<td>Examination</td>
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All topic content will be available on the Sheridan LMS and covered in class before assessment takes place.