University of Silesia in Katowice

| 1. | Field of study | International Studies in Political Science and Diplomacy |
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| 2. | Faculty | Faculty of Social Sciences |
| 3. | Academic year of entry | 2024/2025 (winter term) |
| 4. | Level of qualifications/degree | first-cycle studies |
| 5. | Degree profile | general academic |
| 6. | Mode of study | full-time |

| 7. | General information about the module |
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| Module name | Introduction to Sociology |
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| Module code | W3-MS-S1-IS |
| Number of the ECTS credits | 3 |
| Language of instruction | English |
| Purpose and description of the content of education | The module expands knowledge of the functioning of society and develops the ability to understand social phenomena and processes occurring in the modern world. It introduces the sociological conceptual grid, reflection on classical and contemporary sociological concepts, reflective thinking about social reality, tools for selecting and interpreting social facts, methods for studying social life's complexity and multifaceted nature, and sociological imagination. |
| List of modules that must be completed before starting this module (if necessary) | not applicable |

| 8. | Learning outcomes of the module |
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| Code | Description | Learning outcomes of the programme | Level of competence (scale 1-5) |
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| IS_K01 | The student is aware of the multi-dimensionality and complexity of the phenomena and processes in the modern world and strives to learn about and understand them through an independent search for knowledge. | MS_1_K01 | 3 |
| | | MS_1_K03 | 1 |
| | | MS_1_K05 | 2 |
| IS_U01 | The student can use sociological knowledge to analyse and interpret selected social phenomena and processes. | MS_1_U01 | 3 |
| | | MS_1_U02 | 2 |
| | | MS_1_U03 | 2 |
| | | MS_1_U05 | 1 |
| | | MS_1_U06 | 3 |
| IS_U02 | The student can construct oral and written statements using sociological concepts and theoretical contexts. | MS_1_U02 | 1 |
| | | MS_1_U05 | 2 |
| | | MS_1_U06 | 2 |
| | | MS_1_U07 | 2 |
| IS_W01 | To an advanced degree, the student knows and understands the sociocultural determinants of political life. | MS_1_W02 | 2 |

| | | | MS_1_W04 | 2 |
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| | | | MS_1_W06 | 2 |
| | | | MS_1_W10 | 2 |
| IS_W02 | The student knows the most important sociological paradigms and theories and the conceptual apparatus necessary to describe and understand them. | | MS_1_W03 | 2 |
| | | | MS_1_W04 | 2 |
| | | | MS_1_W06 | 2 |
| | | | MS_1_W10 | 2 |

| 9. | Methods of conducting classes | |
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| **Code** | **Category** | **Name (description)** |
| a01 | Lecture methods / expository methods | Formal lecture/ course-related lecture<br>*a systematic course of study involving a synthetic presentation of an academic discipline; its implementation assumes a passive reception of the information provided* |
| a03 | Lecture methods / expository methods | Description<br>*a description of objects, phenomena, processes or people; it involves specifying the structure and characteristic features of the object, phenomenon, or process being described; it is usually accompanied by a demonstration of the described object or by its models, drawings, tables, charts, etc.; a description may take the form of an explanation, classification, justification or comparison* |
| a05 | Lecture methods / expository methods | Explanation/clarification<br>*explication involving the derivation of a predetermined theorem from other, already known ones, in the number of steps specified by the person teaching the course* |
| b01 | Problem-solving methods | Problem-based lecture<br>*an analysis of a selected scientific or practical problem accompanied by its assessment and an attempt to provide a solution to the issues presented in the lecture as well as the indication of the consequences of the proposed solution* |
| b02 | Problem-solving methods | Lecture-discussion<br>*transmission of content involving interaction with the lecture audience; discussion of lecture-related issues is one of its elements or constitutes its follow-up* |
| b04 | Problem-solving methods | Activating method – discussion / debate<br>*an exchange of views supported by substantive arguments leading to a clash of different views, a compromise or the identification of common positions; it proceeds according to previously agreed-upon rules regarding the time, manner and turn-taking as well as the principles of civil discourse; a discussion is not a competition but aims at finding the best solutions or presenting different points of view; its varieties include brainstorming, Oxford-style debate, panel discussion, decision tree, conference discussion; a debate is an orderly dispute between supporters and opponents of a viewpoint, usually specialists in the field or pre-selected representatives of a group dealing with a common problem* |
| b07 | Problem-solving methods | Activating methods: a case study<br>*a comprehensive description of a phenomenon connected with the selected discipline; reflecting the reality, presenting the 'what', 'where' and 'how' of the phenomenon, i.e., all of its key aspects to be discussed in class; used as a reproduction, presentation, discussion or diagnosis of factors that shape the phenomenon or interact with it; an in-depth qualitative analysis and evaluation of a selected phenomenon* |
| c01 | Demonstration methods | Exhibition<br>*preparing an object for public display and displaying it in order to elicit a specific reaction; creating a themed collection of specimens/objects/works to illustrate a specific issue* |
| c02 | Demonstration methods | Video show |

