

## **FRHD\*1020 (DE) S17 - Couple and Family Relationships**

This course is designed and designated, as a core course for students to develop skills in critical thinking, academic writing and personal reflections.

### **Objectives**

This course is designed to keep the learner at the centre of the learning process, by emphasizing the exploration of meaning and content knowledge through personal and interpersonal discovery. FRHD\*1020 was developed with consideration to the University of Guelph Learning Objectives.

The general objective is to expand students' knowledge of current conceptual frameworks and research studies in the area of couple and family relationships. Specifically, it is hoped that students will:

1. Create a dynamic, exploratory, respectful and inclusive learning environment for students and instructor on-line;
2. Demonstrate a global understanding of issues impacting couples and families, comprehending the variety of political, religious, cultural, biological, social, and historical forces that influence family life;
3. Illustrate an appropriate depth and breadth of understanding of couple and family relations and dynamics, recognizing the implications of course content and putting it into a broader context;
4. To increase understanding of how dominant social values and the unequal structure of opportunities within any particular social context influence people's choices about family life;
5. To review historical trends in family structure within the Canadian context.;
6. Develop acceptance and understanding related to family issues; specifically, to aspects of couple and family dynamics which can be considered and evaluated in many ways. It is hoped that students will become more open, aware and accepting of the diverse family structures, lifestyles and value systems of others, especially those which are divergent from their own;
7. Formulate independence of thought, and the ability to challenge accepted truths about the family and think critically about the family as it appears in research and the media;
8. Differentiate and understand the various forms of inquiry used in couple and family research, and be able to assess the strengths and limitations as well as the cultural and historical impact of these forms;
9. Employ a love of learning, or intellectual curiosity, regarding couple and family relations and dynamics, by getting personally involved with course content, and reflecting on the personal experiences that have contributed to your family's development and the values you hold related to couple and family relationships;
10. Become aware and examine their own experiences, values and biases in relation to the various dimensions of family and couple relationships; and challenge one's own beliefs, attitudes and values regarding these relationships;

11. Critique the personal and practical implications of course content; becoming informed, about issues related to family life that will enable you to better understand the dynamics of your own family, and enhance your family life experience;
12. To expand knowledge of individual decision-making regarding couple and family relationships.

## **Course Structure**

Unit 01: Getting Started & Definitions  
Unit 02: Family Structure & Diversity  
Unit 03: The Couple Relationship - Intimate Relationships  
Unit 04: Understanding Relationships in the Family  
Unit 05: Gender Power and Family Work  
Unit 06: Family Life-Cycle and Dynamics  
Unit 07: Family Stress: Issues of Violence and Poverty  
Unit 08: Separation and Divorce  
Unit 09: Family Transitions & Future of Canadian Families

## **Required Materials**

### *Required Textbook*

The Family Dynamic: A Canadian Perspective (6th Edition) Ward, M (2014) Toronto, ON: Nelson Education Ltd. Materials can be purchased at either of these locations:  
University of Guelph Bookstore  
Co-op Bookstore

### *Recommended Reference Guide*

American Psychological Association (6th edition)

Helpful Links:

1. APA Style Guide
2. OWL Purdue Online Writing Lab

## **Course Website**

The course website supplements the readings from the textbook. You are fully responsible for reading the chapters assigned in each unit of the course website. By the end of the course, you are expected to have read all the chapters in the textbook. In addition, you are fully responsible for the supplementary material contained online in the weekly Units. You are responsible for all postings on the up-dates (News) page of the course website. Visit regularly throughout the week to check for messages (Mandatory). Your assignments will be submitted electronically via the course website. There is a Resources section to the website that you will need to use as well. If you have questions for your instructor they can be asked in the course Discussions area (Optional). It is highly recommended that students utilize the writing and study resources of the University specifically intended for Distance Education students. Please review the Resources section of the course website (see the Resources tab at the top of this page).

