

**FAMILY STUDIES 2260B**

**SECTION 530**

**Winter 2018**

**BRESCIA UNIVERSITY COLLEGE**

<b>Instructor:</b>	Bridget DeMarchi
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<b>Office Hours:</b>	<b>Before or after class, by appointment</b>
<b>Office Location:</b>	<b>Uh 352</b>
<b>Class Time:</b>	<b>Fridays 8:30am – 11:30am</b>
<b>Room Location:</b>	<b>BR 204</b>

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**Prerequisite(s): Any Family Studies 1000-level course, or permission of instructor**

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**COURSE DESCRIPTION**

This course investigates middle childhood and adolescence, exploring these developmental stages as they intersect with family, society, and cultural contexts.

**COURSE OBJECTIVES:** by the end of this course, students will be able to:

1. Discuss biological, cognitive, social and emotional development across middle childhood and adolescence.
2. Demonstrate knowledge of terminology, concepts and theories associated with middle childhood and adolescence.
3. Identify and explain differences in child development from middle childhood through to adolescence.
4. Identify and discuss communication methods and patterns of interaction that affect the parent-child relationship through this period of development.
5. Reflect upon one's own attitudes and values regarding adolescence.
6. Discuss the influence of family, teachers, peers, media, religion and culture on normal growth and development through this time period of development.
7. Discuss potential challenges unique to middle childhood and adolescence, including developmental and social /emotional risk factors.
8. Demonstrate knowledge of how parental risk factors impact child development across middle childhood and adolescence.

9. Identify how changing family structures influence growth and development across middle childhood and adolescence.
10. Develop skills in synthesizing Family Studies knowledge, and presenting it professionally and coherently.

**BRESCIA COMPETENCIES:**

**Communication:** the ability to exchange information and meaning across cultures, space, and time appropriately and correctly. This competency includes oral, written, and interpersonal communication, and the ability to use current or innovative media.

**Inquiry and Analysis:** the ability to ask questions, examine issues, and reach informed conclusions by breaking down complex issues, exploring evidence, and describing relationships among persons, things or events.

**Problem Solving:** the ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequences of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

**Self Awareness & Development:** the ability to draw meaning, knowledge, and value from honest and fair reflection and self-evaluation. Students are able to recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth.

**Evaluation**

<b>Component</b>	<b>Timing</b>	<b>Weight</b>	<b>Course Learning Outcome</b>	<b>Brescia Competency</b>
Exam 1	Week 1-4	20%	1, 2, 3, 4	Critical Thinking
In-Class Activity	Week 3, 6, 8, 10, 13	10%	1, 2, 3, 4, 5, 7, 9	Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self-Awareness and Development, Valuing
Virtual Teen Online Component	Week 1-13	20%	1, 2, 3, 4, 5, 6, 7, 8, 9	
Growth Album	Week 1-13	15%	1, 2, 3, 4, 5, 6, 7, 9	Communication, Critical Thinking, Inquiry & Analysis, Problem Solving, Self-Awareness
Final Exam	Week 1-13	20%	1, 2, 3, 6, 7, 8, 9	Communication, Critical Thinking, Inquiry and Analysis

## REQUIRED TEXTS

**\*McMahan, I., & Thompson, S. (2015). *Adolescence*. Don Mills ON: Pearson Canada Inc ISBN 978-0-205-84371-8**

**Custom Course Package available at the UWO bookstore**

\*If you do not purchase McMahan & Thompson text new with “access card”, you will need to purchase the access card separately to obtain access to participate in the “My Virtual Teen” component of the course.

## E-MAIL

I will not be answering questions regarding course material (e.g., definitions of concepts, differences between theoretical perspectives, etc.) via e-mail. I find that these types of questions are best answered by meeting in person. Please use e-mail for addressing administrative issues about the course and arranging to meet with me. **Please use your UWO email account and include course code in subject line, i.e. 2226A.**

## OFFICE HOURS

Please do not hesitate to come to see me during my office hours. I am here to help with any questions you might have. This time not only serves as a great way to clarify understandings of the course material, but I also enjoy talking with students about sociology and family studies in general; educational pursuits; and career aspirations. If you are unable to make it to my office hours please contact me so that we can arrange a mutually agreed upon time.

## CLASSROOM ETIQUETTE

Please respect your classmates and your instructor during our time together. To help and encourage everyone to stay focussed and on-track, **please keep cell phones turned off and put away, avoid whispering with your neighbours, and please use computers only for class related activities.** If there is a problem with classroom conduct you may be asked to leave for the duration of the lecture.

Please note that given the nature of this course and possible disclosure of personal information and/or issues, recording devices will not be allowed for any portion of the lectures. Please refrain from sharing others’ personal information when outside of the classroom forum. This will be discussed further during the first day of the course.

This class will allow many opportunities for class interaction and discussions. I encourage and welcome your active participation. Although we may not always agree with each other, we will treat each other with respect, consideration and warmth.

## LEARNING RESOURCES

Taking a vested interest in one's learning is a key to academic success. Some of the specific things that you can do to help with learning in this course and others include: (1) Regularly attending class; (2) Staying on top of your readings; (3) Keeping good lecture and reading notes; (4) Participating in the applied learning exercises; (5) Meeting with your professor during office hours when you need extra help or would like to discuss the course material on a more sustained basis; and, (6) Staying organized and on top of your assignment(s), and developing and executing good study habits (e.g., reviewing your material on a regular basis).

