

The University of British Columbia

Family Studies 312-100: Parent-Child Relationships – Course Syllabus

Term 1: Fall 2015	Credits: 3
Time: Tues/Thurs 3:30-5:00 pm Room: Woodward, Lecture Hall 4	Prerequisites: Soci-200 or FMST-210
Instructor: Dr. Donna Lester-Smith Contact: E: Online through http://connect.ubc.ca	Texts: 1) Heath, Phyllis. (2013). <i>Parent-child relations: Context, research, and application</i> (3rd ed.). Upper Saddle River, New Jersey: Pearson. 2) Walker, Rebecca (Ed.). (2009). <i>One big happy family</i> . NY: Riverhead Books. 3) Supplementary readings and resources as provided by the instructor.

COURSE DESCRIPTION:

This course examines parent-child and family relationships from a socio-cultural, life-span perspective. Topics will include parenting strategies, models, and theories; parent-child relationships as a function of age and stage of development; and the role of culture, context, and diversity in the negotiation of relational roles in parent-child interactions. Additional topics may include teen pregnancy and parenting, single parenting, step parenting, gay and lesbian parenting, grand parenting, and caring for aging parents. This course is structured to include a lecture component as well as learning activities, small and large group discussions, films, and guest speakers. The lectures, films, discussions, and activities are intended to clarify or elaborate on course readings, as well as to expand beyond text content and into personal perspectives and experiences. Attendance at all lectures is essential, as material will be covered that is not found in the text and students will be evaluated on both text and class material. Student participation in all classroom activities is encouraged (and expected), and will be evaluated.

LEARNING GOALS: Upon successful completion of this course, students will be able to:

- Recognize, define, and differentiate the stages, practices, and challenges associated with parenting and family relationships across each stage of the life cycle
- Apply critical thinking and self-reflective skills to the analysis of parenting theory and practice, and culture, and demonstrate these abilities in both oral and written form
- Become aware and appreciate the diversity of cultural, family, and social contexts within which parenting occurs and family relations develop
- Notice and appraise the various ways that perceptions, experiences, and meanings impact one's understandings and expectations of parent, child, family relations, and culture
- Strengthen their ability to communicate their sociologically-based analysis in writing

COURSE FORMAT:

Students learn in a variety of ways such as through the exchange of ideas and critical thinking. It is said that students retain 10% of what they read; 20% of what they hear; 30% of what they see; 50% of what they see and hear; 70% of what they say; and, 90% of that they say as they do something. Therefore, interaction between students, along with the instructor, is directed at promoting strong learning and critical thinking skills. Critical thinking is the process of independent thinking, not just memorizing or reiterating what someone else has written or said about a topic. It involves more than just "reporting." Critical thinking means evaluating and critiquing information and pondering how different ideas fit together. Students are expected to share ideas and opinions in class and via assignments posted on Blackboard. The format of this course is based on the premise that students learn from each other. Lectures do not promote active learning, and will be used sparingly, and as guidance. Thus, the success of class depends on students as much as the instructor. Students are encouraged to make the most of their learning experience!

COURSE EVALUATIONS and ASSIGNMENT DETAILS:

Final marks in this class are based on 100 percentage points and are divided as follows:

1. Class Engagement (10%)
2. Journal Reflections (30%)
3. Research Paper (30%)
4. Final Exam (30%)

1. Class Engagement (10%): Class sessions provide students the opportunity to actively participate through asking questions and making thoughtful contributions. Attentiveness is critical to student learning; effective preparation for class includes completing a thorough reading of the assigned texts, taking note of questions you have about the readings, and offering examples that could illustrate the concepts being articulated. You are encouraged to engage in classroom learning activities (e.g., discussion questions, thoughtful discourse, critiquing research, sharing resources, and responding to readings in different ways). Engagement can also include sharing your ideas about the course material with the instructor, which you can do by forwarding different news and popular culture texts that exemplify and illustrate the themes of the course. While attendance at all classes is the basis for participation, marks will not be assigned for simply being present in class. Those who do not prepare, attend, and participate will receive a lower engagement mark for the course.

