Title of Module: Introducing Sociology			
Code: SOCY07004	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	I Rafanell		

Summary of Module

This module, Introducing Sociology, will provide you with the basis for the development of what the American sociologist C.W. Mills called the 'sociological imagination' which sociologists apply to the study of human society. The module, therefore, builds the foundations that will equip and prepare you to undertake further study in the social sciences by promoting a deeper understanding of the dynamics that underpin and reproduce society.

The sociological imagination, Mills argues, involves grasping 'the interplay of man and society, of biography and history, of self and world' (1959, p. 4). The interaction between the individual and social structures, through social and historical processes, is a central theme running through this module. One of the key conceptual distinctions that we employ throughout the module is the distinction between human agency, the creative or free exercise of human choice, and social structures (which shape and constrain free choice). We explore these interactions through two key sociological concepts, 'identity' and 'inequality', which we apply to key topics in contemporary society: social class; gender; race and ethnicity, and issues around dynamics of intersectionality.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓					

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:
L1. Be aware of the thinking behind the central concepts and perspectives within the discipline of sociology;
L2. Gain critical understanding of the interplay between society and individual; structural constraints and individual agency
L3. Be able to apply sociological approaches and concepts to the systematic study of social structures, social processes and social phenomena in contemporary society
L4. Be able to present coherent argument and analysis in written work and oral discussion
L5. Be able to appreciate and utilise empirical evidence and understand, on a basic level, how empirical evidence is generated and how evidence can be useful for policy-making.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 7. Students will: develop a broad knowledge of the subject; become conversant in the main concepts, definitions and principles at the core of the discipline; understand different approaches to explaining the concept of the sociological imagination; be able to apply this in practice.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Students will: develop basic literature search skills; develop basic skills in reading sociological literature.
Generic Cognitive skills	SCQF Level 7. Students will: glean experience in presenting and evaluating arguments which are routine to the discipline of sociology.
Communication, ICT and Numeracy Skills	SCQF Level 7. Students will: develop their written and verbal presentation skills through written assignments and their participation in seminars; be able to summarise and communicate key arguments and ideas through multiple formats.
Autonomy, Accountability and Working with others	SCQF Level 7. Students will: develop independent learning skills through

	independent, self-directed study; work with other students in the small group setting	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching	
Students and teaching team engage with each other primarily through lectures and seminars. Beyond these contact hours, you, as students, will develop your sociological knowledge and the skills outlined in the learning outcomes by engaging with a variety of resources – e.g. books, journal articles, newspapers and blogs – in order to prepare for lectures, seminars and the exam. Time spent carrying out independent reading and researching around the key topic areas and the assessment is reflected in 'notional student effort hours'.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Tutorial/Synchronous Support Activity	18
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Giddens, A. and Sutton, P. W., (2021) Essential Concepts in Sociology. 3rd ed. Cambridge: Polity Press. Macionis, J. and Plummer, K., (2013) Sociology: A Global Introduction. 5th ed. Harlow: Prentice Hall. Punch, S. et al (2013) Sociology. Making Sense of Society. 5th ed. Harlow: Pearson.
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related

learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

Supplemental Information

Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
Subject Panel	UG Social Sciences
Moderator	C Gilligan
External Examiner	R Ryder
Accreditation Details	
Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Multiple Choice Question Test (30%)
Group Work Portfolio (70%) For this assessment students will work in groups of 4-5 students to create an 1800 word group portfolio which outlines and applies their sociological imagination to real world social phenomena
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element
Multiple Choice Test	✓					30

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element
Group Portfolio		✓	✓	✓	✓	70
Combined Total For All Components					100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/   Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.   UWS Equality and Diversity Policy
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)