



ST. FRANCIS XAVIER
UNIVERSITY

SOCI/WMGS 221.20

Sociology of Marriage and Family Life

Winter 2021

Instructor: Michelle Lesley Annett
(she/her)

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*To schedule a meeting with me during my virtual office hours, please visit my calendar
at: <https://calendly.com/michellelesleyannett/office-hours>*



Syllabus

Course Time Block: J1/N1 (via Collaborate)

Monday 6:45-8pm ADT

Wednesday 6:45-8pm ADT

Course Overview

This three-credit course analyzes social change pertaining to ‘marriage’ and ‘the family’ from a sociological perspective. Sociology courses on ‘marriage and the family’ have changed with the times. The earliest sociology definitions of ‘family’ reflected the dominant cultural script that a family is comprised of the married, heterosexual couple, with mother raising any children and father providing financially. Research indicates that this type of nuclear family was enshrined in law, policy, religious doctrine, and culture. For instance, in Canada prior to 1968, divorce was rare and difficult to obtain, especially for women; homosexuality was a criminal offense; and non-marital sex was a stigmatized act that would ‘ruin’ a woman. Laws and customs also created rules about potential spouses’ age, race, religion, language, sexuality, and so on. The criminalization of birth control reflected that marriage was considered a procreative union. Other laws reflected that women were expected to love, honour, and obey. Over the 20th century, major legal changes eroded gender inequality in marriage and society, such as, in 1929, when the British Privy Council passed the Person Act, clarifying that women are ‘persons’ before the law. Around that time, some women (i.e., non-Aboriginal, white) won the right to vote in elections and some privileged women began to run for office. In 1967, (then) Justice Minister Pierre Elliot Trudeau proclaimed that “The state has no place in the bedrooms of the nations.” This precipitated the legalization of birth control, the decriminalization of homosexuality, the passing of ‘no-fault’ divorce legislation, and, decades later, the decriminalization of abortion. After the Charter of Rights and Freedoms was ratified in 1982, criminal and civil laws were overhauled to reflect the equality clause, thus revamping laws surrounding marriage. In 2005, same-sex marriage became legal and legislation on adoption allowed same-sex individuals or couples the same rights as heterosexual individuals or couples.

Since the late sixties, sociologists have documented declining birth *and* marriage rates and increases in heterosexual cohabitation, divorce, and non-marital births. These changes have been framed as reflecting a detraditionalization of marriage and family life. Some critics say family life is in decline due to individualism, while others celebrate what they view as the democratization of personal life and the rise of companionate marriage and partnerships. Reflecting these changes, sociologists speak in terms of family diversity, noting that historical and cross-cultural research reveals that diversity has always prevailed. Nonetheless, recent



research suggests that many contemporary cultures continue to *mythologize* and ‘idealize’ a *supposedly* traditional form of ‘marriage’ and ‘family’. The “traditional family” is deemed ‘normative’, while other types of unions (e.g., cohabitation, same-sex, polyamory) and family forms (e.g., single parent, extended, living childfree) continue to be either stigmatized or defined as ‘alternatives’ to the ‘norm’.

In this course, we will explore what constitutes family from a sociological perspective, with significant attention to the role that gender plays in family life and the unwaged work of social reproduction in Canada. We will explore the social construction of parenting roles, address broader understandings of family within the context of culture and the state, and discuss how inequality is sustained within state and social supports. This course aims to apply an intersectional lens to understanding every experiences of family life, specifically by looking at varied experiences based off race, ethnicity, gender, sexuality, ability/disability, social class, citizenship and culture. In doing so, we will consider the influences of power forces such the state (policy construction and administration), social movements, the economy, the media, science and technology, and powerful groups like ‘professionals’.

