

SOCIAL SCIENCES 2CC3: CANADIAN CHILDREN AND FAMILY  
FACULTY OF SOCIAL SCIENCES  
WINTER, 2017

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### INSTRUCTOR & CONTACT INFORMATION

Instructor: Professor Geraldine Voros

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Phone: 905 525-9140 > Ext 27897  
• I do not subscribe to voicemail.

Email: [gvoros@mcmaster.ca](mailto:gvoros@mcmaster.ca)  
• Please include the course name and code as well as your name and student number in all e-mails.  
• I will check e-mail regularly and try to respond within 24 hours.

Virtual Office Hours: TBA on Avenue in the Announcements Window

### COURSE DESCRIPTION

**Warning: As can be seen below, this course will discuss sexual abuse. Individuals who are survivors of abuse are cautioned not to take this course if they are at risk. Such persons should consult their physicians and/or counsellors and make an informed and responsible decision as to their readiness to engage with such material.**

The purpose of the course is to study the perceived versus actual status of Canadian children within our society. A number of topics may be considered, including:

- a. Introduction: The Course Outline and An Overview of Canadian Children
- b. The Evolution Family: Fatherhood and Motherhood
- c. The Evolution Of Childhood
- d. Nature vs. Nurture
- e. Socialization, Sexism and Similar Socialization: Raising Non-Sexist Children
- f. Hurried Children
- g. Children And Self Esteem
- h. Children And Prejudice
- i. Children And Abuse: Sexual Assault

It is anticipated that students will learn to critically think about the evolution of the family and the contextualization of children. Identification and analysis of the socially constructed reality of Canadian children will be undertaken so categorization and classification of the many ways Canadian children can be better facilitated may be explored. Finally, the impact of childhood sexual abuse will be addressed so as to outline the avenues via which survivors may construct a new and positive social reality and begin to thrive.

Students will be encouraged to relate all materials, theories, themes, concepts and issues to their own experiences so that they may develop an objective and critical stance given the status of Canadian children.

Discussion Groups:

- Each student will be assigned to a discussion group. There will be approximately 25-30 students in each group, with four groups total. To learn which group you have been assigned to, on the Avenue to Learn course site click on the “Communication” tab and select “Groups” from the **drop down** menu. You will be able to navigate your way into your group’s discussion forums whenever you like. Certain topics will be discussed in these groups. The topics assigned will be posted for you to read and respond to.
- The TA assigned to each of the four discussion groups is as follows:
  - Discussion Group #1: Amanda Lemus
  - Discussion Group #2: Amanda Lemus
  - Discussion Group #3: Peter Demaio
  - Discussion Group #4: Peter Demaio

## COURSE LEARNING OUTCOMES

By the end of this course, students should be able to:

1. Think critically about the nature of family in Canada and understand the critical issues relating to how best to contextualize children.
2. Analyze and identify the impact of historical values on our everyday understanding of the roles of men/fatherhood and women/motherhood in Canadian families.
3. Observe and summarize how Canadian children see themselves within the context of their families and within Canadian society.
4. Analyze, summarize and explain the socially constructed sexist reality of Canadian children and how this is detrimental long-term to their personal development.
5. Categorize and classify ways in which Canadian children are “hurried”, and explain how they might be best facilitated in a positive and productive manner.
6. Differentiate and distinguish the ways in which positive self-esteem is encouraged in Canadian children, and demonstrate practical ways this might be achieved.
7. Classify and distinguish the ways in which prejudice and discrimination may develop amongst Canadian children, and describe the means by which either or both may be pre-empted or dismantled.

8. Explain the social psychological impact of childhood sexual abuse upon Canadian children, and describe the measures by which these might be best addressed so as to construct a new positive social reality so that the survivor may begin to thrive.

## REQUIRED COURSE MATERIALS

These texts (available in the bookstore) will act as the basis for reading throughout the term and will be supplemented with reference material (links available under “Content”) discussed online.

Conway, John F. (2003). *The Canadian family in crisis*. James Lorimer and Company Ltd.: Toronto.

Dorais, Michael. (2002). *Don't tell: The sexual abuse of boys*. McGill-Queen's University Press: Montreal & Kingston.

Esther, Diane. (1998). *Out of incest: A book of hope*. Mini Mocho Press: Hamilton.

Gordon, Mary. (2005). Chapter 2: Roots of empathy. Thomas Allen Publishers: Toronto. (link to be provided to access this material – information to be posted in Announcements Window)

Bridges, Judith. (1993). Pink or blue. *Psychology of Woman Quarterly*, 17, 193-205. (link provided)

Sieving, Renee E., & Zirbel-Donish, Sally. (1990). Development and enhancement of self-esteem in children. *Journal of Pediatric Health Care*, 4, 290-296. (link provided)

Davis, D. & Clifton, A. (1995) *Psychosocial Theory: Erikson*. Retrieved November 24, 2014, from <http://www.haverford.edu/psych/ddavis/p109g/erikson.stages.html>

## TECHNICAL REQUIREMENTS

This course will be delivered entirely online using Avenue to Learn (aka Avenue) - McMaster's online learning management system. System and software requirements can be found at <http://avenue.mcmaster.ca>

### Language for Use in Courses With An On-Line Element

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to

this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## ASSESSMENT

<u>Assessment</u>	<u>Percentage of Final Grade</u>
Navigation Quiz	5
Scavenger Hunt Quiz	2
Discussion Posts $6 + (2 \times 6 = 12) = 18$	18
Reflection Assignments $(2 \times 2.5 = 5)$	5
Mini Papers $(2 \times 10 = 20)$	20
Quizzes $(2 \times 10 = 20)$	20
Final Exam	30

### Notes:

- The quizzes and final exam will include materials from the online modules, videos, and readings.
- The time frames for the quizzes are: end of week 5, and end of week 10. The quizzes will be short and intended to prepare students for the final exam.
- The final exam will be set by the university within the regular exam period and written as per their instructions to be noted in the Announcements window on Avenue. The intention is to present a learning and testing environment that is fair and equitable to all students.

## COURSE SCHEDULE

WEEK(S)	TOPIC	DETAILS
1	Introduction to Canadian Children	<p><b>1. Review:</b> Review the “Course Outline” and the “Navigation Presentation of Avenue to Learn” documents found under the “Content” tab (NOTE: There will be a quiz on these materials).</p> <p><b>2. Week 1 Online Module:</b> a. An introduction to Social Sciences 2CC3: Canadian Children and a discussion of the course outline b. Definitions of family and the wisdom of children within them</p> <p><b>3. Readings:</b> Dorais, Don’t tell: The sexual abuse of boys. (Begin reading and complete by Week 8 in accordance with the Reading Guide posted on Avenue.)  Esther, Out of incest: A book of hope. (Begin reading and complete by Week 9 – for those challenged by the material, you may read the</p>

		<p>book “backwards”... begin from the last entry in the text and work your way backward to the first entry.)</p> <p><b>4. Assessment – Navigation Quiz:</b> Complete the “Navigation Quiz” on the Avenue to Learn course site (see Appendix A for details).</p> <p><b>5. Assessment – Introduction Discussion Posts and Week 1 Discussion Posts:</b> Complete the Introductions discussion posts, as well as the Week 1 discussion posts, in the discussion group you have been assigned to on the Avenue to Learn course site (see Appendix B for details).</p> <p><b>6. Assessment – Scavenger Hunt Quiz:</b> Complete the Scavenger Hunt Quiz in the discussion group you have been assigned to on the Avenue to Learn course site (see Appendix C for details).</p>
2	The Evolution of Fatherhood and Motherhood	<p><b>1. Week 2 Online Module:</b> a. Family and the contextualization of children: Male point of view b. Family and the contextualization of children: Female point of view</p> <p><b>2. Readings:</b> Conway, The Canadian family in crisis. Part I, Part IV, and Part III. Please read this material in that order and in tandem with the PowerPoint slides for Part I which are complemented further by the lecture including the Female point of view and the Reading Guide for Part IV and Part III. You will find the PowerPoint slides and the Reading Guide on Avenue under “Content.”</p> <p><b>3. Assessment – Week 2 Discussion Posts:</b> Complete the Week 2 discussion posts in the discussion group you have been assigned to on the Avenue to Learn course site (see Appendix B for details).</p>
3	The Evolution of Childhood	<p><b>1. Week 3 Online Module:</b> a. Children’s view of their contextualization b. Review of the reading materials as they apply to the family types in Canada over the centuries</p> <p><b>2. Readings:</b> Conway, The Canadian family in crisis. Part II (read in tandem with the Reading Guide on Avenue for Part II).</p>

		<p><b>3. View Kid’s Talk:</b> Click on “Content” for a link to view Kid’s Talk.</p> <p><b>4. Assessment – Reflection Assignment #1:</b> Read the instructions for Reflection Assignment #1 and begin working on it (see Appendix D for details).</p>
4	Nature vs. Nurture	<p><b>1. Week 4 Online Module:</b></p> <ul style="list-style-type: none"> <li>a. Nurture vs. Nurture</li> <li>b. Stages of child development</li> <li>c. Myth and stereotype shattering</li> <li>d. Analysis of congratulatory birth cards</li> </ul> <p><b>2. Readings:</b> Conway, The Canadian family in crisis. Part II. (Read in tandem with the Reading Guide on Avenue for Part II.)</p> <p>Bridges, Judith. (1993). Pink or blue. <i>Psychology of Woman Quarterly</i>, 17, 193-205.</p> <p>Davis, D. &amp; Clifton, A. (1995) <i>Psychosocial Theory: Erikson</i>. Retrieved November 24, 2014, from <a href="http://www.haverford.edu/psych/ddavis/p109g/erikson.stages.html">http://www.haverford.edu/psych/ddavis/p109g/erikson.stages.html</a></p> <p><b>3. Assessment Due– Reflection Assignment #1:</b> Submit Reflection Assignment #1 because it is due (see Appendix D for details).</p> <p><b>4. Assessment – Mini Paper #1:</b> Read the instructions for Mini Paper #1 and <b>begin working on it</b> (see Appendix E for details).</p> <p><b>5. Assessment – Quiz #1:</b> Prepare for Quiz #1 next week (see Appendix F for details).</p>
5	Socialization, Sexism, Dissimilar Socialization, Learned Helplessness	<p><b>1. Week 5 Online Module:</b></p> <ul style="list-style-type: none"> <li>a. Socialization</li> <li>b. Sexism in parenting</li> <li>c. Children’s stimulation of parents/Dissimilar Socialization</li> <li>d. Learned Helplessness</li> <li>e. Dad style and mom style</li> </ul>

		<p><b>2. Assessment – Quiz #1:</b> Complete “Quiz #1” on the Avenue to Learn course site (see Appendix F for details). Good Luck!</p>
6	The Hurried Child	<p><b>1. Week 6 Online Module:</b> a. Conspicuous consumer consumption b. Burnout c. Hurried children d. Hurried parent types e. Tragedy of the lost self</p> <p><b>2. Review:</b> Conway, The Canadian family in crisis. Part II. (Read in tandem with the Reading Guide on Avenue for Part II.)</p> <p><b>3. Assessment - Week 6 Discussion Posts:</b> Complete the Week 6 discussion posts in the discussion group you have been assigned to on the Avenue to Learn course site (see Appendix B for details).</p> <p><b>4. Assessment – Mini Paper #1:</b> Submit Mini Paper #1 because it is due (see Appendix E for details).</p>
7	The Hurried Child	<p><b>1. Week 7 Online Module:</b> a. Hurried child topics b. Colour therapy</p> <p><b>2. Review:</b> Conway, The Canadian family in crisis. Part II. (Read in tandem with the Reading Guide on Avenue for Part II.)</p> <p><b>3. View A Child’s Grief:</b> Click on “Content” for a link to view A Child’s Grief.</p> <p><b>4. Assessment – Week 7 Discussion Posts:</b> Complete the Week 7 discussion posts in the discussion group you have been assigned to on the Avenue to Learn course site (see Appendix B for details).</p>
8	Self Esteem	<p><b>1. Week 8 Online Module:</b> a. What we want for Children</p>

		<p>b. Development of self esteem  c. Positive and negative mirrors/Word and wordless messages  d. The price of warped mirrors</p> <p><b>2. Readings:</b>  Sieving &amp; Zirbel-Donish, Development and enhancement of self esteem in children.</p> <p><b>3. Assessment – Reflection Assignment #2:</b>  Read the instructions for Reflection Assignment #2 and begin working on it (see Appendix D for details).</p>
9	Self Esteem	<p><b>1. Week 9 Online Module:</b>  a. Building Blocks of self esteem</p> <p><b>2. Readings:</b>  Sieving &amp; Zirbel-Donish, Development and enhancement of self - esteem in children.</p> <p><b>3. Assessment – Reflection Assignment #2:</b>  Submit Reflection Assignment #2 because it is due (see Appendix D for details).</p> <p><b>4. Assessment – Mini Paper #2:</b>  Read the instructions for Mini Paper #2 and begin working on it (see Appendix E for details).</p> <p><b>5. Assessment – Quiz #2:</b>  Prepare for Quiz #2 next week (see Appendix F for details).</p>
10	Children Prejudice and Discrimination	<p><b>1. Week 10 Online Module:</b>  a. Historical questions and thoughts  b. Racial awareness  c. Racial identification  d. Racial preference</p> <p><b>2. Readings:</b>  Gordon, Chapter 2: Roots of empathy. (link to be provided)</p> <p><b>3. Assessment – Quiz #2:</b>  Complete “Quiz #2” on the Avenue to Learn course site (see Appendix F for details). Good Luck!</p>



11		<p><b>1. Week 11 Online Module:</b>  a. Children prejudice and discrimination  b. Dispelling prejudice and discrimination</p> <p><b>2. Readings:</b>  Gordon, Chapter 2: Roots of empathy.</p> <p><b>3. Assessment – Week 11 Discussion Posts:</b>  Complete the Week 11 discussion posts in the discussion group you have been assigned to on the Avenue to Learn course site (see Appendix B for details).</p> <p><b>3. Assessment – Mini Paper #2:</b>  Submit Mini Paper #2 because it is due (see Appendix E for details).</p>
12	Child Sexual Abuse	<p><b>1. Week 12 Online Module</b>  a. Interview with Diane Esther: Survivor of childhood incest</p> <p><b>2. Readings:</b>  Dorais, Don't tell: The sexual abuse of boys. (Complete by Week 12 in accordance with the Reading Guide posted on Avenue.)</p> <p>Esther, Out of incest: A book of hope. (Complete by Week 12 – for those challenged by the material, you may read the book “backwards” – begin from the last entry in the text and work your way backward to the first entry.)</p> <p><b>3. Assessment – Week 12 Discussion:</b>  Complete the Week 12 discussion posts in the discussion group you have been assigned to on the Avenue to Learn course site (see Appendix B for details).</p>
13	Wrap Up	<p><b>1. Wrap Up, Questions, and the Final Exam:</b>  Read Appendix G and consult the Avenue to Learn course site news for updates regarding the <u>final exam</u>. The TAs and I will be available for questions.</p>

## **POLICIES**

### **Grading**

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the grading system located at

[http://academiccalendars.romcmaster.ca/content.php?catoid=7&navoid=559&hl=%22grading%22&returnto=search#Grading\\_System](http://academiccalendars.romcmaster.ca/content.php?catoid=7&navoid=559&hl=%22grading%22&returnto=search#Grading_System)

### **Late Penalties**

Students who do not meet the due dates and specific times are subject to a late penalty. A deduction of three (3) marks per day including weekends and spring break will be applied to work submitted late. Even if a submission is a minute late, the penalty will apply.

### **Communication & Feedback**

Students who wish to correspond with instructors or TAs directly must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student.

#### Faculty of Social Sciences Email Communication Policy

If an instructor becomes aware that a communication has come from an alternate (non-McMaster University) email address, the instructor may not reply at his or her discretion.

### **Academic Dishonesty**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Missed Coursework Policy**

Should a student miss a test or assignment due date, they must notify me immediately by phone or e-mail. The student must read the information regarding deferred exams/term work. The McMaster Student Absence Form online must be filled out only if the work missed is less than 30% of the student's final overall grade.

ALL STUDENTS MUST COMPLETE ALL TERM WORK. NO ONE MAY FAIL TO HAND IN COURSE REQUIREMENTS. STUDENTS MAY NOT ASSUME, FOR EXAMPLE, THAT THE FINAL EXAM WILL COUNT FOR MORE IF A PIECE OF WORK IS NOT SUBMITTED. THIS IS NOT PERMITTED IN THIS COURSE.

Part-time students who are returning to McMaster University are reminded that the courses Canadian Children and The Structure of the Family and the Role of Women in Historical and Contemporary Canadian Society were both taught in the past under the course code of SOC SCI 2E03. You must make sure that you have not taken these courses under the old course code as you are given credit for the course only once. The McMaster Association of Part-time Students is located in the McMaster University Student Centre, Room 234. and may be reached by calling (905) 525-9140, ext. 22021.

### **Student Accessibility Services**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult the SAS website at <http://sas.mcmaster.ca>

If you require this information in an alternate/accessible format, please contact me at [gvoros@mcmaster.ca](mailto:gvoros@mcmaster.ca) or call me at 905 5259140 ext. 27897.

### **Copyright**

McMaster University holds a licensing agreement with Access Copyright, the Canadian Copyright Licensing Agency. Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca/>

### **Use of Learning Management System (Avenue to Learn)**

This course will be delivered entirely online through Avenue to Learn. Students should be aware that access to this involves disclosure of private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation to all students in the same course. Participation in this course will be deemed consent to this disclosure. Questions or concerns about this should be directed to the course instructor.

### **Potential Modifications to the Course**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

## APPENDIX A: NAVIGATION QUIZ

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### **WEIGHT:**

5%

### **DESCRIPTION/INSTRUCTIONS:**

During Week 1 of the course (you will have from 12:00 a.m. on Monday until 11:59 p.m. on Saturday), you will complete a 10-item multiple choice online quiz regarding the course outline and how to navigate the course's Avenue to Learn site.

You must complete the quiz in a single sitting and will have 25 minutes to do so. Although you will be able to refer to the course materials while completing the quiz, given the 25-minute timeframe it is recommended that you prepare (i.e., study) before making your attempt – you will only get one attempt. Please ensure that you have thoroughly reviewed the course outline, studied the Navigation of Avenue presentation found under the Content tab and explored the course site (look at the information found under each and every tab) prior to attempting the quiz.

You are expected to complete the quiz alone, without the aid of your fellow students.

To complete the quiz, on the course site click on the "Assessments" tab, select "Quizzes" from the dropdown menu, and then click on "Navigation Quiz".

## APPENDIX B: DISCUSSION POSTS

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### WEIGHT:

18%

### DESCRIPTION/INSTRUCTIONS:

During Week 1, log on to Avenue and to understand which group you have been assigned to, go to the course site on Avenue to Learn, click on the “Communication” tab, and select “Groups” from the drop down menu.

During Week 1, post an introduction of yourself (please note your name and why you have chosen to take this course) in the “Introductions” discussion forum for the group and respond to one of your peers’ introductions in the forum.

The “Introductions” discussion forum will be accessible from 12:00 a.m. on Monday until 11:59 p.m. on Saturday. You must post your personal introduction by 11:59 p.m. on Wednesday, and must respond to one of your peers’ introductions by 11:59 p.m. on Saturday. Please title your introduction posts using the following naming convention:

- LastName\_FirstName\_PersonalResponse\_Introduction
- LastName\_FirstName\_PeerResponse\_Introduction

### **Critical Thinking – Written Responses for Weeks 1, 2, 6, 7, 11, & 12**

To give you an opportunity to demonstrate critical thinking about topics in the course, during Weeks 1, 2, 6, 7, 11, & 12 you will provide a response set to a given discussion topic posted in the discussion forum. Similar to your introduction posts, a response set consists of two parts:

- Part 1 = Post a personal response
- Part 2 = Post a response to one of your peers’ responses

When posting, remember that you are expected to conduct yourself in a professional manner and be respectful to your peers. Academic debate is wonderful. Any articulation of personal insults is unacceptable and will be dealt with in accordance with McMaster University’s Student Code of Conduct.

Your response should be academic (apply course material at least once using the APA format for in-text citations) to a given discussion topic posted in the discussion forum. Each post must be organized, thoughtful, free of grammar and spelling errors, and 250 words or less. If a post exceeds 250 words, only the first 250 will be evaluated.

The discussion forums for each topic or question will be accessible for one week, from 12:00 a.m. on Monday until 11:59 p.m. on Saturday. You must post your personal response by 11:59 p.m. on Wednesday, and must respond to one of your peers' postings by 11:59 p.m. on Saturday.

Each response set that you complete will earn you 1% towards your final grade in the course (6% total). Two of your response sets (excluding your Week 1 Introduction response set) will be chosen at random and graded for quality out of 6% (12% total). One set will be chosen from your posts for Weeks 1, 2, and 6, and one set will be chosen from your posts for Weeks 7, 11, and 12. You will be given feedback and a grade for your response sets for Weeks 1, 2, and 7 half-way through the course. Your feedback and grade for your response sets for Weeks 7, 11, and 12 will be provided near the end of the course. Given the approach to grading, you are encouraged to be thoughtful and careful each and every time you post.

The personal and peer discussion posts that comprise a response set must be titled using the following naming convention:

- LastName\_FirstName\_PersonalResponse\_Discussion#
- LastName\_FirstName\_PeerResponse\_Discussion#

A Rubric for the Discussion Posts is available on Avenue. Click on the "Assessments Tab," and then click on Rubrics in the dropdown menu. Click on the Rubric for the Discussion Posts.

## APPEDIX C: SCAVENGER HUNT QUIZ

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### WEIGHT:

2%

### DESCRIPTION/INSTRUCTIONS:

During Week 1, in the “Introductions” discussion forum for the group to which you have been assigned (to find out which group you have been assigned to, go to the course site on Avenue to Learn, click on the “Communication” tab, and select “Groups” from the dropdown menu), after you post your introduction posts you will interact with your group mates and individually complete the scavenger hunt introduction exercise. For each cell on the exercise sheet, the name of one student from the group must be provided, and that student must meet the criterion for that cell. This exercise is designed to be a fun way for you and your group mates to get to know one another and will be worth 2% of your final grade in the course.

The scavenger hunt quiz must be submitted electronically by each group member to the “Scavenger Quiz” Dropbox on the course’s Avenue to Learn site by the end of Week 1 (Saturday at 11:59 p.m.) and must be titled using the following naming convention:

LastName\_FirstName\_ScavengerHuntIntroductionExercise

## APPENDIX D: REFLECTION ASSIGNMENTS

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### WEIGHT:

5%

### DESCRIPTION/INSTRUCTIONS:

You will complete two written reflection assignments in the course. Each reflection assignment must not exceed 2 double spaced pages typed in size 12 Arial font, with 1 inch margins (if an assignment exceeds 2 pages, only the first 2 will be evaluated). Each assignment should also be free of grammar and spelling errors. **As the assignments are intended to be reflective and to focus on your critical thoughts and the application of the course content, in-text citations and references (using APA formatting) are only needed when referring to others' work/ideas. Please include a title page with each assignment submission that includes: your name, your student number, and the name of your TA.** The topic of each assignment, along with the submission instructions, is described below.

#### Reflection Assignment #1:

Given your understanding of the Materialism Culture and the Nurturing Culture, apply them to the Video Kids Talk. Note two areas in these children's lives where materialism and nurturing seem to be having a significant impact on the lives of the children, whether it is positive or negative long term, and why. A document on Avenue under Content speaks to the nature of Materialism Culture and Nurturing Culture.

Reflection Assignment #1 is to be submitted electronically to the "Reflection Assignment #1" Assignments dropbox on the course's Avenue to Learn site by the end of Week 4 (Saturday at 11:59 p.m.) and must be titled using the following naming convention:

- LastName\_FirstName\_ReflectionAssignment#1

#### Reflection Assignment #2:

Reflect on you childhood and discuss the major positive power of influence in your life and the major negative power of influence on your life. Critically evaluate how these impacted your self- esteem short term and long term. **For this Reflection Assignment and only this assignment, you may write in/use the first person.**

Reflection Assignment #2 is to be submitted electronically to the "Reflection Assignment #2" Assignments dropbox on the course's Avenue to Learn site by the end of Week 9 (Saturday at 11:59 p.m.) and must be titled using the following naming convention:



- LastName\_FirstName\_ReflectionAssignment#2

A Rubric for the Reflection Assignment is available on Avenue. Click on the “Assessments Tab,” and then click on Rubrics in the dropdown menu. Click on the Rubric for the Reflection Assignment.

ALL REFLECTION ASSIGNMENTS MUST BE SAVED AS A .DOC OR .DOCX OR A PDF  
SEE ALSO THE SUBMISSION DOCUMENT INFORMATION

## APPENDIX E: MINI PAPERS

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### WEIGHT:

20%

### DESCRIPTION/INSTRUCTIONS:

You will write two mini papers in the course. Each mini paper must not exceed 4 double spaced pages typed in size 12 Arial font, with 1 inch margins (if a paper exceeds 4 pages, only the first 4 will be evaluated). Each mini paper should also be free of grammar and spelling errors. **Evaluation of the mini papers will center mostly around critical thinking, synthesis of the course materials, and correct application of the course concepts. All in-text citations and references must be provided in APA format. Please include a title page with each mini paper submission that includes: your name, your student number, and the name of your TA.** The topic of each paper, along with the submission instructions, is described below.

#### Mini Paper #1:

Conway says Canadian children are in crisis today. Identify two specific major crises he refers to in Part II - Victims of Crisis: Children. Demonstrate how these crises are actually historically rooted given your critical evaluation of any combination of the following materials: the presentation on the women researchers' stance on family evolution, Conway's Part I – The Changing Nature of the Family, and Part III – Victims of Crisis: Women and Part IV – Victims of the Crisis: Men.

Mini Paper #1 is to be submitted electronically to the “Mini Paper #1” Assessments dropbox on the course's Avenue to Learn site by the end of Week 6 (Sunday at 11:59 p.m.) and must be titled using the following naming convention:

- LastName\_FirstName\_MiniPaper#1

#### Mini Paper #2:

You have viewed the use of Colour Therapy to facilitate Canadian children through various crises. Critically evaluate how specific children in the video A Child's Grief were subjected to a kind of hurrying and diminishment of self-esteem and how, in your opinion, the Colour Therapy helped or failed to help those individuals and why.

Mini Paper #2 is to be submitted electronically to the “Mini Paper #2” Assessments dropbox on the course’s Avenue to Learn site by the end of Week 11 (Sunday at 11:59 p.m.) and must be titled using the following naming convention:

- LastName\_FirstName\_MiniPaper#2

A Rubric for the Mini Paper is available on Avenue. Click on the “Assessments Tab,” and then click on Rubrics in the dropdown menu. Click on the Rubric for the Mini Paper.

ALL MINI PAPER ASSIGNMENTS MUST BE SAVED AS A .DOC OR .DOCX OR A PDF  
SEE ALSO THE SUBMISSION DOCUMENT INFORMATION

## APPENDIX F: QUIZZES

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### WEIGHT:

20%

### DESCRIPTION/INSTRUCTIONS:

**During Weeks 5 and 10 in the course** (each week you will have from 12:00 a.m. on Monday until 11:59 p.m. on Sunday), you will complete a **20-item online quiz**. You must complete Quiz #1 for WEEK 5 in a **single sitting and will have 60 minutes to do so (with a 10 minute preview period before you begin giving you 70 minutes in total)**. Although you will be able to refer to the course materials while completing each quiz, **given the core 60 minute timeframe it is recommended that you prepare (i.e., study) before making your attempt – you will only get one attempt per quiz**. You must complete Quiz #2 for WEEK 10 in a **single sitting and will have 120 minutes or 2 hours to do so (with a 10 minute preview period before you begin giving you 130 minutes or 2 hour 10 minutes in total)**. Although you will be able to refer to the course materials while completing each quiz, **given the core timeframe it is recommended that you prepare (i.e., study) before making your attempt – you will only get one attempt per quiz**.

Quiz #1: Quiz #1, held during Week 5 of the course, will consist of 20 multiple choice questions and will include course content covered up until the end of Week 4. To complete Quiz #1, on the Avenue to Learn course site click on the “Assessments” tab, select “Quizzes” from the dropdown menu, and then click on “Quiz #1”. This quiz will be worth 10% of your final grade in the course.

Quiz #2: Quiz #2, held during Week 10 of the course, will consist of 20 multiple choice questions and will include course content covered between and including Weeks 5-9. To complete Quiz #2, on the Avenue to Learn course site click on the “Assessments” tab, select “Quizzes” from the dropdown menu, and then click on “Quiz #2”. This quiz will also be worth 10% of your final grade in the course.

An outline indicating the number of questions and the modules they are coming from will be provided on Avenue in the “Announcements Window” and under “Content” before each test to help you prepare.

## APPENDIX G: FINAL EXAM

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### **WEIGHT:**

30%

### **DESCRIPTION/INSTRUCTIONS:**

At the end of the course, there will be a three-hour registrar-scheduled final exam during the final exam period, held in person on the McMaster University campus (the date, time, and location have yet to be determined – stay tuned to the news on the course’s Avenue to Learn site). The exam will consist of 100 multiple choice questions and will include all content covered in the course (i.e., it will be cumulative). The exam will be two hours and thirty minutes in length.

An study guide outline of the final exam can be found on Avenue under “Content” prior to the end of the course to help you in planning your studying.

Should you be unable to attend the final exam, you must file for a deferred exam and should do so well in advance of the exam date (if possible).

## APPENDIX H: VIRTUAL OFFICE HOUR INSTRUCTIONS

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### DESCRIPTION/INSTRUCTIONS:

Please follow the steps below to join Amanda, Peter and I for Virtual Office Hours when scheduled and announced in the News Window.

1. Go onto Avenue
  2. Click on Communications
  3. From the dropdown menu select Online Rooms
  4. Join Meeting 1
  5. A pop up will ask you to download Blackboard Collaborate - follow the prompts
  6. If you do not see the pop-up, look for the icon to "Allow Pop Ups" (usually at the top-right of the screen) and click on it
  7. After the download is complete, you will be prompted to enter the room and see a second downloaded file that will display the name of the meeting (e.g., Meeting 1). This will be where you access the chat room. It may take a minute to load so be patient if nothing pops up as soon as you click the downloaded file. When you see the pop up for the chat room you can choose the DSL connection (the default).
  8. You will be able to see and hear me. To ask a question raise your hand - it will be a wee hand symbol on the menu bar above your name
  9. I will acknowledge you and with both Amanda and Peter present, we will answer your questions online both verbally and in print (text) so all can hear and see.
  10. We will be online for 1 hour.
  11. Lets pray this works first time
- We look forward to sharing the hourly meetings with you.  
Geraldine, Amanda and Peter

# APPENDIX I: DUE DATES FOR COURSE REQUIREMENTS

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## **SOC. SCI. 2CC3 DUE DATES:**

These are the due dates for the course requirements for Soc. Sci. 2CC3.

### **WEEK 1**

JAN. 7<sup>th</sup>

IDEALLY BY JANUARY 7<sup>TH</sup>, SATURDAY, 11:59 P.M. WE NEED TO HAVE COMPLETED:

-THE NAVIGATION QUIZ

-THE SCAVENGER HUNT

-TWO COMPLETE DISCUSSION POSTS: THE INTRODUCTORY DISCUSSION POST AND THE WEEK #1 DISCUSSION POST

THE PERSONAL RESPONSE IS DUE ON WEDNESDAY BY 11:59 P.M. AND THE PEER RESPONSE IS DUE THE FOLLOWING SATURDAY BY 11:59 P.M.

PLEASE SEE YOUR APPENDIX B FOR THE DESCRIPTION OF THE PROCESS

These exercises are to familiarize you with the workings of the online course on Avenue and to get you to know one another through some fun exercises. I advise you complete Week 1 work by the 7<sup>th</sup> of January if possible.

Given that we have the drop and add period and students may be entering the course in Week 2, you may complete the work for Week 1 latest without penalty, by the end of Week 2, the first full week of classes. You will note in the Navigation of Avenue presentation on line, we mentioned this flexibility.

### **WEEK 2**

JAN. 11<sup>TH</sup>, WEDNESDAY, 11:59 P.M. DISCUSSION POST WK #2 - PERSONAL RESPONSE DUE

JAN. 14<sup>TH</sup>, SATURDAY, 11:59 P.M. DISCUSSION POST WK #2 - PEER RESPONSE DUE

### **WEEK 4**

JAN. 28<sup>TH</sup>, SATURDAY, 11:59 P.M. REFLECTION PAPER #1 IS DUE

## **WEEK 5**

FEB 5<sup>TH</sup>, SUNDAY, BY 11:59 P.M. QUIZ #1 IS TO BE COMPLETED.  
THE TEST WILL BE AVAILABLE FOR COMPLETION FROM JAN. 30<sup>TH</sup>, MONDAY, 12:00 A.M. UNTIL  
FEB. 5<sup>TH</sup>, SUNDAY 11:59 P.M

## **WEEK 6**

FEB 8<sup>TH</sup>, WEDNESDAY, 11:59 P.M. DISCUSSION POST WK 6 - PERSONAL RESPONSE DUE  
FEB. 11<sup>TH</sup>, SATURDAY, 11:59 P.M. DISCUSSION POST WK 6 - PEER RESPONSE DUE  
FEB. 12<sup>TH</sup>, SUNDAY, 11:59 P.M. MINI PAPER #1 IS DUE

## **WEEK 7**

FEB. 15<sup>TH</sup>, WEDNESDAY, 11:59 P.M. DISCUSSION POST WK #7 PERSONAL RESPONSE DUE  
FEB. 18<sup>TH</sup>, SATURDAY, 11:59 P.M. DISCUSSION POST WK #7 PEER RESPONSE DUE

## **WEEK 9**

MARCH 11<sup>TH</sup>, SATURDAY 11:59 P.M. REFLECTION PAPER #2 IS DUE

## **WEEK 10**

MARCH 19<sup>TH</sup>, SUNDAY, BY 11:59 P.M. QUIZ #2 IS TO BE COMPLETED.  
THE TEST WILL BE AVAILABLE FOR COMPLETION FROM MARCH 13<sup>TH</sup>, MONDAY, 12:00 A.M.  
UNTIL MARCH 19<sup>TH</sup>, SUNDAY 11:59 P.M

## **WEEK 11**

MARCH 22<sup>ND</sup>, WEDNESDAY, 11:59 P.M. DISCUSSION POST WK #11 - PERSONAL POST DUE  
MARCH 25<sup>TH</sup>, SATURDAY, 11:59 P.M. DISCUSSION POST WK #11 PEER RESPONSE DUE  
MARCH 26<sup>TH</sup>, SUNDAY, 11:59 P.M. MINI PAPER #2 IS DUE



## **WEEK 12**

MARCH 29<sup>TH</sup>, WEDNESDAY, 11:59 P.M. DISCUSSION POST WK 12 - PERSONAL RESPONSE DUE  
APRIL 1<sup>ST</sup>, SATURDAY, 11:59 P.M. DISCUSSION POST WK #12 PEER RESPONSE DUE

THE FINAL EXAM COVERING THE TERMS WORK WILL BE SCHEDULED BY THE REGISTRAR'S OFFICE DURING THE EXAM PERIOD. THERE WILL BE A STUDY GUIDE OF IMPORTANT MATERIAL AND IDENTIFICATION OF THE NUMBER OF QUESTIONS COMING FROM EACH MODULE SO THAT YOU MAY WEIGH YOUR STUDYING ACCORDINGLY AND DO WELL. THIS GUIDE/OUTLINE WILL BE POSTED ON AVENUE UNDER "CONTENT" NEARER THE END OF THE COURSE. THE EXAM WILL COVER THE ENTIRE TERM'S WORK.