

With clear minds and respect, we would like acknowledge that Champlain College Saint-Lambert is located on the unceded lands of the Kanien'kehá:ka Nation. The Kanien'kehá:ka people are acknowledged as the custodians of the lands and water on which we gather. Tiohtiá:ke/Montreal has long been a place of gathering for Indigenous peoples and we recognize the diversity of indigenous people who now reside on the land. We continuously recognize the importance of fostering positive relationships with the Indigenous peoples of the land and their future generations.

Introduction to Social Science 300-SS1-LA

Course Information

Course title	Introduction to Social Science		
Course number	300-SS1-LA s00016		
Teacher:	Mark Paradis, PhD		
Class Time:	Wednesday, 8:30-10:30 in A-235		
Office hour:	Tuesdays from 11:00-12:00 by appointment (additional times may be available by appointment)		
Contact information:	The best way to reach me is through Mio.		
Credits:	1.33		
Hours:	30		
Weighting:	1-1-2		
Modality:	In-person		
Prerequisites:	None	Co-requisites:	None

Ministerial Competency

0ME1: Apply academic work methods to the social sciences. (F)

Course Purpose

This is a required course in the social science program that students take in their first semester. It introduces them to the structure and aims of the social science program, the disciplines that make up the program at Champlain, and the fundamental elements of social science research and writing.

Course Description

What is research? What is science? How do the disciplines of Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology contribute to our understanding of human life? To answer these questions, students explore the process of scientific research and communication in the social sciences. Specifically, they learn to carry out a literature search, evaluate the relevance and reliability of varied information sources, summarize these sources using scientific conventions and communicate their ideas clearly, both orally and in written form. Throughout, students also learn about, and experience, the role of teamwork and feedback in the research process.

Course Material

The main reading and viewing list for this course will be found in the document section of Lea. Additionally, the instructions and marking grids for all activities and assessments will be available on the same page.

Methodology

This course is designed around the principles of project-based learning. Powerpoint presentations will be made available to students in the document section of the course in Lea.

Ministerial Learning Objectives and Standards

Course objectives

At the end of the course, students should be able to:

1. Distinguish between different types of social science texts
2. Identify the components, structure, and major points of a text
3. Use information research tools to find relevant and reliable information sources
4. Summarize different types of texts while demonstrating the appropriate use of quotations, paraphrasing, and references.
5. Demonstrate appropriate and responsible use of technological tools
6. Collaborate effectively while working in groups
7. Communicate well-supported ideas clearly and effectively
8. Demonstrate the ability to plan and carry out a task
9. Understand the structure and goals of the Social Science program
10. Identify differences between the Social Sciences
11. Critically analyze learning habits and experiences

Contribution to the Graduate Profile

At the end of their studies, students can:

Elements of the Graduate Profile	Addressed
Understand content from the Social Science disciplines and use it to analyze human societies and social issues.	☑
Demonstrate clear and effective oral and written communication skills.	☑
Use appropriate research methods and technologies, evaluate varied sources and demonstrate academic literacy.	☑
Think critically, scientifically, creatively and independently	☑

During their studies, students will:

Elements of the Graduate Profile	Addressed
Form an appreciation of the value of intellectual curiosity, critical and creative thinking, as well as self-reflection, and use these to guide their future life and work.	☑
Gain experience in self-directed and collaborative learning.	☑
Recognize the benefits of a healthy and active lifestyle.	☑

Assessment Guidelines

Evaluation Structure

Assessment	Grade weight	Formative	Summative	Mid-Course	Final Summative	English Literacy
Quiz	5%	X		X		
Social Science Disciplines Assignment	10%		X	X	X	
ISS Project Part 1						
▪ Group Charter	10%	X		X		X
▪ Project Work Plan	5%	X		X		
▪ Peer & Self Assessment	5%	X		X		
ISS Project Part 2						
▪ Summary	10%		X		X	X
▪ Referencing Sources	10%		X		X	X
▪ Writing Plan	15%		X		X	X
ISS Presentation	20%		X		X	
Reflections	10%	X				X
Total	= 100%					

Make-Up Assessments

Students with college-approved absences will be provided make-up assessments. The form of the make-up assessment will be determined by the course teacher and may include deadline extensions and alternate assessments. Depending on the type of assessment, teachers may allow students to complete the make-up assessment in alternative forms or formats. However, the alternative assessment must measure the achievement of the same course learning outcomes. In all cases, teachers must respect the requirements for make-up assessments listed in the IPESL.

Style Guide

Students will be introduced to the APA and Chicago Manual Style in this course. They will be evaluated on their ability to reference and cite correctly in the following assessments: (1) Summary, (2) Evaluating and Referencing Sources, (3) Writing Plan, and (4) ISS Presentation. The grading criteria pertaining to references and citations are included in the grading rubrics.

Standards of Literacy and Proficiency in Written English

All classes and course material are given in English and students submit assessments in English. This does not apply to courses where the learning objectives specify that the language of instruction is other than English.

Champlain College Saint-Lambert recognizes the importance of increasing students' ability to use written English in all areas of study and life. As such, in courses where the acquisition of English language skills is not the primary learning objective, 10% is included in the grading criteria of assessment tasks with substantial written components.

Course Schedule

Week	Date	Topic	Content	Assessments
1	08/23	Course Introduction Social Science Program	In-class <u>Content:</u> Course introduction & Program overview part 1 (30 minutes) <u>Content:</u> Watch introduction videos to each discipline <u>Instructions:</u> Social Science Program activity (5-10 minutes)	
			Out-of-class <u>Activity:</u> Part A of Social Science Program activity (30-45 minutes) (individual)	
2	08/30	Social Science Program Social Science Disciplines	In-class <u>Content:</u> Program overview part 2 (10-15 minutes) <u>Activity:</u> students complete parts B and C of the Social Science Program activity (25-30 minutes) (group) <u>Instructions:</u> Program Quiz and Social Science Disciplines assignments <u>Assignment:</u> Social Science Disciplines assignment Part 1 (rest of class) (individual)	Program Quiz Assigned (5%) – Due 09/05 by 22:00 Social Science Disciplines Assigned (10%) – Due 09/06 by the end of class
			Out-of-class <u>Assignment:</u> Program Quiz (30-45 minutes) (individual) <u>Assignment:</u> Finish SS disciplines assignment and submit before next class (45 minutes) (individual) <u>Read:</u> Read the description of the ISS Project and the instructions for the Work plan (5-10 minutes)	
3	09/06		In-class	

		Social Science Disciplines Digital Competency Framework	<u>Assignment:</u> Social Science Disciplines Part 2 (15 minutes) (group) <u>Assignment:</u> Social Science Disciplines Part 3 (15 minutes) (group) <u>Content:</u> Digital Competency framework (15-20 minutes) <u>Instructions:</u> ISS Project and Work Plan (5-10 minutes) <u>Assignment:</u> Work Plan (individual) (60 minutes) Out-of-class Part A of the Group Work activity (25 minutes) (individual) Finish work Plan	Program Quiz Due (5%) – Due 09/05 by 22:00 Social Science Disciplines (part 1) Due (10%) – Due 09/06 by start of class Social Science Disciplines (part 2 and 3) Due (10%) – Due 09/06 by 22:00 Work Plan Assigned (5%) – Due 09/12 by 22:00
4	09/13	Group Work	In-class <u>Content:</u> Introduction to Group Work (10 minutes) <u>Assignment:</u> Part B of the Group Work activity (60 minutes) - resulting in Group Charter assignment (group). If not completed in class, students can complete it as out-of-class work. <u>Activity:</u> ISS Project Topic Exploration, Step 1 (10 minutes) (group) Out-of-class Part C of Group Work activity (30 minutes) (individual) <u>Activity:</u> ISS Project Topic Exploration Step 2 (45 minutes) (individual)	Work Plan Due (5%) – Due 09/12 by 22:00
5	09/20	Types of sources	In-class <u>Activity:</u> ISS Project Topic Exploration activity Steps 3 & 4 (30-35 minutes) (group)	Group Charter (10%)

			<u>Content</u>: Types of Sources (10-15 minutes) and Finding Research Articles (10-15 minute) <u>Content</u>: Previewing sources (5-10 minutes) Students are given pre-selected sources from discipline 1 associated to their topic, one scholarly and one non-scholarly. Out-of-class Summary Practice activity Part A (60 minutes) (individual) Summary Practice activity Part B, Step 1 (30-45 minutes) (individual)	
6	09/27	Academic writing Summarizing	In-class <u>Instructions</u>: Summary Assignment (10 minutes) <u>Activity</u>: Summary Practice activity Part B, Steps 2 & 3 (30 minutes) (group) <u>Content</u>: Academic writing (20-25 minutes) Out-of-class Summary Practice activity Part C (steps 1-2) and Part D (steps 1-2) (60 minutes) (individual)	
7	10/04	Summarizing Finding and evaluating sources	In-class <u>Activity</u>: Summary Practice activity Part C (step 3) and Part D (step 3) (15-20 minutes) (group) <u>Assignment</u>: Peer and Self-Assessment relating to group work (15-20 minutes) (individual) <u>Content</u>: Finding and evaluating sources (30-40 minutes): Two Moodle modules will be covered: (1) Generating keywords and search techniques, and (2) Evaluating sources. Students are given access to the pre-assigned sources from disciplines 2 Out-of-class	Peer and Self-Assessment (5%)