Course Outcomes & Learning Objectives

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

- describe social change related to ‘intimate unions’ (e.g., fewer heterosexuals marry and more cohabit, increase in same-sex marriage, normalization of divorce);
- describe and appraise the detraditionalization thesis;
- understand that public policy has a major impact on individuals and families;
- understand the role ‘experts’ play in shaping the culture of intensive parenting, especially for mothers with different life circumstances;
- appreciate that globalization and ‘market’ mechanisms produce structural inequalities for individuals and families tied to cultural frames of reference.
- engage with other students to deepen their understanding of course material and denaturalize their conception of family;
- reflect on the ways in which familial roles have been socially constructed and sustained in Canada, with the ability to recognize the role the state plays in the regulation of family dynamics, reproduction, inequalities and familial ‘choices’;
- engage in critical thinking and analytical writing skills through practice and from reflecting on assignment feedback.

At the end of this course, you will have an appreciation of the many social forces shaping how individuals imagine, shape, and experience their personal lives.



Required Readings & Resources

Guess what? For the purpose of this course you don't have to purchase any of the required readings! We are currently in the midst of a global pandemic and it is unfair to expect students to allocate more funds towards their studies. All assigned readings and resources will be accessible through the StFX library, which you already 'pay' for via your tuition fees. To make your work easier, I have posted the pdfs on Moodle for you to access for each designated week. If you cannot open a pdf (perhaps because you are using a computer without Adobe), you can access the readings by logging on to the StFX library website, searching the article name in the library's search bar, or doing a search in Google Scholar (make sure you are logged into your library account to access to the articles in full at no cost). I recommend that you create a course folder on your computer titled *Readings for SOCI-WMGS 221* where you copy and save the pdfs of the required readings so you can read them offline.

Required Readings

The required readings are the focal point of this course. Please begin each week by doing a *deep reading* of the articles. To help you prepare for the final exam, consider taking notes and using the following questions to appreciate the relevance of the research.

1. What is the research question or purpose of the study?
2. What is the author's thesis or main argument?
3. What sociological theory or concepts did the author introduce? How were concepts defined and why are they important to understand this subject?
4. What are the research findings and how do they influence the conclusions drawn?
5. How does this particular reading relate to other course readings? Are there overlaps or discrepancies in the findings or conclusions? Are there limitations that require noting?

You are also required to watch a few short videos posted to Moodle and a Documentary ('We Were Children,' NFB, 2012) that is available to you through StFX's library website. To access this video, please go to StFX's library, log into your account, and search 'We Were Children' in the search tab. Click the resource indicating that it is a video and scroll to the bottom of the screen where there is a link granting access to StFX students. If you experience any issues pertaining to accessibility of course materials, including text-to-speech or auditory software, please contact me or the Accessible learning center at tramble@stfx.ca.



Course Requirements and Methods of Evaluation

The table below shows the points and weighting of each assessment component of the course, as well as their corresponding due dates.

| Assessment Component | Weighting (%) | Important Due Dates |
|--|---------------|---|
| In-Class Group Work | 10 % | ongoing Due at 11pm ADT after each session (listed on course schedule) |
| Class Participation/Engagement | 10 % | ongoing |
| Research Paper Proposal | 10 % | February 19 th , 2021 11pm ADT |
| Research Paper | 30 % | March 26 th , 2021 11pm ADT |
| Final Exam (Timed, Non-Invigilated, Moodle Exam) | 40 % | TBD |

All assigned readings and assignment due dates are laid out on the “**Schedule at a Glance**” (located on Moodle). Please follow along this schedule to ensure you stay on top of your course work and avoid any late penalties.

You will find that our term will move quickly, so maximize your time and use it wisely. As adult learners, students are expected to take responsibility for their own learning, seeking guidance from others when necessary. Students are expected to meet deadlines for completion of the course. Students must familiarize themselves with the library, the computer (word processing programs, internet resources, e-mail, etc.), and student support resources available through StFX and/or in local communities, especially the Student Success Centre. Because of the independent nature of this class, it is imperative to begin the section content promptly and follow the schedule consistently to achieve success. You may find it helpful *to schedule your reading time*. If you fall behind, stay with the class by doing the reading assigned for the current week and catch up on what you missed once you are finished that lesson. You will know what works best for you.



Breakdown of Course Assessment

In-Class Group Work (10%)

Our classes will consist of a combination of lectures, Power Points, group work, class discussions, case studies and/or various interactive activities. There are 10 different classes, highlighted on the Schedule at a Glance, that you will be evaluated on based off your group work (10x 1% each). During these in-class sessions, we will come back together as a class to share a few ideas, analyses and discussions you had in your group! After each class that we hold this session, **one** group member will submit the group's work to me with all active group member's names (first name and last name) by 11pm ADT. This will be submitted to me via email, and **you must CC each group member** on the email so they know that the work has been submitted, and have their own copy of this work. Keep your notes from these group discussions on file, as you may find them helpful as you approach the final exam!

We will break off into smaller groups to answer discussion questions, mind maps, critically evaluate course readings, connect course material to media and develop a better sociological understanding on marriage and family life. I understand that for some of you group work may be difficult or an uneasy thing to approach, and I want to stress that I am always available to discuss necessary accommodations for you. As answering discussion questions may lose some of your interest, I will try my best to come up with creative and more interactive activities to evaluate you on.

Class Participation (10%)

This grade is separate from your participation in-group discussions. It is important to be present and engaged during class time, despite being an online course. Attendance will be taken every lecture. Full grades will be given for students whose participation demonstrates thoughtful engagement with course material. **Please note that quality of engagement rather than quantity is what is important.**

Your participation in class will be assessed on how well you demonstrate:

- a solid understanding of the readings;
 - the application of what has been learned to new contexts;
 - the clear articulation and development of a single line of thought;
 - the supporting of your argument with valid sociological reasoning and examples;
 - the making of connections to major themes or debates in the literature or in the course
- *Thinking sociologically:* You may wish to critique or take issue with points or ideas raised by the authors. Doing so is welcome so long as your critique builds on a clear understanding of what the author(s) were saying *and* so long as you are thoughtful about how their position needs refining and why. This kind of work is essential to the



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development of quality social research. Just be sure that you don't try to discredit a position by saying things like "S/he is wrong. That never happens in my family!" Or "*The author says that doing housework is gendered. That is not true! My dad cooks at my house!*" To say that something is gendered does not mean (for this example) ONLY women do housework; rather, it means that, on average, women do more housework relative to men "on average". Sociology speaks to patterns; there will always be deviations so it is important to ask how the study reflects other research, or whether it likely reflects the social experience of a significant proportion of the population. So one might start with, "Given that (author name) focused on X in X situation, it is curious that or why is it that other have X experience in this situation....".

- *Use examples to illustrate or critique points in the reading:* It is valuable to draw upon relevant events or stories in the news media or in your personal network, so long as this material is used constructively (i.e., consider them in light of the main arguments of the lesson). As with all posts, cite where in the reading you drew from when making specific points; detail how it informs and directs sociology theory and research.
- **Ensuring Respect:** Expect a variety of views to be expressed, and feel free to express your view. As you do so, be mindful of following basic rules of etiquette. Expressing differences of opinion can be done in a respectful way that keeps people exchanging views and seeking to understand different opinions.

Class engagement also evaluates how you spend your time during class. That being said if you are disruptive throughout class (i.e. online shopping, using social media), your grade will reflect this. Please refrain from these distractions, as they are not only disruptive to your learning. If many students are finding themselves getting tired or anxious, we can discuss incorporating a 5-minute recess into our class to stretch your legs, refill your tea or step outside for some fresh air. **Virtual learning can be difficult, so let's work together to foster the best learning environment possible!**

Research Paper (30%)

Paper length: 6-7 pages (1400-1600 words): Times New Roman 12 point font with 2.54 cm /1 inch margins, double-spaced. Assignment worth: 30%.

