

# SOCI 1002A & 1002C

## Approaching Sociology (2020-21)

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### Course Description

This course is designed for students newly admitted to majoring in the Sociology program. It is a small size and highly interactive course, complementary to the lecture-format Introduction to Sociology (SOCI 1001A). It is also part of the Sociology Department's academic mentorship program that helps students better adjust to studying sociology and plan for themselves in their undergraduate years.

Taking advantage of its format, this course will do what SOCI 1001A cannot do in introducing you to this wonderful subject and paving the way for a fruitful learning experience before graduation. Unlike a typical course in secondary or even tertiary education, there is no fixed curriculum to follow; no exit exam to enter. However, there will be exposure to a variety of academic skills required for excellence as a social science student.

Smaller group or individualized meetings and consultations with me will be scheduled throughout the term. By the end of the term, I would have met with you in small groups and—I definitely hope—in person as well.

### Learning Objectives

#### Foundational Understanding

- Knowing sociology as an academic discipline and what it is not
- Appreciating the sociological heritage—our identity and pride based on our roots and accomplishments
- Guide posts for entering different subfields and methodological requirements for producing credible sociological knowledge

#### Skill Development

- Reading examples of professional sociological research
- Doing research: A presentation and a written essay that (1) proposes a feasible research question, (2) motivates it with a brief review of the prior literature on the topic, (3) specifies and justifies a research design, and (4) describes at least two alternative possibilities of findings and their interpretations
- Practice the role of a conscientious peer reviewer

## **Assessment**

50% class participation (including presentations)

50% writing assignments (including the research proposal)

*See the online platform Blackboard for any announcement on reading assignments posted before each week—typically announced by Friday evening of the previous week.*

<b><u>Grade</u></b>	<b><u>Descriptors</u></b>
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirement.