



Sociology UNIVERSITY OF TORONTO

Family Demography SOC 303 H1F

Riva Lieflander
Fall, 2014

Class schedule:

Lecture L0101: Thursday, 13:00-15:00 in

Tutorial T0101: Thursday, 11:00-12:30 in FE 036

Tutorial T0201: Thursday, 15:30-17:00 in FE 036

N.B.: Students MUST sign up for only ONE tutorial.

Professor's office hours:

Thursday, 9:30-10:30, Room 389 - (725 Spadina Ave.)

E-mail:

r.lieflander@utoronto.ca

Teaching assistants:

Sean Hayes

e-mail s.hayes@mail.utoronto.ca

Atsushi Narisada

e-mail a.narisada@mail.utoronto.ca

All questions sent by email should receive a response within two working days or by the next class if it takes place within the 48 hours following your email. Please note that the professor and TA's reserve the right not to respond to an email if the language used is not appropriate. Please use your utoronto e-mail account only.

On virtual campus:

Yes

Students are expected to check the course web site on a regular basis, and to read all posted announcements and other course materials (e.g. lecture notes).

OFFICIAL COURSE DESCRIPTION

Uses empirical sociological studies to describe and analyze the political, social and economic implications of diverse family relationships and living arrangements. Examines the social and economic consequences of inconsistencies between public definitions of family and the realities of family life. Introduces students to the statistical analysis of the demographic features of families using census data.

PREREQUISITES

Prerequisite: A 200+ level SOC course. Students without this prerequisite will be removed at any time discovered and without notice.

Recommended Preparation: SOC214H1

Distribution Requirement Status: Social Science

Breadth Requirement: Society and its Institutions (3)

GENERAL COURSE OBJECTIVES

By the end of the course, students will have good familiarity with the basic principles of demographic analysis as these pertain to the social institution of the family, with special emphasis on families in Canada. Students will also be able to analyze and to interpret basic statistical output, using SPSS and one of two Public Use Microdata Files (PUMF's) from Statistics Canada, and to apply their findings to an assessment of public policy(ies) affecting families in Canada.

TEACHING METHODS

The course consists of lectures, tutorials, discussions in class, readings, and both individual as well as collaborative (group) research. If needed and desired, a few *optional* help sessions *may* be offered, outside of lecture and tutorial time, to assist students in their preparation of the technical assignment and the research essay, and in their review for the mid-term test and final exam. Office hours will also regularly be held to assist students on an individual and/or group basis.

STUDENTS ARE EXPECTED TO READ THE ASSIGNED TEXTBOOK CHAPTERS AND OTHER READINGS before the lecture for which they have been assigned, and to review some or all of the additional recommended resources independently. POSTED LECTURE SLIDES AND/OR NOTES DO NOT CONTAIN ALL INFORMATION NEEDED TO SUCCEED IN THIS COURSE, AND CANNOT REPLACE REGULAR ATTENDANCE AT LECTURES, AND TIMELY STUDY OF THE REQUIRED COURSE READINGS. Students are also expected to participate in class discussions, in both lectures and tutorials.

ASSESSMENT METHODS

Students will be evaluated on the basis of: one technical assignment, one mid-term test, one analytical research essay (detailed proposal plus full research essay project, both submitted on a group basis), participation in weekly tutorials, and one comprehensive final exam, as follows:

Components of Final Mark¹

Evaluation format	Weight	Date
Technical Assignment ²	15 %	October 10 2014 ³
Mid-Term Test	15 %	October 16 2014
Research Essay Proposal ²	5%	October 24 2014 ⁴
Research Essay ²	20 %	November 30 2014 ⁵
Tutorial Participation ⁶	10%	Assessed after final tutorial
Final Exam	35 %	TBA: December 8-19 2014

PLEASE SEE EXPLANATORY NOTES BELOW:

¹ **THIS COURSE REQUIRES THE COMPLETION OF ALL COURSE ASSIGNMENTS AND THE FINAL EXAM.**

² For the submission of the Technical Assignment, the group Research Essay (detailed proposal), and the group Research Essay (full project), upload a Word file (i.e. .doc or .docx or .rtf -- not .pdf) to BlackBoard (do not cut and paste) by the due date and time (NOT by email). Make sure to use the following format for the name of your file: **lastname.firstname.assignmentname.doc**. N.B.: Make sure to begin the upload sufficiently before midnight in case of technical difficulties. Assignments handed in any time after midnight will be marked late.

³ The final date for submission of the Technical Assignment, with penalty for lateness, is October 16, 2014, by midnight. No Technical Assignment submitted later than this date will be considered for evaluation, without appropriate documentation as described below.

⁴ The final date for submission of the group Research Essay (detailed proposal), with penalty for lateness, is October 30, 2014, by midnight. No group Research Essay (detailed proposal) submitted later than this date will be considered for evaluation, without appropriate documentation as described below.

⁵ The final date for submission of the group Research Essay (full project), with penalty for lateness, is December 8, 2014, by midnight. No group Research Essay (full project) submitted later than this date will be considered for evaluation.

⁶ Attendance will be recorded at all tutorial sessions, and will serve as the basis for the calculation of the participation component of the final course grade. Any student who arrives late and/or who leaves a tutorial session early may be marked as "absent" for that session.

LANGUAGE QUALITY

You will be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. Additional details about available writing help are provided below. Poor writing will be penalized up to 15%, at the professor's discretion.