## ASSIGNMENTS / GRADES

The policies governing requests for accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline (i.e., exam makeups and late assignments are only possible with permission from an academic advisor, normally given only with documentation of a medical or personal emergency).

A+ 90-100	One could scarcely expect better from a student at this level
A 80-89	Superior work, which is clearly above average
B 70-79	Good work, meeting all requirements, and eminently satisfactory
C 60-69	Competent work, meeting all requirements
D 50-59	Fair work, minimally acceptable
F below 50	Fail

**Note:** The instructor, if needed may amend this syllabus.

## COURSE REQUIREMENTS AND GRADING STRUCTURE

<u>Course Requirements</u>	<u>Date</u>	<u>Weight</u>
Mid-term Exam	Feb 2	25%
Growth Album	April 6	15%
Virtual Teen	Online component	20%
Virtual Teen	In class, small group assignment	10%
Final Exam	April 9-30th <b>Actual date set by Office of Registrar</b>	30%

## CLASS SCHEDULE

Date	Topic	Readings
Jan 12	Course Introduction and Expectations My Virtual Teen usage and expectations Cognitive Development in Middle Childhood (Kail & Zolner)	Chapter 12
Jan 19	Letting Your Child Know What's Okay and What's Not (Kolari)	Chapter 7
Jan 26	Social and Emotional Development in Middle Childhood (Kail and Zolner)	Chapter 13
Feb 2	The Me to We Connection. Integrating Self and Other. (Siegel and Bryson)	Chapter 6
<b>Feb 9</b>	<b>Midterm Exam (25%) 2 hours in class</b>	
<b>Feb 16</b>	<b>In class, small group activity, groups 1-3</b> The Essence of Adolescence (Siegel)	Chapter 1
Feb 23	Reading Week – NO CLASS	
<b>March 2</b>	<b>In class, small group, groups 4-6</b> Families: Adolescents in the Family System (McMahan & Thompson)	Chapter 4
March 9	School and Work (McMahan & Thompson)	Chapter 6
<b>March 16</b>	<b>In class, small group activity, groups 7-9</b> Community, Culture and Media (McMahan & Thompson)	Chapter 7
March 23	Identity (McMahan & Thompson)	Chapter 9

	Intimacy (McMahan & Thompson)	Chapter 10
March 30	Good Friday – No CLASS	
April 6	<b>In class, small group activity, groups 10-12</b> Challenges (McMahan & Thompson) <b>Growth Album due in class (15%)</b>	Chapter 11
April 14-30	<b>Final Exam (30%)</b> <b>Cumulative Exam of all material but with more emphasis on material from Feb 16th onward</b> The date and location of the final exam will be set by the Office of the Registrar	

It is the expectation of the instructor that you have read the assigned readings prior to the class.

You will find it very difficult to meaningfully participate in the in class, small group activities if you are not current on the raising of your virtual teen.

*There will be no accommodations approved or alternate assignments offered for missing any of the in-class activities.*

### **MID-TERM EXAM (25%)**

The format of the in-class mid-term exams will be multiple choice and/or short answer questions based on **all course-related material** including assigned readings, class lecture material, class discussions, and guest presentations.

### **GROWTH ALBUM (15%)**

The growth album will be a visual demonstration and written summary highlighting the integration of your learning from Virtual Teen. The application based summary is of your own learning, feelings and experiences while raising your virtual teen. Specific requirements and grading rubric will be discussed at the first class and posted to OWL.

### **VIRTUAL TEEN (20%) – Online component**

Raise your virtual child through to 18 years of age. The assigned questions are within the program and will be graded.

**VIRTUAL TEEN (10%) (5 dates x 2% each) - In class, small group activities**

Participation within assigned small group, including your small group sharing with the class. There will be no opportunity to make up any missed in-class, small group activity.

**FINAL EXAM (30%)**

The **cumulative** final exam will be multiple choice and short answer. Although the exam is cumulative, there will be a greater emphasis on the material covered from Feb 10<sup>th</sup> onward.

**COURSE POLICIES**

**Materials on OWL**

OWL will be used in this course. Lecture material will be posted on OWL before class. This material is intended only as a guide to the class/course content and should not be considered as a substitute for class attendance.

**Missed Assignments / Exams**

If who fail to appear for an examination as indicated in the class schedule, will not be allowed to write a make-up examination unless the steps detailed below for academic accommodation have been followed. Similarly, missed assignments may not be made up later and will result in the reduction of marks unless you receive academic accommodation through an Academic Advisor. Late assignments will have the final assignment grade deducted at 5% per day.

There will not be any make-up examinations or extra work for the purpose of improving grades.

**Slides should not be considered sufficient for studying for examination purposes.**

**Reading assigned chapters in full is the expectation for examination purposes.**

## 2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:  
<http://westerncalendar.uwo.ca/2017/pg117.html>

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time

of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html> ). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html> )

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## 5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision

from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices

([http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf)).

## 6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## 7. SUPPORT

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to [Mental\\_Health@Western](mailto:Mental_Health@Western) <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the