



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Social Sciences**

**SOC-160-001**  
**Family and Community**  
**WINTER TERM 2018**

**COURSE OUTLINE**

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The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/soc.html>

*ΩPlease note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

(a) Instructor	Dr. Alex Ipe
(b) Office hours	Tuesday/Friday: 220PM - 330PM; Wednesday: 1230-200PM or by appointment.
(c) Location	Paul 237
(d) Phone	( 250) 370-3352 <b>Alternative:</b> _____
(e) E-mail	ipe@camosun.bc.ca
(f) Website	_____

**2. Intended Learning Outcomes**

Upon completion of this course a student will be able to:

1. Apply major sociological perspectives and theories to the study of the family and community.
2. Identify the role of culture and socialization in shaping of the family and community.
3. Explain the distinguishing features of the community versus the society and the historical transformations of the family and communities.
4. Describe the impacts of technological changes on the dynamics of the family and community.
5. Identify the influences of the state, the economy, and other social structures on the family and the community.

**3. Required Materials**

- (a) Texts

McDaniel, Susan and Tepperman, Lorne (2015), [Close Relations: An Introduction to the Sociology of Families](#), 5th Canadian Edition, Pearson Education Canada.

#### 4. Course Content and Schedule

Month		TOPICS
JANUARY		<b>Class Introduction: Course Overview</b> <ul style="list-style-type: none"> <li>• How does sociology differ from psychology and anthropology</li> <li>• How can sociology contribute to the understanding of families and communities?</li> <li>• Research Methodology</li> </ul>
		Family and Family-Like Relationships
		Historical Perspectives on Canadian Families How Families Begin
		<b>Lone-parent Families</b>
FEBRUARY		<b>Group Discussion #1 &amp; Review</b>
		<b>Test#1</b>
		Types of Intimate Couples
		Happy and Healthy Relationships
MARCH		<b>Group Discussion 2 + 3</b>
		<b>Test#2</b> Parenting
		Stress and Violence
		Stress and Violence Divorce
APRIL		<b>Aging in Canadian Families</b> <b>Review</b> <b>Test#3</b>

## 5. Basis of Student Assessment (Weighting)

The final grade for this course will be based on 8 components which include: **three separate mid-term examinations, a video assignment, bonus exercises, and group discussion assignments** (see more details below).

		Weight
Test 1		30%
Test 2		30%
Test 3		16%
Group Discussions (2)	9% each (9% x 2)	18%
Video Assignment		6%
Bonus Mark Exercise		2%

### **Mid-term Exam 1 (30%):**

The first class test will be held in class on **Monday February 19th**. The exam will consist of true/false, multiple choice questions, and short-answer questions. ***There will be one review class before the test.***

### **Mid term Exam 2 (30%):**

The second class test will be held in class on **Monday March 12th**. The exam will consist of true/false, multiple choice question, and short-answer questions. ***There will be one review class before the test.***

### **Midterm Exam 3 (16%):**

The final test will be held in class on the last day of class, which is, **Monday, April 9<sup>th</sup>, or Wednesday, April 11<sup>th</sup>** depending on which class you are in. The test will consist of true/false and multiple choice questions, and a short answer component. ***There may be two review classes before the final in light of the fact that it is at the end of term, which tends to be a stressful time for many students.*** Two review classes will provide time for students to get ready for the last test of the course.

### **Group Discussion (2 x 9% = 18%)<sup>1</sup>**

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<sup>1</sup> **In order to be fair to all students, the following conduct will be penalized:**

- **Depositing your questions with the instructor or sending them with another student and not participating in the discussions.**
- **Not attending the discussion sessions without a legitimate excuse.**
- **Doing the review sessions before class and then just coming to class to hand in the review session.**

In talking about social phenomena, it is inevitable that we will discuss issues or topics that some may deem to be controversial. While an effort will be made to get students to participate in class discussions on many of these issues, it has been the experience of this Instructor that most students feel intimidated by the prospect of speaking up in class; this is very understandable; making one's opinions heard in a class of 40 or so students can be a daunting experience.

In order to alleviate this concern, the class will be broken up into small groups where students can more comfortably express their opinions on a given topic. During the course of the term, two such discussion groups will be held. **The instructions for the two group discussions will be identical.** Lastly, the two discussion group will require you to read an article or a chapter in the textbook and analyze it in a critical fashion.

