

Required Readings

There is one textbook required for this course. The textbook is available at the bookstore and on reserve at the McLaughlin Library. Any additional readings will be available through the library course reserve system and course link website.

Textbook: Smith, S.R., & Hamon, R.R. (2012). Exploring Family Theories (3rd edition). New York: Oxford University Press.

Class Format

During each class there will be both lecture and an emphasis on in-class discussion and group work which enhances learning opportunities. You are expected to come to class prepared to discuss the assigned readings, to ask questions to extend your own learning and to build on your classmates' ideas.

OUTLINE OF CLASSES

[Readings are from text unless otherwise indicated]

WEEK 1	2014.01.07	Introduction: Family Theory and Course Structure No class reading required in preparation for first class
	2014.01.09	Family Theory Overview Introduction (pp.1-10)
WEEK 2	2014.01.14	Family Systems Theory Chapter 5: Family Systems Theory
	2014.01.16	Application
WEEK 3	2014.01.21	Family Development Theory Chapter 3: Family Development Theory
	2014.01.23	Application
WEEK 4	2014.01.28	Family Stress Theory Chapter 4: Family Stress Theory
	2014.01.30	Application
WEEK 5	2014.02.04	Social Exchange Theory Chapter 8: Social Exchange Theory
	2014.02.06	Application
WEEK 6	2014.02.11	<i>Midterm (in class)</i>
	2014.02.13	<i>Poster Workshop [Jason Dodd, Learning Services]</i>

READING WEEK beginning 2014.02.17 NO CLASSES

WEEK 7	2014.02.25	Symbolic Interactionism Theory Chapter 1: Symbolic Interactionism Theory
	2014.02.27	Application
WEEK 8	2014.03.04	Conflict Theory Chapter 7: Conflict Theory
	2014.03.06	Application

40th day of classes March 7/14 – LAST DAY TO DROP COURSES [For regulations and procedures see the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>]

WEEK 9	2014.03.11	Feminist Family Theory Chapter 9: Feminist Family Theory
	2014.03.13	Critical Multicultural Approaches Reading TBD – see courselink and/or Library Course Reserve
WEEK 10	2014.03.18	Application
	2014.03.20	Poster Presentations & discussion
WEEK 11	2014.03.25	Poster Presentations & discussion
	2014.03.27	Poster Presentations & discussion
WEEK 12	2014.04.01	Poster Presentations & discussion
	2014.04.03	Looking Forward

Course Evaluation:

- I. **Midterm and Final Exam** will constitute **40% of final grade (20% each)** and will primarily focus on content (readings, lectures, class discussions) through multiple choice questions and application (readings, lectures, class discussions) through short-answer questions (e.g., define, describe, compare, etc.). **Midterm (in class) Feb. 11/14 and Final Exam Apr. 8/14 11:30-1:30.**

- II. **Class Participation** will constitute **20% of final grade** and will reflect your preparation and contribution to class activities (class discussion, group work). The following will be used to compile this grade:
 - i. Feedback forms reflecting your contribution, other team members' contributions, and overall work of the team during class time. **Submitted in class** as instructed. ($4 \times 2.5\% = 10\%$)
 - ii. Instructor evaluation of overall participation in class activities. **10%**

- III. **Poster Project** will constitute **40% of final grade**. This project will demonstrate teamwork, creativity, critical perspective and application of at least two of the theoretical frameworks discussed in class to a family therapy or family policy context. **Posters will be displayed during the last two weeks of class (March 20 to April 1).**
 - i. Submit photo of poster and word document of all content, as well as reference list¹ for grading (electronic submission **before 9 a.m. April 2, 2011**).
 - ii. Assessment will be based on the following (all team members will receive same grade):
 - Creative presentation (*15% of project grade*)
 - Critical perspective evident in content (see class materials on critical perspective-taking) (*15% of project grade*)
 - Family theories (2) accurately presented and described, references listed in APA format and description of use attached (*30% of project grade*)
 - Family therapy or research application consistent with theory and designated clinical/research area, presented clearly, references as above (*30% of project grade*)
 - Peer evaluation (your ability as presenters to attract interest, generate questions, contribute to your peers' learning) (*10% of project grade*)
 - iii. Written materials prepared as part of your poster presentation must use APA style of referencing (6th ed.) – see APA Style handout available through: http://www.lib.uoguelph.ca/assistance/writing_services/resources/handouts.cfm

¹ Reference list includes a minimum of (3 x # team members) references (not text chapters) with 1-2 sentences for each indicating either (i) where this reference is cited on poster; or (ii) how this reference contributed to your planning and conceptualization of poster project.

Grades

2013/14 Undergraduate Degree Regulations and Procedures <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml>

80 - 100 (A) Excellent. An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

70 - 79 (B) Good. A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

60 - 69 (C) Acceptable. An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

50 - 59 (D) Minimally Acceptable. A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

0 - 49 (F) Fail. An inadequate performance.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <https://www.uoguelph.ca/csd/>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs:
<http://www.uoguelph.ca/registrar/calendars/index.cfm?index>