Your course assignment is to write a *sociology research paper* on a topic related to this course. You are encouraged to select a topic that interests you. Often students show interest in topics that reflect social change in family life, such as: work-life balance; stay-at-home fathers; same-sex parenting; family time; family leisure; sharing "earning and caring" roles; infertility; surrogacy or fertility tourism; singlehood; family display to reflect cultural expectations; or so-called intensive mothering, to name but a few. Sometimes students find topics in current event news stories, such as when corporations offered women employees "egg freezing" as an "employment benefit" or the



claim that ‘dadhachelor party’ (baby shower for dads) suggests that shared parenting is the ‘new norm’ for contemporary families. *Any ‘course relevant’ topic is fine so long as you can find suitable sociology research to build your essay. If you cannot find relevant sociology material, pick another topic.*

A strong paper is one where the author has given thought to how *sociologists* have explained the phenomenon. Look to see what concepts or theoretical perspectives have been developed to frame and explain the subject. Work to find *your own voice* but use the rich *sociology* literature to develop your position – and be sure the material is recent and relevant.

You are *required* to employ at least seven peer-reviewed sociology journal articles (you may substitute one article with a *peer-reviewed* book or a Statistics Canada article if you wish). Three or more of the research articles must be written by Canadian Sociologists. To help you find sources, you can put the words Canada and sociology in the search engine with your other key words. Do not confuse newspaper stories or magazine articles with peer-reviewed research. Students sometimes ask permission to use articles included in this course. Generally, this is fine. However, make sure that your essay integrates at least six references that you found.

Allow yourself sufficient time to do your library research and to think about how you will develop the thesis of your paper. My advice is to be picky about the references you select. Writing a good research essay means starts with choosing relevant material, just like making a good meal starts with good ingredients. When you begin, you may find many papers on a broad topic. From here, try to narrow the specific focus. It is helpful to go back to the library after you have been doing some work and using new insights and key words you discovered through the research process to search for even better references. Perhaps you want to find a pertinent article or book that was referenced in one of the articles. Do a search for those references and if they prove to be good sources, add them to your reference list.

A few library search tips: In the search engine, include words like: ‘Canada’ (if looking for Canadian material) ‘statistics’ (if you want some statistics) ‘sociology’ (if you want to better isolate the sociology literature) ‘experience’ or ‘narrative’ or ‘theory’ (if you want to get qualitative studies or perspectives) or other general terms that you might have seen used by authors in the articles you read. Social scientists develop concepts to discuss particular social processes or phenomenon (e.g., ‘consumerism,’ ‘cis gender,’ ‘ritual,’ ‘stigma,’ ‘infertility,’ ‘stratified reproduction,’ ‘ritual,’ ‘racialization,’ and so on). What terms are you noticing in the articles you selected? Use them in your search engine. Even changing words from, say, mother to parent or vice versa can change your search results. What is important is that you spend time reviewing your references as you develop your thinking and write your essay.



As you *build the essay*, strive to provide concrete descriptive information to specify your topic and outline what is known about it. Depending on your topic, it may be pertinent to provide statistical and/or historical information. When introducing terms or concepts, briefly define them and mention how they frame your topic. It may be worthwhile to integrate the name of the specific sociologists into the essay if they are well known for developing a concept or theory. It is important to outline what position you will argue in the essay. Your introduction should provide sufficient information to allow you to introduce your thesis and say what you intend to outline to develop the thesis. Throughout this work, integrate material from your references as you develop your thesis. Enjoy pulling your essay together. It should be something you'd enjoy sharing with family and friends.

Research Paper Proposal Instructions (10%)

Proposal length: 2-3 pages (300- 500) **plus** *References* page: Assuming Cambria or Times New Roman 12 point font with 2.54 cm /1 inch margins, double-spaced. Assignment worth: 5%.