## **Where to Get Started**

This course has been written by a "teacher," but you will not have access to her as your teacher. There is a course instructor assigned to this course. There are teaching assistants involved who will participate in assessing your course projects and providing you feedback. Yet, you will not meet with these people regularly over the course of the semester. You will be able to access them electronically here, online. The course instructor and teaching assistants will be the primary people responsible for setting the assignments, assessing them, and determining how your learning will be examined at the end of the semester. They are the University of Guelph's official "teachers" for this course. However, as a student who has opted to participate in this course by "distance," you have essentially decided to become your own teacher. You will self-determine when and how your learning will progress through this course. You have taken on a significant responsibility for your own learning. Your decision is very much in keeping with the University of Guelph's commitment to creating a "learner-centered" environment. In taking this responsibility, you are encouraged to call upon the resources available to you - in particular the course Units and library resources.

This is an interactive online course, which differs from traditional courses in that it requires more structure and pacing. To successfully complete this course it is essential that you begin work as of the first week of classes and participate regularly throughout the semester. Think of the website as your virtual classroom, and get used to coming to class on a regular basis. Log on to the course website as often as needed to keep up with discussions and developments. You are responsible for all announcements, assignments and class material distributed online. Your course website acts as your classroom. You will need to visit the course website a minimum of 3-5 times per week to find out what to do, get help and talk to your instructor and your classmates. A good place to begin is here with the course Outline. You also need to visit the Coursework timeline (where you will be able to access weekly Units which guide you through the course). The Resources section of the course website has useful links relating to the course. If you have any questions you can ask them in the Main Discussion area.

## **Discussion Use and Expectations**

There is no requirement to participate in discussions on Saturdays and Sundays.

The following topics are listed in your Discussion area:

1. Main Class Discussion: Use this discussion board for course-related inquiries. I will always read this Discussion board. This is where you go to ask me questions.
2. Unit Discussions: Use these discussion boards to collaborate with your group members on group Discussion topics.
3. Coffee Shop: Relax, chat and talk about non-course related things. Each time you log onto this course it is your responsibility to read the News on the Course Home page for announcements posted by your professor. Remember that if you have questions regarding the assignments or anything else you can post them in the Main Class Discussion. For tips on how to conduct an online discussion please see How to Conduct an Online Discussion under "Resources" (see the top menu bar)

## **Time Management Tip**

If this is your first online course you may want to give some thought to a routine for the 3-5 times per week that you are expected to log on to your course website. An example follows.

1. Read the News from your Professor on the Updates page
2. Read and respond to Conference / Discussion messages
3. Check the Coursework Timeline for what needs to be read and what you should be working on. It is here that you link to weekly Units.
4. Work through the sections of the Unit for the week
5. Consult the course Outline and Assignment sections of the course as needed.

## **Technical Requirements**

You are expected to have an understanding of Internet and email basics. You will be navigating and searching the Internet and corresponding with others in your class using web-based conferencing and email. Please ensure that your computer system meets the Minimum Requirements. If you do not have these technical requirements, consider either upgrading your personal computer, or using a machine on campus. Trying to use someone else's computer for the course may prove to be frustrating and difficult. Please follow this quick System Check to determine if you have the right setup. (Results will be displayed in a new browser window).

## **Problems, Questions, Comments**

Note: Please only contact the course instructor ONLY after you have taken the following steps:

1. Read the Frequently Asked Questions section (found under Resources);
2. Thoroughly familiarized yourself with 3 sections (Outline, Assignments, and Schedule);
3. Posted your question in the Main Discussion forum and have not received a (adequate) response. If you ask the instructor a question that can be posted online or can be easily found under one of the Tabs, she will ask you utilize these other resources first and only re-contact her if you are still unsure of the answer. If your message contains private information that cannot be disclosed online, please contact the instructor directly.

