



SOC 180

Sociology of Everyday Life

S2 Day 2015

Dept of Sociology

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General Information

Unit convenor and teaching staff

Unit Convenor/Lecturer

Selvaraj Velayutham

selvaraj.velayutham@mq.edu.au

Building W6A Room 835

Thursdays 9.00am-12.00 noon

Lecturer/Tutor

Alison Leitch

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

In this unit you are introduced to the analysis of everyday situations such as the home, the street, work, shopping, community, neighbourhoods, and various sites of leisure and entertainment. We also reveal and scrutinize the many tools and props that we use to negotiate these everyday activities (eg, clothes, mobile phones, automobiles, computers, furnishings etc) and explore the hidden social forces that shape our lives.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- Be aware of the history and importance of the study of the sociology of everyday life.
- Develop a broad understanding of how the 'sociological imagination' can be applied to our everyday lives.
- Be able to read, summarize and apply basic works in sociology and the sociology of everyday life.
- Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology

of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

Assessment Tasks

| Name | Weighting | Due |
|---------------------------------------|-----------|---------|
| <u>Quiz 1</u> | 20% | Week 5 |
| <u>Quiz 2</u> | 20% | Week 10 |
| <u>Research Essay</u> | 40% | Week 13 |
| <u>Journal and Tute Participation</u> | 20% | ongoing |

Quiz 1

Due: **Week 5**

Weighting: **20%**

The online quiz will be based on course readings and lecture content. It will be designed to test your understanding and application of key sociological concepts and ideas covered from Weeks 1 to 5 (inclusive) in the course. It will consists of multiple choice and true/false questions with a designated time for completion of 30 minutes.

On successful completion you will be able to:

- Be aware of the history and importance of the study of the sociology of everyday life. - Develop a broad understanding of how the 'sociological imagination' can be applied to our everyday lives. - Be able to read, summarize and apply basic works in sociology and the sociology of everyday life. - Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

Quiz 2

Due: **Week 10**

Weighting: **20%**

The online quiz will be based on course readings and lecture content. It will be designed to test

your understanding and application of key sociological concepts and ideas covered from Weeks 6 to 10 (inclusive) in the course. It will consist of multiple choice and true/false questions with a designated time for completion of 30 minutes.

On successful completion you will be able to:

- - Be aware of the history and importance of the study of the sociology of everyday life. - Develop a broad understanding of how the 'sociological imagination' can be applied to our everyday lives. - Be able to read, summarize and apply basic works in sociology and the sociology of everyday life. - Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

Research Essay

Due: **Week 13**

Weighting: **40%**

Based on an observation or image or object from your everyday life, you are asked to provide an analysis as to what it reveals about ourselves, the social forces that shape everyday life and broadly contemporary life.

On successful completion you will be able to:

- - Be aware of the history and importance of the study of the sociology of everyday life. - Develop a broad understanding of how the 'sociological imagination' can be applied to our everyday lives. - Be able to read, summarize and apply basic works in sociology and the sociology of everyday life. - Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

Journal and Tute Participation

Due: **ongoing**

Weighting: **20%**

APPLICABLE TO INTERNAL AND EXTERNAL STUDENTS: Journal Report

Every fortnight, (Weeks 3, 6, 8 & 12) you are required to submit to your tutor a TYPED 250 word Journal report on a given question relating to the lectures and readings. Answer the question based on what you have learned from the course. Note this is not a formal essay but an exercise to get you to reflect and engage with the sociology of everyday life. This will count towards your tutorial participation mark. Ensure that your name and tutorial day and time are indicated on each weekly submission. Late submissions will not be allowed and only a valid excuse such as medical related issues with documentation will be accepted for missing a submission. No written feedback will be provided for this assessment.

APPLICABLE TO INTERNAL STUDENTS: Tutorial Participation

The tutorial session provides the opportunity for students to engage in active peer discussion and participatory learning and raise questions about the material you are encountering in lectures and in the readings. **You are expected to have attended the lecture and read the required reading before the tutorial.** On occasions you may be asked to do other kinds of preparations, such as look up websites, read charts, analyze images etc. Contribution may involve asking and answering questions, group work and general discussion. **Tutorial attendance is compulsory.** Only valid excuses such as medical related issues or care responsibilities will be accepted for missing tutorial.

APPLICABLE TO EXTERNAL STUDENTS: Online Discussion

You are required to participate weekly on the EXTERNAL STUDENT DISCUSSION FORUM. There is a set of questions for every week and you are required to address at least 2 questions. Your post should reflect engagement with the reading/s and lecture material. Late posts will not receive full marks and only a valid excuse such as medical related issues with documentation will be accepted. The tutor for External Students will monitor the forums weekly.

The weekly online discussion forum provides the opportunity for students to engage in active peer discussion and participatory learning and raise questions about the material you are encountering in lectures and in the readings. **You are expected to have listened to the lecture and read the required reading before posting.** On occasions you may be asked to do other kinds of preparations, such as look up websites, read charts, analyze images etc. Please check the forums regularly.

On successful completion you will be able to:

- - Be aware of the history and importance of the study of the sociology of everyday life. - Develop a broad understanding of how the 'sociological imagination' can be applied to our everyday lives. - Be able to read, summarize and apply basic works in sociology and the sociology of everyday life. - Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

Delivery and Resources

Lecture - Wed (12-2pm) W5A Price Theatre

Please purchase a Course Reader from the Co-op Uni book store. Recommended readings are available in the library e-reserve and open shelves.

You must consult ilearn WEEKLY for tutorial activities and questions.

Announcements will generally be made at lectures but may also be sent through ilearn

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- - Be aware of the history and importance of the study of the sociology of everyday life. - Develop a broad understanding of how the 'sociological imagination' can be applied to our everyday lives. - Be able to read, summarize and apply basic works in sociology and the sociology of everyday life. - Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

Assessment tasks

- Research Essay

- Journal and Tute Participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- - Be aware of the history and importance of the study of the sociology of everyday life. - Develop a broad understanding of how the 'sociological imagination' can be applied to our everyday lives. - Be able to read, summarize and apply basic works in sociology and the sociology of everyday life. - Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

Assessment tasks

- Quiz 1
- Quiz 2
- Research Essay
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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Assessment tasks

- Quiz 1
- Quiz 2
- Research Essay

- Journal and Tute Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcome

- - Be aware of the history and importance of the study of the sociology of everyday life. - Develop a broad understanding of how the 'sociological imagination' can be applied to our everyday lives. - Be able to read, summarize and apply basic works in sociology and the sociology of everyday life. - Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

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Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- - Be aware of the history and importance of the study of the sociology of everyday life. - Develop a broad understanding of how the 'sociological imagination' can be applied to

our everyday lives. - Be able to read, summarize and apply basic works in sociology and the sociology of everyday life. - Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- - Be aware of the history and importance of the study of the sociology of everyday life. - Develop a broad understanding of how the 'sociological imagination' can be applied to our everyday lives. - Be able to read, summarize and apply basic works in sociology and the sociology of everyday life. - Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- - Be aware of the history and importance of the study of the sociology of everyday life. - Develop a broad understanding of how the 'sociological imagination' can be applied to our everyday lives. - Be able to read, summarize and apply basic works in sociology and the sociology of everyday life. - Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

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the sociology of everyday life. - Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

Assessment tasks

- Quiz 1
- Quiz 2
- Research Essay
- Journal and Tute Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- - Be aware of the history and importance of the study of the sociology of everyday life. - Develop a broad understanding of how the 'sociological imagination' can be applied to our everyday lives. - Be able to read, summarize and apply basic works in sociology and the sociology of everyday life. - Be aware of a range of research skills, such as ethnography and visual analysis, used to carry out research in the area of the sociology of everyday life. - Develop a range of generic skills useful in tertiary education and in vocational settings. This includes reading texts, critically review arguments and evidence, relate between and across contexts, become theoretically aware, and articulate arguments through written and verbal expression.

Assessment tasks

- Quiz 1
- Quiz 2
- Research Essay
- Journal and Tute Participation

Changes since First Published

| Date | Description |
|------------|----------------------------|
| 20/07/2015 | addition of teaching staff |