			Summary Assignment using pre-assigned academic article from discipline 2 (110-120 minutes) (individual)	
8	10/11	Finding and evaluating sources	In-class <u>Activity</u> : Finding the Evaluating Sources Part A, step 1 (Quiz) (individual) (10 minutes) <u>Activity</u>: Finding and Evaluating Sources activity Part A, steps 2-4. (group) (60 minutes) Out-of-class Finding and Evaluating Sources activity Part B (105-120 minutes)	Summary (10%)
9	10/18	Finding and evaluating sources	In-class <u>Activity</u>: Finding and Evaluating Sources Part C (50-60 minutes) (group & individual) <u>Content</u>: Pertinence in scientific work and context in which sources are produced (10-15 minutes) <u>Instructions</u>: Evaluating and Referencing Sources assignment (10 minutes) <u>Assignment</u>: Work on part 1 of the Evaluating and Referencing Sources assignment (15-20 minutes) (group) Out-of-class Complete Moodle module on Referencing (20 minutes) (individual) Work on Part 2 of Evaluating and Referencing Sources assignment (30-45 minutes) (individual)	
10	10/25	Referencing	In-class <u>Content</u>: Referencing, specifically how to create a list of references/bibliography (using Chicago Note-Bibliography and APA). (15 minutes) <u>Activity</u>: Referencing (30-40 minutes) <u>Assignment</u>: Students work on Part 3 of Referencing and Evaluating Sources assignment (30-40 minutes) (individual)	

			Out-of-class Work on Referencing and Evaluating Sources assignment (60 minutes) Read instruction for the Writing Plan assignment (5-10 minutes)	
11	11/01	Academic Writing Using Sources	In-class <u>Content:</u> Using different types of sources (book, textbook, magazine articles, government documents, statistics, social media) and their roles in function of the types of texts (literature review versus argumentative papers). (15-20 minutes) <u>Activity:</u> Different types of sources and linking them to their purpose (20-30 minutes) (individual and group) <u>Instructions:</u> Writing Plan assignment overview (5-10 minutes) <u>Content:</u> How to create a research question, thesis statement and arguments for social science papers (10-15 minutes) <u>Assignment:</u> Writing Plan (rest of class) (individual) Out-of-class Students work on Writing Plan assignment (120 minutes)	Referencing and Evaluating Sources (10%)
12	11/08	Writing a Social Science Text	In-class <u>Assignment:</u> Writing Plan (65-80 minutes) (individual) <u>Instructions:</u> Final Reflection. This includes a 10-minute brainstorming session to choose a topic for their reflection (15-20 minutes) Out-of-class Students work on completing the Writing Plan assignment (110 minutes) (individual) Preview of ISS presentation instructions (10 minutes) (individual)	
	11/15	NO CLASS (Ped Day)		

13	11/22	Information Dissemination	In-class <u>Content:</u> Myths and realities about public speaking (15-20 minutes) <u>Activity:</u> Speech anxiety (20 minutes) (group) <u>Activity:</u> Identifying key characteristics of effective public speakers (20-25 minutes) (group) <u>Content:</u> What an effective and engaging presentation looks like (10 minutes) <u>Instructions:</u> ISS Presentation (10-15 minutes) <u>Assignment:</u> ISS Presentation (Part A) (rest of class) (group)	Writing Plan (15%)
			Out-of-class Students work on ISS Presentation (Part A) (120 minutes)	
14	11/29	Information Dissemination	In-class <u>Content:</u> How to create effective visual aid for public speaking (10-15 minutes) <u>Assignment:</u> ISS Presentation (Part A) (70-80 minutes) (group)	
			Out-of-class Students work on ISS Presentation (Part A) (120 minutes) (group) Work on Final Reflection	
15	12/06	Information Dissemination	In-class ISS Presentations (Part B) - Group A (60 minutes) ISS Presentations (Part B) - Group B (60 minutes)	
			Out-of-class ISS Presentation (Part C) (30 minutes)	ISS Presentation (20%) & Final Reflection (10%)

College and Departmental Policies

Attendance

In conformity with IPESL (p.10), students in this course are expected to commit to their learning. This means: interacting with course content, engaging in critical and analytical thinking, and applying knowledge to discussions and assignments. It also means being prepared and present in class, engaging in learning activities, supporting the learning of peers, and, when necessary, actively seeking support from one's teachers. Students should inform their teacher in advance of any absence that results in a missed activity or assessment.