### **Instructor**

Olga Smoliak  
osmoliak@uoguelph.ca

### **Teaching Assistants**

Maryam Motiaye Esfahani  
mmotiaye@uoguelph.ca

### **Technical Support**

CourseLink Support  
University of Guelph  
Room 211 Day Hall

519-824-4120 ex. 56939  
Toll-Free (Can/U.S.): 1-866-275-1478  
courselink@uoguelph.ca

### **General Inquiries**

Open Learning and Educational Support  
University of Guelph  
Room 160 Johnston Hall  
519-824-4120 ex. 55000  
519-824-1112 (fax)  
info@OpenEd.uoguelph.ca

### **Grades**

The assignment of grades at the University of Guelph is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students.

### ***Grading System***

In courses, which comprise a part of the student's program, standings will be reported according to the following schedule of grades:

<i>Letter Grade</i>	<i>Percentage</i>
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	64-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	0-49

### **Course Assessment Evaluation**

<i>Assignment</i>	<i>Value</i>	<i>Due Date</i>
Assignment 1 - Annotated Bibliography	25%	Week 5
Assignment 2 - Online Test	25%	Week 8
Assignment 3 - Reflection Report	20%	Week 11
Final Exam	30%	TBD
<i>Total</i>	<i>100%</i>	<i>100%</i>

In addition to learning about relationships, this course will provide students with practice in writing papers and conducting your own research. You will be evaluated on the basis of two assignments, an on-line test, and a final examination.

**Please Note:** Assignments 1 & 3 are to be submitted to the Dropbox ONLY in .doc (Microsoft Word) format. Assignments submitted in other formats will be considered late. Due dates and weighting are given below:

### **Late Assignments**

Papers received after the deadline time will receive a reduction of 10% per calendar day. After 5 calendar days, the grade received will be 0%. Extensions are ONLY permitted in exceptional circumstances: a) medical reasons, b) compassionate reasons, or c) conflict with a religious holiday. Consistent with university policy, all instances MUST be verified by official documentation (e.g., note from a doctor, program counselor, funeral home).

### **Missed Midterm and Final Exam**

In line with University of Guelph policy, the ONLY accepted reasons for missing a midterm exam are: a) medical/psychological reasons, b) compassionate reasons, or c) conflict with a religious holiday. Consistent with university policy, all instances MUST be verified by official documentation (e.g., note from a doctor, program counselor, funeral home). If you miss a midterm, you must provide an original copy of the documentation or you will receive a grade of 0% on that exam. If you know you will miss a midterm ahead of time, please contact me in advance. I am usually very understanding of extenuating circumstances. Please do not contact me after the fact. When a midterm is missed, contact me via email. A make-up exam will be scheduled. In line with university policy, rescheduling of final exams goes through Academic Review Sub-Committee. According to policy, students should review their final schedules when registering for courses to avoid conflicts. Please be sure to review your exam schedule prior to making travel arrangements for the end of term, as this does not constitute a reason for missing a final exam according to UoG Policy.

### **Assignment 1 (25%) Annotated Bibliography**

Due: Week 5 Value: 25% Submission: to the electronic Dropbox Late policy: If you submit your assignment late, it will be accepted up to one week late following the due date and with a penalty of 10% (e.g., 78% - 10% = 68%). If you think you can earn a better grade by taking some extra time, do it. It will not be accepted after this time. Plan ahead and do not wait until the last minute. You do not need to email the professor or your TA. Submit your assignment to the late Dropbox on the course website within one week of the due date. No questions asked. The late Dropbox closes on Monday of Week 5.

#### *Purpose and Description*

The purpose of this assignment is to help you further develop your research, academic writing, and critical evaluation skills. You will do this by using the University of Guelph library system to select appropriate sources for a paper that uses research to support an argument. These skills

are essential for your success as a student. Refining these skills will not only help you produce high quality work, it will also make it easier for you to produce that work (as you will spend less time figuring out how the mechanics of academic writing). An annotated bibliography is a list of citations of academic books, articles, websites or other resources. For the purpose of this paper, only original/primary research peer reviewed journal articles may be used. Each citation is followed by a brief description and evaluative paragraph called an annotation to inform the reader of the accuracy, quality, and relevance of the sources being included.