Submit a succinct, well-structured 300-500 word proposal, noting your topic and your focus (document the word count under your name and id number). A strong outline will include:

- 1) a strong title (a title is your first introduction to the topic and thesis of the paper);
- 2) one to six paragraphs introducing the topic and focus, with an indication of the position you plan to argue in the paper. Work to integrate key terms and ideas you plan to work with; *make sure your scope is not too broad*;
- 3) A strong thesis statement and road map! Clearly lay out what your paper will argue and how it will do so
- 4) The list of seven peer-reviewed readings from sociology journals you will be using for this paper (please refer to the research paper instructions for further clarification).
- 5) your proposal and References list is to be done using ASA formatting (To indicate which articles are Canadian, highlight the Canadian author name(s) in bold.)

The purpose of having a proposal is to give you feedback about the suitability of your topic and references. Part of your essay grade specifically assesses *how well you have done your library research*. Did you comply with the instructions to use peer-reviewed sociology articles? Are three of them Canadian? Have you picked a narrow enough focus for a short 6-7 page research paper? Have you articulated your topic and focus sociologically? For this reason, you are given feedback to ensure that you are on the right track.

Policies concerning the proposal and paper

- 1) Extensions and late submissions



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- A penalty of 5% per day applies to late papers and proposals (~ marked out of 100). If your circumstances warrant an extension without penalty, please contact me as soon as possible to make a formal request. **This should be done prior to the assignment deadline!**

2) Submit your paper in **Microsoft Word** in Moodle

- You are required to submit your paper in Microsoft Word (*not* pdf or rtf, etc). **Papers submitted in other formats will not be graded and late penalties will apply.**

3) Respect essay conventions

- Please respect proper essay conventions (i.e., format, grammar, spelling).

4) Citation style

- Please use American Sociological Association Style (ASA) plus page number, as per instructions below. You can find an ASA guide here:
 - OWL at Purdue University (OWL: Online Writing Lab): <https://owl.english.purdue.edu/owl/resource/583/03/>

ASA plus page numbers: *In this course, you are required to document the **page number** of all paraphrased points as well as direct quotes that you cite from your references in the essay (e.g., **Smith, 1993:52**). This allows the professor to find the material you are referencing in your sources should the professor wish to consider how you have interpreted your source material. Failure to comply with this policy may result in a grade penalty.*

5) Plagiarism definition and policy

- Section 3.8.2 of the Academic Calendar defines *plagiarism* as “the misrepresentation of another’s work – whether ideas or words, intellectual or creative works, images or data – published or unpublished, as one’s own”. It includes representing someone else’s sentence(s), paragraph(s), or entire essay as *your* work, regardless of whether the true author was a classmate or a published author. Course work containing plagiarized material will receive a grade of 0, and the plagiarized work will be reported to the Dean.

The following are two ways students can avoid plagiarism.

- a. *Do not share written work on your essay with classmates*



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Since students write essays on similar topics, it is in your best interest *not to share your written work* related to the essay you are preparing for your course. You may discuss how you are approaching the work, but it is best not to share your essay or essay notes.

b. *Proper referencing of source material*

Documenting source material in scholarly papers is imperative, not only to avoid plagiarism, but also to show the reader how other writers have influenced your ideas or analysis. Reference *all* direct quotes, facts, and ideas from any references used.



Submission of the Proposal and Research paper

Proposals and papers will be submitted and returned through Moodle. The drop boxes have the “Submit” icon in front of them. Click on the appropriate relevant link and click on the “upload file” button (as depicted below).

Submission draft

No files submitted yet

Upload files

Then click on “add” button and browse in your computer and attach the appropriate assignment. Finally click on “save changes”. Make sure your file is in MS Word format and that you submit by the due date and time stated in the Schedule at a Glance. If you have any technical problems, please contact cdesupport@stfx.ca.

Final Exam

The final exam will be a 2.5 hour, non-invigilated, open book assessment on Moodle. The exam covers all course content. It will consist of multiple choice and essay questions. More details will be provided in the weeks leading up to the exam. The exam is to be written on the date noted. An alternative date and time frame must be approved by the Dean.