**INSTRUCTION for the TWO DISCUSSION GROUP ASSIGNMENTS (TYPE OUT YOUR INDIVIDUAL WORK WITH YOUR NAME, WHICH MUST BE HANDED IN AT THE END OF CLASS):**

**PART I:** On your own, read the selected article or chapter.

- a) Identify 3 weakness of the article. By weaknesses, we are referring to concepts or issues the author does not clearly explain. It could also include poor reasoning, biases, vague statements and the lack of empirical evidence with respect to arguments made in the paper.
- b) Suggest 3 ways in which you would improve the quality of the article.

**PART II:** On the day of the group discussion, come to class with your individual review, and get into groups of 4-6 people. The group should discuss everyone's work, and then select a recorder who will write down the group's choices with respect to the 3 best articulated weaknesses and suggestions for improvement. The group work will be handed in at the end of class with everyone's name on it. It can be hand-written or typed. The group can type out the assignment and e-mail it to the Instructor right after class if so desired.

**VERY IMPORTANT NOTE:** Lastly, students must hand in a typed copy of their individual work at the end of class to prove that they read the article and came to the discussion group prepared. No grade will be given to the individual work, but it shows the Instructor who did the reading and who did not. However, please be aware that each individual work will be read by the Instructor, and if it appears that a student did not fully read the article and put little effort into their individual work, they will be assigned a penalty that can be as high as 20%. If a student does not hand in his/her typed individual work at the end of class, they will receive a grade of zero on the discussion assignment.

Also, if a student shows up 30 minutes or more late to the group discussion, they will not be allowed to join a group and will have to do the work alone and incur a 40% penalty.

**GROUP DISCUSSION#1: Monday, February 5 (Read Chapter 7 in the textbook entitled, "Work & Family Life" and follow the instructions on page 3).**

**GROUP DISCUSSION#2: Monday, March 19** (Read the article on D2L titled, “*Families in the 21<sup>st</sup> Century*” and follow the instructions on page 3).

### **In-Class Video Assignment (6%)**

On **Monday, March 5**, one documentary video will be shown that will highlight various issues related to the issue of socialization. Immediately after the video, students will be required to answer a question directly related to the material presented in the documentary **on their own or in a group**. The response to this question must be in sentence form and clearly articulated; in other words, do not make vague or incomplete statements. The quality of the response is what is important, not how long the answer is. **In this respect, limit your answer to ONE page, single spaced. Once again, this does not mean you have to write one page, but try your best not to submit a response that is longer than one page.**

### **Bonus Mark (1% x 2 = 2%)**

The final two lectures of the term will have a very different structure to the other lectures in this course. These lectures are entitled, *Divorce* and *Aging in Canadian Families*; the latter topic is not in the textbook. In contrast to the other lectures, where students took detailed notes, the Instructor's notes on this topic will be given to students on D2L; as such, there is no need to take notes as was the case in the previous classes. Given this format, students are expected to fully read the assigned lectures before coming to class in order to be able to adequately participate in the exercises that will form the focus of the class.

In this respect, the first part of the class will constitute a time in which the Instructor will summarize the important ideas of the lecture. The second part of the class will require students to break into groups of 2 to 4 people, and proceed to answer one or two critical thinking questions inspired by the content of the lecture. Students can choose to do this exercise on their own if they wish.

If students decide to do the assignment in a group, then the group will select a recorder who will write down the group's answer (s) to the presented question (s), which will then be submitted at the end of each class. **The response(s) to the critical question(s) should NOT EXCEED one page per question. The quality of the response is what is important, not the length. As such, avoid point form and vague statements.**

The critical thinking exercises will not be graded, but the Instructor will review the submitted work to ensure that the group made an effort in answering the question (s). **Any response that is reasonable will be automatically accepted** and everyone in the group will receive a bonus grade of one percent that will be added to their final grade at the end of the term. Since there will be two such assignments, students can expect to receive a maximum of two bonus marks, assuming they have completed both assignments. **If the group work, however, shows a serious lack of effort, the group members will not receive the full participation mark of one percent; they may receive a grade of zero.**