2. Journal Reflections (30%): Each student will submit a total of 5 online journal reflections (worth 6% each) on Connect (<http://connect.ubc.ca>). These entries (each 300 words in length) will be your individual, critically reflective responses at various points throughout the course. This is an opportunity for you to demonstrate your ability to examine course content in both critical and personal ways. The reflective question for each of the 5 entries is: What information from the previous few classes (discussions, readings, visiting guests, and/or film clips) has influenced you the most; in what ways; and, for what reasons? In other words: What course content from the last few weeks stands out the most for you, how, and why? Journal entries will be evaluated on your ability to use critical thinking and reflective skills as you review your class notes and examine a topic relevant to course content covered prior to the journal submission dates. This assessment includes your ability to recognize and appraise the various ways that perceptions, experiences, and meanings impact your understanding of parent, child, family relations, and culture. Journal Reflections may be submitted before the due date; however, late submissions will be penalized. **Due Dates: Fridays September 25th, October 9th, October 23rd, November 6th, and November 27th.**

3. Research Paper (30%): This assignment has 2 parts to it, and you will submit them both via Connect. **Part A (10%)** is intended to help you plan for your final paper assignment by organizing your thoughts, topical themes, and helpful resources. Part A, your Research Plan, will include: (1) A description of your chosen thesis—a centrally clear and concise topic, argument, or purpose of the paper; (2) An annotated bibliography of 6-10 scholarly resources that will inform and support your paper's thesis; and, (3) An outline or overview of your paper's anticipated content/layout. This assignment will consist of: a cover page with your name, student number, course title, and suggested paper title; 3-4 pages of annotated bibliographical content; and a final page of your essay's anticipated outline. This research plan will be in 12 point Arial font; double-spaced; page-numbered; and with American Psychological Association (APA) style reference citations. **Part A - Due Date: Monday, November 9th.**

Part B (20%) will be your academic paper complete with: a cover page with your name, student number, course title, and decided paper title; 8 pages of essay content; and, a closing page (or 2) of listed references. This assignment will be in 12 point Arial font; double-spaced; page-numbered; and with American Psychological Association (APA) style reference citations. Part A and B assignments may be submitted before the due date; however, late submissions will be penalized 3% per day. **Part B - Due Date: Monday, November 30th.**

All written assignments will be graded on: (1) Content (i.e. focus and depth of thought); (2) Organization (i.e. connection to course content, purposeful development of theme, and richness of detail and relevant example); (3) Style (i.e. clarity, concision, and strength of sentences/paragraphs), and, (4) Creativity and Innovation.

4. Final Exam (30%): One final exam will evaluate your understanding of key concepts presented throughout this course in readings, films, discussions, and/or guest speakers. **Date: (December exam period).**

COURSE CHANGES:

Students are expected to be familiar with all material outlined in this syllabus. Portions of this course syllabus are subject to change. All changes will be discussed in class or posted on (<https://connect.ubc.ca>). Students are accountable for all changes regardless of their attendance.

FINAL COURSE GRADES:

A+	A	A-	B+	B	B-	C+	C	C-	D	F
≥90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	59-55	54-50	50<

*A grade of "D" grants credit, but may not be sufficient as a prerequisite for sequential courses.

CLASSROOM ETIQUETTE:

1. Respectful of your instructor, teacher assistants, and fellow students, please arrive to class on time, and whenever possible, limit the number of times you exit and re-enter the room during classes. If you have any questions about the course content or requirements, please ask in class, after class, or contact me or the course TAs.
2. We are here to introduce you to this particular aspect of Sociology and to help you improve your comprehension, critical thinking, and writing abilities. Please do not overuse email outreach to us for small questions that can be asked (and that would assist all students) during class time, as we then would not be able to respond to students in a timely fashion (usually within 2 days). Please follow proper professional etiquette in all email communications; for example, begin and end all email messages with a respectful salutation.
3. Attentiveness is critical to student learning. Computers should only be used in the classroom for typing notes, or, when necessary, for accessing online reference information. The use of email, entertainment and social media websites during class are prohibited, and I reserve the right to ban the use of computers in the classroom should this rule be repeatedly ignored.
4. If you miss a class, please contact another student for the lecture notes. Below is a space for you to collect the email addresses of three of your classmates who will be able to provide you with the lecture notes: z
1. _____ 2. _____

LATE ASSIGNMENTS and MISSED EXAMS:

Assignments received (posted online) after 11:59 pm on the day that they are due will be subject to a deduction of 3% per late day. Exceptions will be made for unforeseen medical or family emergencies with the confirmation through Arts Advising. If you experience a medical, emotional, or personal problem that detracts from your academic performance, please contact the Faculty of Arts Academic Advising office, located in Buchanan Building A-201, 604-822-4028. I only make assignment exceptions for missed deadlines based on a letter from the Arts Advising Office. Make-up exams are a privilege and will only be given to students with a bona fide medical note. If you miss an exam, you must: (1) Email me no later than 1 day after the missed exam (ideally the night before or the day of the missed exam); (2) Be able to attend the single makeup exam (no excuses); and, (3) Bring your medical note to the make-up exam.

ACCOMODATIONS:

The University accommodates students with disabilities. The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let me know in the first week of class if you will require an accommodation on either of these grounds. Students who plan to be absent for varsity athletics, family obligations, or other commitments cannot assume they will be accommodated. Please discuss your commitments with me in the first week of class so that you will know whether an accommodation will be awarded.