

**Department of Sociology  
University of Toronto  
Sociology 427H1S – Families and Health  
Summer 2013, July-August, TR 6-8 (UC room 65)  
Professor Lorne Tepperman**

### **SCOPE AND AIMS**

This course has two main goals. First, it aims to help students research and discuss issues around health issues that affect, and are affected by, family life. Accordingly, the course will put a great emphasis on reading, discussion, and critique. Students will be urged and obliged to participate in group discussion. Second, it will give students an opportunity to prepare a major research paper. This will prove especially useful if they need a sample of their written work when applying to graduate school in autumn 2013. Accordingly, the course will put a great emphasis on writing, revising, and presenting research material.

### **PREREQUISITES**

**Students are expected to have passed SOC200H and at least .5 FCE at the SOC 300+ level.** Students without this prerequisite may be removed from the class list at any time without notice. That said, as this is a fourth year course, students with more prior preparation will get more out of the course than students with less preparation.

### **READINGS**

The assigned textbook is available at the U of T Bookstore and Robarts Library.

### **ONLINE WRITING RESOURCES**

Go to <http://iwrite.utoronto.ca> for an interactive program (*iWRITE*) developed by Writing Support at U of T. Choose **SOC427H1** from the drop-down list of courses. Next use your student number as login and again as password (you can change the password once you're in by using the Preferences link at the bottom of the screen). You will find samples of past position papers, with TA comments and grades. The samples represent a variety of approaches to the assignment. Additionally, *iWRITE* offers a step-by-step exercise for generating ideas and organizing your own paper. Please fill out the online questionnaire (use the link at the top of the screen) to tell us how *iWRITE* works and how it could be improved.

Visit [www.writing.utoronto.ca](http://www.writing.utoronto.ca) for tips on:

- writing (style, research, organization, grammar, punctuation)
- citing and how to avoid plagiarism
- writing when English is a second language
- reading
- writing instruction and support at the University of Toronto

Visit <http://homes.chass.utoronto.ca/~nscharer/plagmain.htm> for: “A guide for students who want to avoid plagiarism or other academic offences and the penalties they incur, or who want help managing sources”.

### **SUBMITTING WORK**

The term paper **must be submitted twice:**

- (1) as hard copy, at the start of class on the due date;
- (2) online at <http://www.turnitin.com>, by the start of class on the due date.

**Assignments not submitted through Turnitin will receive a grade of zero (0 %).**

Go to <http://www.turnitin.com> to submit your paper online. For access, enter the **class ID** and **enrolment password** (you will receive these before your first position paper is due). Students agree that by taking this course all required papers may be subject to submission for textual similarity review to *Turnitin.com* for the detection of plagiarism. All submitted papers will be included as source documents in the *Turnitin.com* reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the *Turnitin.com* service are described on the *Turnitin.com* web site.

## **EVALUATION**

|                             |     |
|-----------------------------|-----|
| Participation.....          | 10% |
| Test.....                   | 30% |
| Presentation.....           | 10% |
| Annotated Bibliography..... | 10% |
| Paper outline.....          | 10% |
| Final paper.....            | 30% |

**Plagiarism:** cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices accepted by teachers in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behaviour on Academic Matters" in the Calendar of the Faculty of Arts and Science. A first rule of thumb: each time you use a sequence of three or more words written by someone else, use quotation marks and give the source. But more than this is involved in citing properly, so read "HOW NOT TO PLAGIARIZE" below.

**Submitting the same work for more than one course:** Section B.I.1.(e) of the Code of Behaviour on Academic Matters says it is an offence "*to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.*"

**Attendance:** responsibility for being aware of what is said in class (including administrative announcements) rests with students. As a precaution in case they miss a class, students should have a "buddy" who is willing to share their lecture notes.