**PLEASE NOTE THAT THE MONDAY, THREE HOUR, ONCE-A-WEEK SECTION OF THIS CLASS (SOC 160-001) WILL ONLY DO ONE OF THE BONUS EXERCISES DUE TO CLASS CANCELLATION ON ACCOUNT OF THE EASTER HOLIDAY. AS SUCH, THE BONUS EXERCISE FOR THIS SECTION WILL BE WORTH TWO-PERCENT INSTEAD OF ONE-PERCENT. FURTHERMORE, THIS SPECIFIC SECTION (SOC 160-001) WILL NOT BE RESPONSIBLE FOR THE TOPIC OF AGING IN CANADIAN FAMILIES ON THE FINAL TEST.**

### **Missed Tests and Assignments**

**IF STUDENTS MISS TESTS OR ASSIGNMENTS, OR GROUP DISCUSSIONS, IT IS THEIR RESPONSIBILITY TO CONTACT THE INSTRUCTOR AS SOON AS POSSIBLE WITH RESPECT TO THEIR ABSENCE. IN ORDER TO MAKE-UP THE MISSED COURSE COMPONENT, STUDENTS NEED TO PROVIDE A VERIFIABLE, LEGITIMATE REASON, OTHER WISE THEY WILL RECEIVE A GRADE OF ZERO ON THE MISSED COMPONENT. IN ADDITION, STUDENTS WHO WAIT UNTIL THE TERM IS OVER TO DISCUSS WHY THEY**

**NOTE:** In evaluating the examination papers and essays the emphasis will be on understanding and analysis, rather than the recitation. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization will receive a grade zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important point is illustration; after discussion and analysis give examples from current or historical developments in society. This will show that you understand the concepts and theories and are able to apply them to society as tools for analysis.

**A grade of zero will be granted for absence during examinations, unless the student produces a medical certificates confirming serious illness and writes the substitute exam within one week of recovery.**

## **Academic Misconduct**

Academic misconduct includes, but is not limited to, the following acts:

- (i) giving, receiving, or obtaining unauthorized information during any type of examination or test;
- (ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;
- (iii) Asking or arranging for another person to take any examination or test in one's place;
- (iv) **Plagiarizing**, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.
- (v) **Disruptive behavior/Disorderly conduct.** This includes any behavior that interferes with the provision of College services or of instruction or interferes with any member of the Camosun College community by students and any others accompanying them.  
**Examples: verbal outbursts, physical gestures, actions or interruptions which limit or interfere with the provision of College services or instructional activities; unwarranted and unreasonable disturbances during any Camosun College related activity.**

As such, please be advised that any behavior that is rude, distracting or disrespectful in any way to anyone in the class will not be tolerated. Offenders will be subject to academic and other disciplinary consequences as proscribed in Camosun College's Student Conduct Policy. Please see: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>

Furthermore, students are not allowed to bring friends into the class, who are not officially registered in the course. Camosun College policy clearly states that only students registered in a class are allowed to attend class.

In short, do not come to class and disturb other students who want to learn. If you do not plan to take this course seriously, then I urge you not to take it. If you cannot comply with commonplace classroom rules and conduct, you will be asked to leave the class.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorized information (for example, texts or lecture notes) constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

### **Digital-Recording in the Classroom**

In order to ensure free and open discussion of controversial ideas by the students, ***digital recording of any kind is not permitted in class.*** Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability. Furthermore, please keep cell-phones out of sight. ***Students who are seen playing with their cell-phones in class will incur penalty marks of TWO MARKS PER CLASS, which will be deducted from their final grade at the end of the term.*** ***Lastly, laptops are permitted ONLY if they are being used to take notes or access D2L. If it appears that students are not using laptops in a constructive manner, they will not be permitted to bring laptops to class.***

### **PROCEDURE CHANGES**

In order to deal with the day-to-day management of the course, new procedures or revisions to procedures may be implemented from time to time throughout the semester. Such procedures and revisions will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of each student to keep informed of such developments.

All matters that are not covered by this course outline are governed by official college policies and procedures

## **6. Grading System**

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

Practice Tests and Course Notes on D2L.

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at CamosunCollege:

### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0



## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.