Your best preparation for the exam is to take reading notes throughout the course. Even if you have limited time, try to document the thesis of the paper, basic statistical patterns, key concepts and theories developed to explain the subject, and main findings and conclusions. The Discussion activities should guide you to better understanding of key arguments and findings and to learn sociology concepts developed to discuss various topics.



Please note that although this assessment will be an open-book format, expectations regarding academic integrity and conduct are still to be strictly followed. Dishonest behavior will not be tolerated and will result in consequences, including course failure. Remember that the purpose of the final (as well as your other course assessments) is to highlight your ability to critically think about and analyze the course material in a coherent and thoughtful manner. For example, during the exam, you are not permitted to:

1. Collaborate with classmates during the exam
2. Consult online resources, such as 'homework websites' like Chegg or Quizlet
3. Present another's work as your own (a classmate or otherwise)
4. Googling a question and submitting that as your answer.

Please see the Integrity Pledge outlining specific expectations ([SAMPLE ACADEMIC INTEGRITY PLEDGE](#) - Fillable Pdf). This is to be submitted to the instructor by the date noted in the schedule.

Communication

There are four means of communication for this online course, namely, the *Announcements Forum*, the *Q&A Forum*, and email. Each of these means is considered in its own subsection below.

Announcements Forum

Please check the Announcements Forum regularly for important announcements from your instructor.

Q&A Forum

If you have a question, chances are that others have the same question, too. If you cannot find the answer to your question in any of the course materials (such as the Syllabus, the Schedule, the lessons, and the hand outs), check the Announcements Forum and the Q&A forum to see if the answer has already been posted there. If you cannot find the answer anywhere and your question is not of a personal nature, please post your question on the Q&A forum.

Please check the Q&A forum regularly, as you may learn something that will help you in completing assignments or studying for quizzes and exams. Moreover, if you know the answer to a question posted by a classmate, please be so kind as to share your answer. The Q&A forum only works if everyone contributes to it.



Virtual Office Hours

If you have a personal question, require assistance or clarification on an assignment or would like to discuss any feedback that you have received throughout this course, please feel free to schedule a meeting with me during my virtual office hours. To do so, visit my calendar at <https://calendly.com/michellelesleyannett/office-hours> to choose a date/ time that works best for you. Please indicate the course code and reason for the meeting so I can prepare to address your inquiries. Contact information should also be provided (i.e. phone number, Skype ID or link to a Zoom meeting) so I can contact you the day of our meeting.

Email

University policy requires that all email communication between students and faculty or staff take place using StFX email addresses. Please check your StFX account regularly for important notices from your instructor or other StFX departments, and only use your StFX account when sending an email to your instructor.

Before emailing a question to your instructor, please see the Q&A section above. Unless your question is of a personal nature, it should be posted on the Q&A forum. Please do not email me to schedule a virtual meeting, instead use my calendar to book a timeslot. If there are no available time slots or you are unable to meet during the times I have posted, please email me with a few alternative dates/ times for us to schedule a meeting.

All emails must be sent from your StFX student email account. When you email me, please include the course code (e.g., "SOCI/WMGS 221.66") and the topic in the subject line, open with a formal salutation (e.g., "Dear Dr. _____"), express yourself politely and respectfully, and sign the email with your full name and student number. I have a lot of students so this information will help me address your concerns in a timely manner.

Please use proper English and write complete sentences. Check the email message for spelling errors, poor grammar, and unclear sentences *before sending it*. A poorly written and misspelled message reflects badly on the author. Politeness is important, even in e-mail. Demands such as "write back" are unnecessary. If your message requires a response, **I will try to respond within 24 hours. Expect a longer response time (48 hours) on weekends/ holidays.** If I have not replied within 48 hours, please feel free to resend your email. Although rare, technical difficulties with our server may occur.



