

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Sociology and Community Studies
Programme QF Level	:	5
Course Title	:	Discovering Sociology and Community
Course Code	:	SSC3306
Department	:	Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This induction course aims to lay a foundation for students in sociological reasoning and its unique perspective into social life. The course also serves as platform for mentoring and academic advising in the programme for students who are new to the demands of academic teaching and learning at the university level and help them embrace various challenges ahead. The course has five objectives. Firstly, it helps students to “discover” the distinctive approaches and conceptual tools in the “sociological imagination” and its relation to various strands of community studies. Secondly, it develops students’ core competencies for university education, such as skills in oral and written communication, analytical reading, personal planning and reflective thinking. Thirdly, it prepares students to address issues in relation to academic integrity – plagiarism, absenteeism and free-riding – arising in the new learning environment. Fourthly, aligning with the new graduate attributes, it should help students reflect on their civic responsibilities as a member of our community as well as opportunities for community services and innovation. Lastly, through regular, formal and informal group meetings, it aims to build supportive clusters between the students and the course instructor who also serves as the academic mentor, and also among the students themselves, reinforcing the existing academic advising system in the programme and university level.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Acquire academic skills – reading, writing, communication, personal planning and reflective thinking – that are essential for university education;
- CILO₂ Develop ethical values and effective practices in relation to academic integrity;
- CILO₃ Demonstrate a mastery of distinctive sociological approaches and concepts in understanding social phenomenon;
- CILO₄ Reflect on the civic responsibilities as a member of the community as well as the possibilities for community services and innovation;
- CILO₅ Develop supportive networks and learning communities among peers.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Core competencies for university students – reading; oral and written communication; analytical reading, critical thinking and examining data	CILO _{1,4}	Seminars
b. Academic integrity	CILO _{2,4}	Informal group discussions
c. Distinctive approaches and conceptual tools in Sociology and community studies	CILO _{1,3,4}	Seminars
d. Reflections on civic responsibilities and social innovation	CILO _{3,4,5}	Informal group discussions and case studies
e. Mentoring and peer support	CILO _{1,2,3,4,5}	Informal group discussions

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Essay	30%	CILO _{1,2,3,4}
(b) Presentations and participation in discussions and assessments in tutorials	30%	CILO _{1,2,3,4,5}
(c) Final Project Report	40%	CILO _{1,3}

5. Required Text(s)

Johnson, A. G. (1997). *The forest and the trees: Sociology as life, practice, and promise*. Temple University Press.

6. Recommended Readings

General

Scott, J. (Ed.). (2006). *Sociology: The key concepts*. Routledge.

Community Studies

Allan, G., & Phillipson, C. (2008). Community studies today: urban perspectives. *International Journal of Social Research Methodology*, 11(2), 163-173.

Day, G. (2006). *Community and everyday life*. Routledge.

Critical and Analytical Reading:

Solari, C. (2011). Guidelines for critical reading. In J. Jones, S. Quinn, & H. Brown, *Writing for Sociology (Second Edition)* (pp. 16-18). Berkeley: Department of Sociology, University of California, Berkeley. Retrieved from http://sociology.berkeley.edu/sites/default/files/documents/student_services/writing_guide/Writing%20for%20Sociology%20Guide%20Second%20Edition.pdf

Academic Writing:

Ritzer, G. (1998). Writing to be read: Changing the culture and reward structure of American Sociology. *Contemporary Sociology*, 27(5), 446-453.

Strunk, W. (2017). *The elements of style*. Lanham: Dancing Unicorn Books.

吳白弢. (2010). *通識寫作實用手冊*. 香港: 進一步多媒體有限公司.

Critical Thinking:

Weston, A. (2009). *A rulebook for arguments*. Indianapolis: Hackett Publishing Company.
[A very short book which discusses critical thinking or informal logic.]

Analysing Data:

Best, J. (2001). The importance of social statistics. In J. Best, *Damned Lies and Statistics* (pp. 9-29). Berkeley: University of California Press.

Best, J. (2001). Thinking about social Statistics: The critical approach. In J. Best, *Damned Lies and Statistics* (pp. 160-172). Berkeley: University of California Press.

Academic Integrity:

Wyatt, G. (1992). Skipping class: An analysis of absenteeism among first-year college students. *Teaching Sociology*, 20(3), 201-207.

Hall, D., & Buzwell, S. (2012). The problem of free-riding in group projects: Looking beyond social loafing as reason of non-contribution. *Active Learning in Higher Education*, 14(1), 37-49. Retrieved from
<http://journals.sagepub.com/doi/abs/10.1177/1469787412467123>

7. Related Web Resources

[http://sociology.berkeley.edu/sites/default/files/documents/student_services/writing_guide/Guidelines for Critical Reading.pdf](http://sociology.berkeley.edu/sites/default/files/documents/student_services/writing_guide/Guidelines%20for%20Critical%20Reading.pdf)

<https://www.sociosite.net/>

<https://www.socioweb.com/>

<https://twstreetcorner.org/>

8. Related Journals

Nil

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Other

Nil

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