| | | reproducing a film or video material in its entirety or in fragments in order to illustrate the content taught in class, to submit it to analysis and evaluation or to use it as an exercise in image perception; a film/video can be a work of art, an illustration (also technical illustration) of a content/phenomenon/object, a private record of an action, a media image, etc. |
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| c06 | Demonstration methods | Demonstration-imitation<br>*a presentation of a model way of performing specific activities accompanied by a commentary; it aims at triggering imitation activities in an individual or in a group of participants observing the activities of the person teaching the course until the right habit is formed through regular exercise; the demonstration-imitation method is combined with a physical practice of activities/behaviours* |
| c07 | Demonstration methods | Screen presentation<br>*a presentation of synthetic image content using computer graphics, e.g., a series of slides or other multimedia forms, usually accompanied by a commentary; typical components of a screen presentation include text organized into bulleted points, charts, images and animations, sometimes sound effects or music; a multimedia illustration of course content presented in the form of a projected image* |
| d03 | Programmed learning methods | Working with another teaching tool<br>*e.g. using websites in any way or according to the rules set by the teacher; or making use of other subject-specific tools* |
| e09 | Practical methods | Plein air session<br>*implementation of a creative task in an open-air area, e.g. outside the studio* |
| f01 | Methods of self-learning | Self-education<br>*a method which involves independent acquisition of knowledge, skills and social competences, extending their scope and quality; complementary to the learning process taking place in class; taking on the task of developing and adjusting qualifications on one's own; self-study* |
| f02 | Methods of self-learning | Individual work with a text<br>*searching for and acquiring new information using textbooks and other written sources (including their digital versions); searching for texts, selecting fragments for analysis/interpretation, using other texts to solve a problem related to the studied issue* |
| f03 | Methods of self-learning | Conceptual work<br>*a (mainly intellectual) activity carried out independently (or in a selected group) resulting in the creation of a concept, idea or project; creating a plan based on a vision; developing a general outline of a project; producing a simplified sketch of the variant versions of a procedure/product/work* |

| 10. | Forms of teaching | | | | |
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| **Code** | **Name** | **Number of hours** | **Assessment of the learning outcomes of the module** | **Learning outcomes of the module** | **Methods of conducting classes** |
| W3-MS-S1-IS_W | lecture | 30 | course work | IS_K01, IS_U01, IS_U02, IS_W01, IS_W02 | a01, a03, a05, b01, b02, b04, b07, c01, c02, c06, c07, d03, e09, f01, f02, f03 |

| 11. | The student's work, apart from participation in classes, includes in particular: | | |
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| **Code** | **Category** | **Name (description)** | **Is it part of the BUNA?** |
| a01 | Preparation for classes | Search for materials and review activities necessary for class participation<br>*reviewing literature, documentation, tools and materials as well as the specifics of the syllabus and the range of activities indicated in it as required for full participation in classes* | No |
| a02 | Preparation for classes | Literature reading / analysis of source materials<br>*reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source* | No |

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| | | *materials to be used in class* | |
| a03 | Preparation for classes | Developing practical skills<br>*activities involving the repetition, refinement and consolidation of practical skills, including those developed during previous classes or new skills necessary for the implementation of subsequent elements of the curriculum (as preparation for class participation)* | No |
| a04 | Preparation for classes | Consulting materials complementary to those indicated in the syllabus<br>*agreeing on materials complementary to those indicated in the syllabus, supporting the implementation of tasks resulting from or necessary for class participation* | Yes |
| b01 | Consulting the curriculum and the organization of classes | Getting acquainted with the syllabus content<br>*reading through the syllabus and getting acquainted with its content* | No |
| b03 | Consulting the curriculum and the organization of classes | Consulting the schedule<br>*getting acquainted with the class schedule, possibly in the presence of the year tutor, in order to optimize participation in classes, including those supplementary to the core subjects listed in the pursued study programme* | Yes |
| c01 | Preparation for verification of learning outcomes | Determining the stages of task implementation contributing to the verification of learning outcomes<br>*devising a task implementation strategy embracing the division of content, the range of activities, implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.* | Yes |
| c02 | Preparation for verification of learning outcomes | Studying the literature used in and the materials produced in class<br>*exploring the studied content, inquiring, considering, assimilating, interpreting it, or organizing knowledge obtained from the literature, documentation, instructions, scenarios, etc., used in class as well as from the notes or other materials/artifacts made in class* | No |
| c03 | Preparation for verification of learning outcomes | Implementation of an individual or group assignment necessary for course/phase/ examination completion<br>*a set of activities aimed at performing an assigned task, to be executed out of class, as an obligatory phase/element of the verification of the learning outcomes assigned to the course* | No |
| d01 | Consulting the results of the verification of learning outcomes | Analysis of the corrective feedback provided by the academic teacher on the results of the verification of learning outcomes<br>*reading through the academic teacher's comments, assessments and opinions on the implementation of the task aimed at checking the level of the achieved learning outcomes* | Yes |
| d02 | Consulting the results of the verification of learning outcomes | Development of a corrective action plan as well as supplementary/corrective tasks<br>*reviewing and selecting tasks and activities enabling the elimination of errors indicated by the academic teacher, their verification or correction resulting in completing the task with at least the minimum passing grade* | Yes |
| e01 | Activities complementary to the classes | Undertaking, on one's own initiative and individually, activities aimed at expanding the scope or depth of the teaching content, also beyond the walls of the University<br>*a set of activities undertaken independently and on the student's own initiative, aimed at expanding the depth and scope of knowledge and skills, their revision and repetition, retention or verification, also activities carried outside the university, e.g., in a culture promoting or educational institution, a laboratory, in the open air, etc.; also self-education* | No |
| e02 | Activities complementary to the classes | Publication of a work/presentation of an activity, also beyond the walls of the University<br>*a set of activities carried out to disseminate (out of class) the effects of scholarly research, artistic, creative, project, construction, experimental work, etc., in the form of a classic presentation, exhibition, concert, projection, poster presentation, media mediated publication, in the digital form and as part of other activities; dissemination using various forms and tools* | No |

Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: https://usosweb.us.edu.pl.