Important Resources for Beginning this Course

Accommodations

If you are a registered Tramble Rooms student, please send an email advising your instructor of this fact within one week of the start of the course, and copy this email to the Tramble Rooms (tramble@stfx.ca). This email should also be copied to Continuing and Distance Education (continuinged@stfx.ca), or to Distance Nursing Programs (distance.nursing@stfx.ca) if you are a nursing student. Be sure to say in your email whether you receive time-and-half or double-time for quizzes and exams, and specify any other accommodations you may require during the course. If you do not provide sufficient notice that you are a Tramble Rooms student, you may not get the extra time or other accommodations you need.

If you require accommodations but have not yet registered with the Tramble Rooms (tramble@stfx.ca), please contact them right away. [Click here for more information](#). Once you are registered with them, see the Getting Ready section above for additional steps you must take to ensure you get the accommodations you need.

Moodle Tutorials

If you have never taken an online course at StFX, you should begin by reviewing the materials in the Moodle Tutorials section on Moodle. There are instructions there on getting started, posting on discussion forums, and uploading assignments.

Course Information

Before starting the readings for Week #1, and as soon as possible after you gain access to the course, you should examine the materials posted in the Course Information section on Moodle, including this Syllabus, the Schedule, and general reference materials. Please also watch any introductory videos I have posted. Be sure to click on the Announcements forum and read any announcements that I have made.

Course-Related Questions

If you have a question about any aspect of the course, the first thing you should do after reviewing the Course Information section on Moodle is to check the *Q&A Forum*. If you are unable to find the answer, you should post your question on this forum. For more information, please see the Communication section of this Syllabus.



Skills Improvement

The Student Success Centre provides advice, tutorials, and resources that can improve your academic writing, time management, and other skills. [Click here to learn more.](#)

Enrollment Issues

If you need general help pertaining to your enrollment in this course, including assistance with registration, withdrawal or prorated refund (if eligible), please contact Continuing and Distance Education (continuinged@stfx.ca), or Distance Nursing Programs (distance.nursing@stfx.ca) if you are a nursing student.

Technical Help

If you need help with Moodle, please contact CDE Support (cdesupport@stfx.ca). If you encounter difficulties pertaining to your StFX email or Office 365, please contact IT Services (itservices@stfx.ca).

[If you are using online resources provided by your textbook publisher, please add a sentence above that tells students whom they should contact if they run into problems with those.]

Course Policies

Academic Integrity

The highest standard of academic integrity is expected. All students must understand the meaning and consequences of academic offences such as plagiarism, cheating, tampering, and falsification. For more information, please see “Academic Integrity Policies and Procedures” (St. Francis Xavier University, 2006). [Click here to view this document.](#)

Exam Dates

Every exam and quiz must be written on the date, and within the time frame, that is stipulated in the Schedule. A grade of zero will be given for any exam or quiz that is missed.

Final exams

Changes to Final Exam dates must be requested and approved through the Dean’s Office.

Successful Completion



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Please refer to the section of the [Academic Calendar](#) that pertains to your program of study to find out the minimum grade you must achieve in this course to successfully complete it, as well as the academic penalties you will incur if you do not.

Withdrawal

There are deadlines for withdrawing from this course, and possible academic consequences for doing so. [Click here for more information on “Course Drop and Tuition Refund Dates”](#).

Refund Policy

You may or may not be eligible for a prorated refund should you decide to withdraw from this course. [Click here to view the StFX Refund Policy for Continuing & Distance Education](#).

References

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Centre for Teaching Support & Innovation, University of Toronto. (2017). Appendix A: Examples of learning outcomes. In *Developing learning outcomes*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. Retrieved from <https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/>

St. Francis Xavier University. (2006). Academic integrity policies and procedures [PDF file]. Antigonish, NS: St. Francis Xavier University. Retrieved from http://www2.mystfx.ca/registrars-office/sites/mystfx.ca/registrars-office/files/Academic%20Integrity-Mar_2015_0.pdf