Note: To increase your chances of success with this assignment, make effective use of the time made available to you. Use the course schedule to plan your work. Be aware that leaving a significant portion of your work to the last minute will likely mean you are not putting your best work forward – and it also adds a lot of unnecessary stress to your life.

### *Paper Style Requirements*

1. 3-4 pages: Does not include title page and reference page. Do not exceed 4 pages of content. Additional pages of content will not be considered for grading.
2. Double-space the paper using 1-inch margins on all sides and 12-point font.
3. Follow APA 6 edition for referencing and citations.

Note: it is not necessary to attach copies of the articles that were reviewed. The full reference information for these articles is included in the paper; we can retrieve them as needed. However, you must keep a digital full text copy of each article included, and will be responsible for providing them by email upon request.

### *Instructions for Annotated Bibliography*

Step 1: Choose a topic from the list below and try to make your topic more specific. For example, under divorce you could focus on the effects of divorce on children or explore the factors that lead to divorce in couples.

1. Dating and/or family violence
2. Divorce
3. Grief (death of a parent or child)
4. Managing minor conflict
5. Disclosing one's homosexuality to family members
6. Interfaith Marriages

Step 2: Select 3 Peer Reviewed Journal Articles for the Assignment that relate to your specific topic area.

Sources that are appropriate include:

1. Peer reviewed journal articles
2. Conducted primary research: the authors conducted their own research and recruited participants to either complete questionnaires or participate in interviews or focus groups
3. Published in the last 10 years (2005-2015)

Sources that are not appropriate include:

1. Secondary research: data that has been collected in another study and is being re-purposed or re-analyzed
2. Meta-analyses
3. Review papers or theoretical papers
4. Unpublished dissertation or theses
5. Magazines or newspapers
6. Our textbook: you must retrieve the full text of the article in order to use it.

### Step 3: Write the Annotated Bibliography

#### *Introduction and Thesis Statement*

Suggested length: 1 paragraph (5-7 sentences) or 1/2 a page

The introduction should introduce the topic of the paper, identifies the problem or strength being focused on within the literature, and the importance of the research that has been reviewed in the paper.

The introduction should also include a "why" statement, why it is important to explore this topic.

*Hint:* Provide a reference to support the "why" statement using research.

Provide a thesis statement that is either a positive or negative thesis

- A positive thesis is going to focus on what all 3 studies do very well or a common strength that all 3 studies have in this literature *For example*, the 3 studies may all have measured conflict in a variety of topics or areas between romantic partners. Because of the diversity in the forms of conflict measured, this is a strength of the research.
- A negative thesis is going to focus on what all 3 studies are not doing very well or a common flaw that all 3 studies have

#### *Summarize the 3 Journal Articles and provide a Critical Evaluation for each Article*

Suggested length for each summary and evaluation: 1 paragraph for each summary followed by 1 paragraph for each evaluation or 3/4 of a page in total for both the summary and the evaluation paragraphs.

#### *Summarizing the Journal Articles*

- In 1 sentence discuss the purpose of the research
- For the remainder of the paragraph, focus on discussing the methods and the most important findings from the study.
- *Hint:* This will be challenging because you only have 1 paragraph to summarize the article. So this will be an exercise in learning how to be concise in your writing - state it once, be clear, and to the point.
- *Hint:* You cannot use the abstract included in the article.
- *Hint:* Do not quote. Put content into your own words, paraphrase, and provide references throughout. My rule of thumb is 3-5 references within a given paragraph that relate to the important ideas. Do not reference every sentence - this is over referencing.

#### *Developing Critical Evaluations and Supporting the Thesis*

- Identify and discuss 1 critical evaluation or limitation of the research o A critical evaluation will focus on what is "missing" in the research and this critique will help support the thesis of the paper.