**Communication:** students cannot submit their work by fax or email, or to the receptionist at the Department of Sociology. Emails should be sent to the professor at [lorne.tepperman@utoronto.ca](mailto:lorne.tepperman@utoronto.ca)

**Deadlines:** work is due at the start of class on the due date. **Late work will not be accepted without proper documentation from a student's physician or college registrar (see below).**

**The make-up test:** students who miss the term test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. **Within three days** of the missed test, students who wish to write the make-up test must send or give me a written request for special consideration that explains why the test was missed. A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. At the make-up test a student must submit **proper documentation from a physician or college registrar** (see below). A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test and will receive a zero for the test.

**Accessibility needs:** The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.\

## DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR

If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor why you missed a deadline or a test probably will not help.

- In case of **illness**, you must supply a duly completed University of Toronto Student Medical Certificate. A doctor's note is not acceptable. There is a blank Certificate in the Faculty of Arts and Science Registration Handbook & Timetable. Attach this Certificate to your work and then hand it in at class.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). Attach this letter to your work and then hand it in at class.

## THEMES AND READINGS

|        |    |  |      |
|--------|----|--|------|
| July   | 2  | Introduction to course                       | ---  |
|        | 4  | Happy healthy relationships                  | CR 5 |
|        | 9  | Parenting Issues/ <b>Bibliography* due</b>   | CR 6 |
|        | 11 | Work and family life                         | CR 7 |
|        | 16 | Stress and Violence                          | CR 8 |
|        | 18 | <b>In-class Test</b>                         | CR 9 |
|        | 23 | Presentations                                |      |
|        | 25 | Presentations                                |      |
|        | 30 | Presentations/ <b>Outline of Paper** due</b> |      |
| August | 1  | Presentations                                |      |
|        | 6  | Presentations                                |      |
|        | 8  | Presentations/ <b>Term Paper*** due</b>      |      |

### Assigned readings:

McDaniel and Tepperman, **Close Relations**, 4<sup>th</sup> edition (2010)

\*Annotated bibliography: at least 20 journal articles; provide correct citation and 2 sentences about each article

\*\* Outline of paper: 500-1000 words (typed, double-spaced), giving the argument of your paper with selected references

\*\*\*Term paper: 4000-5000 words (typed, double-spaced, including bibliography)

## WHAT IS AN "A"?

From the *Academic Handbook* of the Faculty of Arts and Science:

A+ (90 to 100 %) Outstanding performance

A (80 to 89 %) Exceptional performance: strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B (70 to 79 %) Good performance: evidence of grasp of subject matter; some evidence of

- critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
- C (60 to 69 %) Intellectually adequate performance: student who is profiting from the university experience; understanding of the subject matter and ability to develop solutions to simple problems in the material.
- D (50 to 59 %) Minimally acceptable performance: some evidence of familiarity with the subject matter and some evidence that critical and analytic skills have been developed.
- F (0 to 49 %) Inadequate performance: little evidence of even superficial understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.

## HOW NOT TO PLAGIARIZE

By Margaret Procter, Coordinator of Writing Support, University of Toronto

*From the Code of Behaviour on Academic Matters:*

It shall be an offence for a student knowingly:

(d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

You've already heard the warnings about plagiarism. Obviously it's against the rules to buy essays or copy from your friends' homework, and it's also plagiarism to borrow passages from books or articles or websites without identifying them. You know that the purpose of any paper is to show your own thinking, not create a patchwork of borrowed ideas. But you may still be wondering how you're supposed to give proper references to all the reading you've done and all the ideas you've encountered.

The point of documenting sources in academic papers is not just to avoid unpleasant visits to the Dean's office, but to demonstrate that you know what is going on in your field of study. It's also a courtesy to your readers because it helps them consult the material you've found.

The different systems for typing up references are admittedly a nuisance. But the real challenge is establishing the relationship of your thinking to the reading you've done (yes, that includes the Internet). Here are some common questions and basic answers.

