

## University of the West of Scotland

## Module Descriptor

Session: 202425

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

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name
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**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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**Learning Outcomes: (maximum of 5 statements)****These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**

At the end 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**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<b>SCQF Level 7</b> 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	<b>SCQF Level 7</b> Students will: develop basic literature search skills; develop basic skills in reading sociological literature.
Generic Cognitive skills	<b>SCQF Level 7</b> Students will: glean experience in presenting and evaluating arguments which are routine to the discipline of sociology.
Communication, ICT and Numeracy Skills	<b>SCQF Level 7</b> 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	<b>SCQF Level 7</b> Students will: develop independent learning skills through independent, self-directed study; work with other students in the small group setting	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

Learning and Teaching	
<b>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'.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Tutorial/Synchronous Support Activity	18
Independent Study	164

	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Punch, S. et al (2013) Sociology. Making Sense of Society. 5th ed. Harlow: Pearson.</p> <p>Giddens, A. and Sutton, P. W., (2021) Essential Concepts in Sociology. 3rd ed. Cambridge: Polity Press.</p> <p>Macionis, J. and Plummer, K., (2013) Sociology: A Global Introduction. 5th ed. Harlow: Prentice Hall.</p>	
<p>(**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)</p>	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>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: <a href="http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/">http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</a></p>	
<b>Equality and Diversity</b>	
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p> <p>Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..</p>	

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### Supplemental Information

<b>Divisional Programme Board</b>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	UG Social Sciences
<b>Moderator</b>	C Gilligan/I Rafanell
<b>External Examiner</b>	R Ryder
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assessment 1 – Note Taking Exercise (30%)
<p>Assessment 2 – Group Work Portfolio (70%)</p> <p>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</p>
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.</p> <p>(ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Note Taking Exercise	✓	✓				30	

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Group Portfolio			✓	✓	✓	70	

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	12.3.24	R Gordon
Updated contact hours	12.3.24	R Gordon
Updated Student Attendance and Engagement Procedure	12.3.24	R Gordon
Updated UWS Equality, Diversity and Human Rights Code	12.3.24	R Gordon
Guidance Note 23-24 provided	12.3.24	R Gordon
General housekeeping to text across sections.	12.3.24	R Gordon

**Version Number: MD Template 1 (2023-24)**