1. **Title of the module**

FOUN0029 (LZ029) Introduction to Sociology for University

1. **School or partner institution which will be responsible for management of the module**

Centre for English and World Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 3

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits)

1. **The programmes of study to which the module contributes**

International Foundation Programme and JYA English Plus

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1. understand the fundamentals of sociology at a level consummate with their existing English language skills.

8.2. develop basic critical and analytical skills through detailed exploration of sociological theories.

8.3. grasp some of the key sociological ideas that have shaped modern thought.

8.4. apply academic and study skills, with guidance, specific to the study of sociology.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1. apply critical awareness and critical thinking skills to other areas of study.

9.2. communicate both verbally and in writing with improved fluency, confidence and appropriateness.

9.3. understand the expectations of the international classroom and learning environment in a UK higher-education context.

9.4. appreciate methods of assessment, deadlines, homework, seminars and tutorials and ensure compliance with these methods and requirements.

9.5. exercise key skills of time management and organisation, and access support services such as the Templeman Library and IT services to support their independent study.

9.6. understand how to use the available literature without plagiarising.

1. **A synopsis of the curriculum**

The module will be divided into three main topics of study which are intended to challenge the student to ask questions about their social world and to explore their own individual and cultural experiences within a wider context. In particular, students are encouraged to examine their common-sense assumptions by ‘thinking sociologically’. To do this requires not only the development of a sociological imagination but also the use of appropriate methodology and theoretical approaches. This course will introduce these skills to students through different topics. Studies begin with an exploration of the Sociological Imagination and follow on with Families and Intimate Relationships, Globalisation and Sex and Gender.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Required reading

Giddens, A. & Sutton, P. (2017) Sociology (8th ed.). Cambridge: Polity

Recommended reading

Bilton, T. (2002) *Introductory Sociology* (4th ed.). Basingstoke: Palgrave

Fulcher, J. & Scott, J. (2011) *Sociology* (4th ed.). Oxford: OUP

Haralambos, M. & Holborn, M. (2013) *Sociology: Themes and Perspectives* (8th ed.). London: Harper Collins

Macionis, J & Plummer, K (2012) *Sociology* (5th ed.).  Oxford:  OUP

Scott, J. & Marshall, G. (2009) *A Dictionary of Sociology* (4th ed.). Oxford: OUP

1. **Learning and teaching methods**

Total contact hours: 44

Private study hours: 106

Total Study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Essay (1200 words) (25%)

Seminar Participation (15%)

In Course Test (45 minutes) (10%)

Exam (2 hours) (50%)

JYA English Plus alternative assessment in lieu of exam

Written Assignment (1500 words) (50%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework (JYA English Plus 100% coursework)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** |  | **X** |  | **X** | **X** |  | **X** | **X** | **X** |  |
| Weekly two-hour lecture | **X** | **X** | **X** | **X** |  |  | **X** |  |  |  |
| Weekly one-hour seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Weekly one-hour workshop | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Written assignment | X | X | X | X |  | X |  | X | X | X |
| In-course Test | X |  | X | X |  | X |  | X | X | X |
| Seminar participation | X | X | X | X |  | X | X | X | X | X |
| Exam | X | X | X | X | X | X | X | X | X | X |
| JYA alternative assessment | X | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Centre recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities willbemade on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module examines Sociology from a range of perspectives including globablisation, society and culture. It asks questions about what is meant by terms such as family, and how these vary between cultures. Students can gain new ideas about their individual and collective cultural expectations in workshop and seminar discussions as well as expressing their ideas with the support of varied academic sources in written work.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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