**1. Can't I avoid problems just by listing every source in the reference list?** No, you need to integrate your acknowledgements into your own writing. Give the reference as soon as you've mentioned the idea you're using, not just at the end of the paragraph. It's often a good idea to name the authors ("X states" and "Y argues against X") and then indicate your own stand ("A more inclusive perspective, however, . . ."). Have a look at journal articles in your discipline to see how experts refer to their sources.

**2. If I put the ideas into my own words, do I still have to clog up my pages with all those names and numbers?** Sorry—yes, you do. In academic papers, you need to keep mentioning authors and pages and dates to show how your ideas are related to those of the experts. It's sensible to use your own words because that saves space and lets you connect ideas smoothly. But whether you quote a passage directly in quotation marks, paraphrase it closely in your own words, or just summarize it rapidly, you need to identify the source then and there. (That applies to Internet sources too: you still need author and date as well as title and URL.)

**3. *But I didn't know anything about the subject until I started this paper. Do I have to give an acknowledgement for every point I make?*** You're safer to over-reference than to skimp. But you can cut down the clutter by recognizing that some ideas are "common knowledge" in the field—that is, taken for granted by people knowledgeable about the topic. Facts easily found in standard reference books are considered common knowledge: the date of the Armistice for World War I, for example, or the present population of Canada. You don't need to name a specific source for them, even if you learned them only when doing your research. They're easily verified and not likely to be controversial. In some disciplines, information covered in class lectures doesn't need acknowledgement. Some interpretive ideas may also be so well accepted that you don't need to name a specific source: that Picasso is a distinguished modernist painter, for instance, or that smoking is harmful to health. Check with your TA if you're in doubt whether a specific point is considered common knowledge in your field.

**4. *How can I tell what's my own idea and what has come from somebody else?*** Careful record-keeping helps. Always write down the author, title and publication information (including the URL and other identifying information for web pages) so you can attach names and dates to specific ideas. Taking good notes is also essential. Don't paste passages from web pages into your draft: that's asking for trouble. As you read any text—online or on the page—summarize useful points in your own words. If you record a phrase or sentence you might want to quote, put quotation marks around it in your notes to remind yourself that you're copying the author's exact words. And make a deliberate effort as you read to notice connections among ideas, especially contrasts and disagreements, and also to jot down questions or thoughts of your own. If you find as you write that you're following one or two of your sources too closely, deliberately look back in your notes for other sources that take different views; then write about the differences and why they exist.

**5. *So what exactly do I have to document?*** With experience reading academic prose, you'll soon get used to the ways writers in your field refer to their sources. Here are the main times you should give acknowledgements.

**a. Quotations, paraphrases, or summaries:** If you use the author's exact words, enclose them in quotation marks, or indent passages of more than four lines. But it's seldom worthwhile to use long quotations. Quote only when the original words are especially memorable. In most cases, use your own words to summarize the idea you want to discuss, emphasizing the points relevant to your argument. But be sure to name sources even when you are not using the exact original words. As in the examples below, it's often a good idea to mention the author's name. That gains you some reflected authority and indicates where the borrowing starts and stops.

**b. Specific ideas used as evidence for your argument or interpretation:** First consider whether the ideas you're mentioning are "common knowledge" according to the definition in point 3 above; if so, you may not need to give a reference. But when you're relying on ideas that might be disputed by people in your discipline, establish that they're trustworthy by referring to authoritative sources.

**c. Distinctive or authoritative ideas, whether you agree with them or not:** The way you introduce the reference can indicate your attitude and lead into your own argument

Among the referencing systems used by academics, English-Canadian sociologists usually use the system found in the Zeitlin and Coser examples above. However, footnote or endnote systems are also common (see the Hobsbawm example above). For more guidance, go to [www.utoronto.ca/writing/](http://www.utoronto.ca/writing/) or refer to a guide such as Margot Northey, Lorne Tepperman and Patrizia Albanese, *Making Sense: A Student's Guide to Research and Writing – Social Sciences* (4<sup>th</sup> edition). Sociology journals like the

*Canadian Journal of Sociology* also provide good examples of referencing style.