- o Identify what the limitation is and why it is a limitation of the research.
- o Here are some questions that will help identify and discuss the limitation of the research.
  - Are there other theories, ideas, or areas of research that should have been considered that would have expanded the understanding of the research?
  - Are there are other factors / variables that were not measured that would provide a more clear and comprehensive explanation than what was measured?
  - Are there participants that were not included that would have provided different results or a different explanation if they were included in the study?
- Clearly state how this article supports the thesis of your paper.
- o Your articles should support the thesis statement of your paper, and with each other. All of your articles should be in agreement, although they may be coming from slightly different perspectives or approaches on the thesis topic.

### *Conclusion*

Suggested length: 1 paragraph or 1/2 a page

- Start with your thesis statement and briefly restate the main points in the introduction without copying yourself
- Discuss a future area of research that would help to address the problems or continue to explore the strengths within the topic area

### *APA Style and Referencing*

The paper's formatting (margins, page numbers), reference list, and all in-text citations should be in APA style 6th edition. Include a title page and reference list.

### *Organization, Grammar, and Writing Style*

Review your paper for awkward sentences, paragraph structure, and spelling mistakes. Do not use "I" or the first person in this paper. Try reading your paper out loud, this will help you find any mistakes or sentences that do not make sense.

### *Going Over the 3-4 Page Limit*

The TA's and myself will not read anything after page 4. For example, if your conclusion is on page 5, you will receive a 0 on that section because we will not read past page 4 of the assignment. Grading Criteria

### Grading Criteria for Annotated Bibliography (25 marks)

	Value
Introduction	2.5
<ul style="list-style-type: none"> <li>• 1 mark: Introduces topic area of the paper and identifies the problem or strength in the literature</li> <li>• 1 mark: Discusses why the research area is important and uses research to support the rationale.</li> <li>• 0.50 mark: Provides a clear and concise thesis statement for the bibliography</li> </ul>	marks
Journal Article Summaries (2.5 marks per Journal article)	7.5
<ul style="list-style-type: none"> <li>• 0.50 mark: Discusses the purpose of the study</li> <li>• 1 mark: Discusses who was in the study and the methods used</li> </ul>	marks

- 1 mark: Discusses the relevant results or what they found

Critical Evaluation (3 marks per Journal article)

9

- 1.5 marks: Discusses 1 critical evaluation/limitation with regards to theory, ideas, methods, or results
- 1.5 marks: Discusses how each source supports the thesis statement

marks

Conclusion

2 marks

- 1 mark: Summarizes the purpose of the paper and the main points
- 1 mark: Proposes future research that would address the problems or continue to support the strengths within the research

APA Style and Referencing

2

- 1 mark: Reference list and in-text referencing
- 1 mark: APA style (i.e., page numbers, page header, 1 inch margins, 12 point font, Times New Roman)

marks

Grammar and Organization

2

- 1 mark: Spelling; grammar; no awkward sentences
- 1 mark: Paragraphs used; clear, concise, and organized

marks

**Online Test**

Due: Week 7 Value: 25% Submission: via the Quiz tool

Description

1. The On-line test format is exclusively multiple choice.
2. It is based upon the information in chapters 1, 2, 3, 4, 5, 6, 9, and 12 of the textbook. Your on-line test will consist of 60 multiple choice questions that you will complete from a computer, anytime on Tuesday, Wednesday or Thursday of week 7. Once you begin your on-line test, however, you will only have 80 MINUTES to complete it. You will be able to continue answering questions after 80 minutes. The Quiz will NOT shut down. Watch the time carefully. If you go over the allowed time of 80 minutes 10% will be deducted from your exam grade.

Important note: The on-line test is intended to be completed independently and you are reminded of the importance of academic integrity. While the on-line test is given and taken online, it is not considered an open book test. Questions are randomly selected from a larger pool of questions and answers will be randomized. As such, it is **highly unlikely** that any two students will receive the same on-line test. You will ONLY be allowed to complete the exam outside of June 30 - July 2 period if there are sufficient extenuating medical, psychological or compassionate circumstances (with documentation provided). After you submit your on-line test you will not be able to see your responses (only incorrect answers – to ensure that the integrity of the test is preserved). You will be notified of your grade immediately after you complete it by way of the grades tool. You are allowed one attempt only at the on-line test.