Assessment Accommodation & Make-up Assessments

In conformity with IPESL (pp. 17-18), when a teacher is informed by the Registrar's Office and/or the Student Access Centre (SAC) about a student's college-approved absence, the teacher is required to make reasonable assessment accommodations that align with the course learning outcomes. College-approved absences include authorized college activities, religious observances, personal or family emergencies, legal obligations, and significant physical and health conditions. Assessment recommendations are *not* required for absences that are not college approved.

The nature and timing of make-up assessments will be at the discretion of the instructor. It is the student's responsibility to notify the instructor as soon as possible and provide the appropriate document to the college to support the request for a make-up assessment. Depending on the type of assessment, teachers may allow students to complete the make-up assessment in alternative forms or formats.

Due to the learning structure of this course, teachers are encouraged to provide regular reminders to students about the consequences of all types of absences (college-approved or not). Teachers should also specify to students in their specific course outlines the steps they should take prior to and following an absence.

Academic Integrity

In conformity with IPESL (p.18), plagiarism and cheating are serious forms of academic dishonesty which undermine learning and erode trust within the academic community. Plagiarism, which is a form of cheating, is the use of another person's ideas, words, or material without acknowledging its source. In this course, students will learn how to paraphrase, cite and reference using the principles of academic integrity. Academic cheating, in the broadest sense, is any deceptive or dishonest practice relative to academic coursework and assessments intended to provide oneself with a dishonest academic advantage.

Teachers should report cases of plagiarism and/or cheating to the Registrar's Office and the DAA. After consultation, if the student is deemed to be at fault, they receive a grade of zero on the assessment task and a note is placed in their file. The note remains in their file throughout their college education. Additional incidents of plagiarism or cheating will result in serious academic consequences and may result in expulsion.

Student Academic Concerns and Appeals

In conformity with IPESL (pp. 19-20), if a student has concerns about assessment methods, criteria, weighting, accommodations and/or deadlines that are inconsistent with the course outline, they should speak with the teacher. If the issue is not resolved, the student can contact the department coordinator from

the department to which the course belongs. The department will apply its internal process for reviewing course outlines and assessment criteria. If the student's concern is not resolved, they may contact the DAA who will ensure that the IPESL has been applied.

If a student wants to have a grade explained and/or reconsidered during the semester, prior to the exam period, they should speak with their teacher or communicate through MIO about their concerns within one week after receiving the grade. If, after communicating with the teacher, the issue is not resolved, the student can contact the department coordinator to which the course belongs and the departmental internal process for reviewing assessment grades will be applied. If the concern is not resolved, the student can contact the Registrar's Office to complete and submit an appeal form. The form will be forwarded to the DAA who will ensure that the IPESL has been applied.

Appealing a Final Course Grade in the Day Division

In conformity with IPESL (pp. 19-20), appealing a final grade is a serious process which involves the student, the teacher of the course for which the grade is being appealed, the Registrar's Office, the Department Coordinator, and the respective mark review committee. In the case of reporting a calculation error, the student is encouraged to speak with the teacher or communicate through MIO to resolve the situation.

To appeal a final grade, the student completes an appeal form, provides a valid reason for the appeal, and submits it with supporting documentation to the Registrar's Office. The deadline to submit an appeal of a final grade is indicated in the academic calendar. The Registrar's Office forwards the appeal to the department coordinator or the department's Mark Review Committee. The contested grade can remain the same or be raised unless academic dishonesty is discovered during the appeal process.

Appealing an Accusation of Plagiarism or Cheating in the Day Division

Students have the right to appeal reported accusations of plagiarism and/or cheating within one week after being accused of this academic wrongdoing. If a student wishes to appeal the accusation, they must contact the Registrar's Office to complete an appeal form and submit it along with supporting documentation. The DAA, in consultation with the teacher and the student, determines its validity. The teacher can invite the department to participate in the appeals process.

Institutional Code of Student Conduct

<https://www.champlainsaintlambert.ca/wp-content/uploads/2022/12/Institutional-Code-of-Student-Conduct.pdf>

Institutional Policy on the Evaluation of Student Learning (IPESL)

<https://www.champlainsaintlambert.ca/ipesl/>

Additional Resources

Academic Support – Tutoring

Tutoring is available, free of charge, on an individual or group basis. Please contact the Learning Center via this link <https://clctutoring.ca/home> Room B-300, Library, Upper Floor) to schedule a meeting with a tutor. You can also make an appointment at the Writing Centre for help with English writing skills by clicking [here](#).