

Introduction to Sociology

Section A: Headline Information							
Module title		Introduction to Sociology					
Module NFQ level (only if an NFQ level can be demonstrated)		Level 7					
Module number/reference		TBC					
Module Co-ordinator		Dr Catherine O'Sullivan					
Parent programme		BA in Applied Social Studies (Professional Social Care)					
Stage of parent programme		Stage 1					
Semester (semester1/semester2 if applicable)		Semester 1					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5 ECTS					
List the teaching and learning modes		Lectures, tutorials and web facilitated learning					
Entry requirements (statement of knowledge, skill and competence)		College Entry Requirements must be satisfied for entry onto Stage 1.					
Pre-requisite module titles		N/A					
Co-requisite module titles		N/A					
Is this a capstone module? (Yes or No)		N/A					
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Sociology. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.					
Recommended number of learners per module		120					
Duration of the module		1 Semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2.3 hours					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall, Small Group work Room, Library, IT.					
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
24	1: 40	4	1: 10				97: Essay prep & writing: 35 Directed study & Reading: 30 Self-directed study & reading: 32		125 hours
Allocation of marks (within the module)									
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total	
Percentage contribution				40%			60%	100%	

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	By studying sociology, learners gain an insight into why social problems exist, and can make sense of them. Sociology offers some important social theories which provide explanations and critiques of human behaviour, social actions and interactions, as well as the institutions and structures of society. This encourages active citizenship.
Module Aims and Objectives	This module will enable Professional Social Care learners to think sociologically about features of society which affect the experiences, behaviour and life chances of those who need and/or receive social care services. Learners will be encouraged to examine sociological explanations for and evidence of poverty, inequality and discrimination.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Demonstrate an understanding of sociological theory and the key sociological perspectives (MIPLO 3). 2. Apply sociological theories and concepts to particular social problems, issues and debates especially pertinent to social care work (MIPLO 7). 3. Identify the relationship between ‘the sociological imagination’ and critical thinking (MIPLO 3).

Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>This module as an introduction to Sociology will firstly explore the origins of the discipline, including the key thinkers of classical sociology and some of the more modern protagonists.</p> <p>Secondly, learners will be encouraged to apply the sociological perspectives to contemporary issues which they will encounter on placement and in their future work-places.</p> <p>The socialisation process will be looked at in depth, to expose learners to a greater understanding of themselves and others, and to develop in them a willingness towards critical thinking. The acquisition of culture through socialisation will be covered, and this will emphasise the importance of cultural competence in social care work especially. The early life agents of socialisation and the life-long process of socialisation will be examined in depth, including the contemporary pervasiveness of the media in human experience.</p> <p>Tutorials will provide learners with an opportunity to apply the theories to case studies, national and international issues, as well as their own life experiences.</p>
Module Teaching and Learning Strategy	<p>Lectures will deliver the module content, with time given for questions and discussion. Web-facilitated learning through You-Tube clips or TED Talks will take place on occasion.</p> <p>Learners will, in small groups have the opportunity to break down the material in tutorials for greater examination of the issues. Prescribed readings will be used to encourage engagement by learners, and provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy). Some of the assessments will test skills and competencies. Some will test knowledge acquisition</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.</p>
Specifications for Module Staffing Requirements	<p>One lecturer.</p> <p>Staff – learner ratio is typical of a lecture and tutorial format, i.e. 1- 120 and 1-20.</p>

<p>Module Summative and Formative Assessment Strategy</p>	<p>When assessing for the programme, the three aspects of knowledge, skills and competencies are considered; as are the five domains of proficiencies stipulated by the Health and Social Care Professionals Council (CORU, 2017). Sociology is one module which focuses on the knowledge aspect of both, and meets three of the Minimum Programme Learning Outcomes (MIPLOs).</p> <p>This module will be assessed by two in-class assignments (assessment for learning) and an exam (assessment of learning).</p> <p>The in-class assignments will have a weighting of 20% each and the exam will have a weighting of 60%.</p>
<p>Sample Assessment Materials</p>	<p>Examples of In-class assignment:</p> <ul style="list-style-type: none"> • With reference to alienation (Marx), anomie (Durkheim) and rationalisation (Weber), outline the similarities and differences in the hopes and fears which the classical theorists had for the future of society. • Bureaucracy and democracy are in conflict as the former centralises power. The advance of reason and rationalisation has led to a reduction in human freedom and well-being. Discuss. • Discuss the assumption that nurture is more important than nature in determining human behaviour. (A sample answer is included in Appendix 7) <p>Word Count: 500-750</p> <p>Criteria used for marking: Structure, content, grammar, spelling and referencing.</p> <p>Examples of exam questions (Sample answers are included in Appendix 7):</p> <ul style="list-style-type: none"> • The study of sociology enhances our understanding of the world around us. Discuss, and provide examples to illustrate your answer. • Merton’s ‘Strain Theory’ suggests five responses to the tensions between socially endorsed values and the limited means of achieving them, where widely accepted cultural values conflict with the lived reality for certain groups of individuals. Explain. <p>Legible hand-writing, attention to spelling, grammar, referencing and addressing the question with focus.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: ESRI/TCD. (2006-). <i>Growing Up in Ireland</i>. Dublin: Department of Children and Youth Affairs.</p> <p>McDonald, B. (2014). <i>An Introduction to Sociology in Ireland</i>, (3rd edition). Dublin: Gill and Macmillan.</p> <p>Share, P., Corcoran, M.P. and Conway, B. (2012). <i>Sociology of Ireland</i>. Dublin: Gill and Macmillan.</p> <p>Stones, R. (ed.) (2017). <i>Key Sociological Thinking</i>, (3rd edition). UK: Palgrave Macmillan.</p> <p>Other Reading:</p>

	<p>Giddens, A. (2009). <i>Sociology</i>, (6th edition). UK: Polity Press.</p> <p>Giddens, A. and Sutton, P.W. (2013). <i>Sociology</i>, (7th edition). UK: Polity Press.</p> <p><i>Irish Journal of Sociology</i>. UK: Sage.</p> <p>Macionis, J.J. and Plummer, K. (2012). <i>Sociology: A Global Introduction</i>, (5th Edition). UK: Pearson.</p> <p>O’Sullivan, S. (ed.) (2016). <i>Contemporary Ireland: A Sociological Map</i>. Dublin: UCD Press.</p> <p><u>Recommended Viewing:</u> SAGE Video: Streaming Video Collection TED Talk Presentations</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall Tutorial space Internet Projector Speakers WIFI</p>