Note About Optional Practice Tests: A practice on-line test is provided under the “Quizzes” tab in the top navigation bar. The practice quiz is not graded and gives you an opportunity to see

what the Quiz questions are like and see how the Quiz tool operates. The practice quiz is similar in difficulty to the actual midterm exam.

### **Assignment 3 (20%)**

Discussion Learning Reflection Report

Due: Week 11 Value: 20% Submission: to the electronic Dropbox Length: 2 pages double space (approximately 500 words) Style: APA \*(6th edition) include a title page and appendix for the discussion posts. Late Policy: If you submit your assignment late, it will be accepted up to one week late following the due date and with a penalty of 10% (e.g., 78% - 10% = 68%). If you think you can earn a better grade by taking some extra time, do it. It will not be accepted after this time. Plan ahead and do not wait until the last minute. You do not need to email the professor or your TA. Submit your assignment to the late dropbox on the course website within one week of the due date. No questions asked. The late drop box closes on Monday Week 12

#### Description

Every two weeks 3 questions will be posted in Discussions. During each two-week period you are required to create to initial or original post for 2 of the 3 questions. You are also required to contribute 4 responses to any of your classmates' postings (to their original posts and questions they have asked of you). Your total minimal contributions for a two-week period will be 6 postings (2 original postings + 4 responses). Note: to help everyone better manage their time and ensure our discussions are meaningful, you should aim to have your original posts on the relevant discussion board within 2 – 3 days of the discussion questions being posted.

Your posts should be insightful, supported with evidence, and be concise. As a general rule, try to keep your postings somewhere between 75 and 100 words at most. We want to exchange ideas and experiences on the discussion boards, not write mini-essays. For your original posts, it is especially important that you support your ideas directly with evidence from course content (including our textbook). Any external resources used for support should be cited.

You are welcome to create more posts – you will be primarily be evaluated on the quality, not quantity of your posts. During some weeks, other students may not post as extensively and you may struggle finding posts to respond to. In this case, you are welcome to (a) post more original posts (could be counted as responses for Assignment 1), or (b) respond to other students' responses to your original posts. You will be expected to continue discussions after Assignment 3 is submitted. Your Reflection report must include:

- The TOTAL number of messages you posted (can be accessed through “search” function in Discussions; you can search using dates, first name, last name, etc.)
- Your ONE (1) best posting
- Your TWO (2) best postings in response to others' original posts

Write a two-page report using the messages you selected above as evidence to support your personal evaluation. In your report you should touch upon some of the following points. You do not have to address all of these questions to do well on this assignment. It is less about how much content you cover (quantity) and more about the depth of reflection and comprehension of the material (quality):

- What did you learn about the topic discussed as a result of participating in the discussion?
- How has your knowledge of this topic changed or stayed the same?
- What did you learn about yourself as a result of participating in the discussion?
- What will you do with this new understanding in your current and/or future relationships with family members/lovers/children?

You must address what mark (a numeric grade out of 10) you would give yourself based on the above information. Use the rubric below to help you with this part of the assignment. I reserve the right to adjust this mark.

Note: Students will submit 1 reflection report, worth 20% of your final grade. Please submit the following to the electronic drop box via the Dropbox tab:

- Your 2-page report
- The Count of your messages
- Copies of the selected best messages (append to the end of your 2 page, DOUBLE-SPACED report)
- A standard cover sheet (found under Outline)

#### Grading Rubric

<b>10</b>	<b>8-9</b>	<b>6-7</b>	<b>4-5</b>	<b>1-2-3</b>
A	B	C	D	E
Excellent	Very Good	Good	Needs Improvement	Poor

#### Schedule

##### ***Unit 01: Getting Started & Definitions***

Dates Course Activities and Assignments

Week 1 Thursday May 11 to Sunday May 21

Readings Chapter 1 (in your textbook)

Complete Unit 01 (accessible from the top navigation bar) (read Course Notes) (Learning Activities are to be completed independently)

Activities

Discussion 1 begins May 6 at 12am

Introduce yourself to your Unit Discussion group

Review Course Assignments via the "Assignments" tab

##### ***Unit 02: Family Structure & Diversity***

Dates Course Readings, Activities and Assessments

Week 2 Monday May 22 to Sunday May 28

Readings Chapter 2

Complete Unit 02 (read Course Notes)

Activities

Discussion 1 ends May 28 11:59pm

Start Working on Assignment 1

##### ***Unit 03: The Couple Relationship - Intimate Relationships***

Dates Course Readings, Activities and Assessments  
Week 3 Monday May 29 to Sunday June 4  
Readings Chapters 3 & 4  
Complete Unit 03 (read Course Notes)  
Activities  
Discussion 2 begins May 29 at 12am  
Work on Assignment 1

***Unit 04: Understanding Relationships in the Family***

Dates Course Activities, Readings, Notes Due Dates  
Week 4 Monday June 5 to Sunday June 11  
Readings Chapter 5, 6  
Begin completing Unit 04 (read Course Notes)  
Activities  
Discussion 2 ends June 11 at 11:59pm

Week 5 Monday June 12 to Sunday June 18  
Readings Chapter 9  
Complete Unit 04 (read Course Notes)  
Activities  
Discussion 3 begins June 12 at 12am  
Submit Assignment 1 (25%)  
Due: Monday June 12 at 11:59pm  
Start Assignment 2

***Unit 05: Gender Power and Family Work***

Dates Course Readings, Activities and Assessments  
Week 6 Monday June 19 to Sunday June 25  
Readings Chapter 12  
Complete Unit 05 (read Course Notes)  
Activities  
Discussion 3 ends June 25 at 11:59pm  
Work on Assignment 2

***Unit 06: Family Life-Cycle and Dynamics***

Dates Course Readings, Activities and Assessments  
Week 7 Monday Readings Schedule June 26 to Sunday July 2  
Chapters 7 & 8  
Complete Unit 06 (read Course Notes)  
Activities  
Complete Assignment 2: On-line Test (25%)  
Due: June 27 – 29 (from 12am on June 27 until 11:59pm on June 29  
ET)

***Unit 07: Family Stress: Issues of Violence and Poverty***

Dates Course Readings, Activities and Assessments

Week 8 Monday July 3 to Sunday

July 9

July 7 - 40th class day -

last day to drop one

semester courses

Readings Chapters 13, 14

Begin completing Unit 07 (read Course Notes)

Activities

Discussion 4 begins July 3 at 12am

Discussion 4 ends July 9 at 11:59pm

Week 9 Monday July 10 to Sunday July 16

Readings Chapter 15

Complete Unit 07 (read Course Notes)

Activities

Discussion 5 begins July 10 at 12am

Work on Assignment 3

### ***Unit 08: Separation and Divorce***

Dates Course Readings, Activities and Assessments

Week 10

Readings Chapter 10

Complete Unit 08 (read Course Notes)

Sunday July 23

Activities

Discussion 5 ends July 23 at 11:59pm

Work on Assignment 3

### ***Unit 09: Family Transitions & Future of Canadian Families***

Dates Course Readings, Activities and Assessments

Week 11 Monday July 24 to Sunday July 30

Readings Chapter 11

Begin completing Unit 09 (read Course Notes)

Activities

Discussion 6 begins July 17 at 12am

Submit Assignment 3 (20%)

Due: Monday July 24 at 11:59pm ET

Week 12 Monday July 31 to Friday August 4

Readings Chapter 16

Complete Unit 09 (read Course Notes)

Activities

Discussion 6 ends August 4 at 11:59pm

Assignment 4 (30%) Final Examination

TBA