LATE SUBMISSIONS

Late submissions are not tolerated. A penalty of 5% of the assignment point value will be given for each subsequent day following the due date (weekend days are included). Exceptions are made only for illness or other serious situations deemed as such by the professor. **Late work will never be accepted without proper documentation from a student's physician or college registrar (please see below).**

MAKE-UP TESTS

Students who miss a test will receive a mark of zero unless, **within three days of the missed test**, students who wish to write the make-up test give their professor a written request for special consideration which explains why the test was missed, accompanied by **proper documentation from a physician or college registrar (please see below).**

Reasons such as travel, employment, personal plans, or any misreading of the examination timetable are not acceptable.

You should advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR

If you miss a test or a paper deadline, you **must** provide the documentation described below. Merely telling the professor or TA why you missed a deadline or a test will not be considered.

- In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted to the instructor** at class or during the professor's office hours.
- 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). **The letter must be placed in a sealed envelope, addressed to the instructor, and submitted to the instructor** at class or during the professor's office hours.

CLASSROOM COMPUTER USE

If and when (at the instructor's discretion) laptop usage is allowed in class, laptops should be used for notes and class presentations only. Other uses (e.g. emailing, web surfing) will result in the student's being required to turn off the laptop.

POLICY ON ELECTRONIC RECORDING AND TRANSMISSION OF COURSE MATERIALS

Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

Posting and/or other transmission of lecture slides, assignments, and/or other course material to any electronic or other forum, excluding the BlackBoard course site, is also strictly forbidden without written permission from the instructor.

SCHEDULE

The actual schedule may vary slightly from the following outline. Any changes will be announced on the Virtual Campus course web site, and at the lectures/tutorials.

*N.B.: All chapters indicated in the Assignments & Readings column, below, refer to the **required** 1) White, Martin, & Bartolic and 2) Trovato textbooks, listed in the "Required" subsection of the course syllabus Bibliography. Other required lecture readings are indicated in the "Required" subsection of the course syllabus Bibliography, and are grouped according to the Lecture number to which they apply.*

DATE	TOPIC	LOCATION	ASSIGNMENTS & READINGS
Lecture 1 September 11	Introduction to the course objectives and plan; Defining Family Across the Life Course; introduction to Family Demography; introduction of key demographic concepts and principles; importance of using "the sociological imagination" in a family demography context; <i>Technical Assignment distributed</i>		Course syllabus; BlackBoard course site; Trovato Ch. 1-2, 11; WMB Ch. 1; VIF 2010 <i>Technical Assignment distributed</i>
Tutorial Week 1	No tutorials or office hours held during the first week	N/A	N/A
Lecture 2 September 18	Life Course Analysis; Demographic Transition Model; fertility and mortality transition; epidemiological transition; mobility transition		Trovato Ch. 3, 6-10 (only those sections focusing on the fertility, morbidity/epidemiological, mortality, and mobility components of the larger demographic transition); WMB Ch. 2
Tutorial Week 2 September 18	General review of basic statistical terms, variable levels of measurement, measures of central tendency, and measures of dispersion; downloading PUMF data sets and documentation	E 036	Tutorial notes; Ensure, <u>before the class</u> , that you can log on; <u>BRING YOUR USB MEMORY KEY</u>
Lecture 3 September 25	Nuptiality I: age and sex structure; nuptiality		Trovato Ch. 4-5; VIF 2006
Tutorial Week 3 September 25	General review of descriptive and inferential statistics, techniques of interpretation of bivariate and multivariate contingency tables, and chi-square test of independence; SPSS introductory lab for Technical Assignment	E 036	Tutorial slides and notes; Ensure, <u>before the class</u> , that you can log on; <u>BRING YOUR USB MEMORY KEY</u>
Lecture 4 October 2	Nuptiality II: dating and mate selection; cohabitation; marriage; separation, divorce, and repartnering; changing family patterns; <i>Research Essay Assignment distributed</i>		WMB Ch. 3-5, 9; WMB Ch. 8 (especially "Government and Family Across the Life Course"); VIF 2004, 2005; <i>Research Essay Assignment distributed</i>
Tutorial Week 4 October 2	Lab time for Technical Assignment	E 036	Tutorial slides and notes
Lecture 5 October 9	Fertility: children and family structures; parent-child relationships; review for Midterm Test		Trovato Ch. 6; WMB Ch. 6-7; WMB Ch. 8 (especially "Government and Family Across the Life Course"); VIF 2006, 2012a, 2012b, 2013
Tutorial Week 5 October 9	Review for Midterm Test; formation of tutorial-based research essay groups; research essay groups' selection of topic and variables for Research Essay; Lab time for Technical Assignment	E 036	Tutorial slides and notes; Lecture slides and notes; Required course readings

October 10 By midnight	<u>Technical Assignment due</u>	N/A	<u>Technical Assignment due</u>
Lecture 6 October 16	<u>Midterm Test</u>		All lecture slides, notes, and discussions, and all required readings; NOT tutorial statistical analysis notes; <u>Midterm Test</u>
Tutorial Week 6 October 16	Lab and discussion time for Research Essay	E 036	Tutorial slides and notes; Lecture slides and notes; Required course readings
Lecture 7 October 23	Ageing and family changes; health and morbidity, mortality and family impacts; <i>Technical Assignment returned</i>		Trovato Ch. 7; WMB Ch. 10; WMB Ch. 8 (especially "Government and Family Across the Life Course"); VIF 2000, 2005, 2013; <i>Technical Assignment returned</i>
Tutorial Week 7 October 23	SPSS mini-lab on variable recoding; Lab and discussion time for Research Essay	E 036	Tutorial slides and notes; Lecture slides and notes; Required course readings
October 24 By midnight	<u>Research Essay Proposal due</u>	N/A	<u>Research Essay Proposal due</u>
Lecture 8 October 30	Disabilities; addiction; <i>Midterm Test returned</i> ; <i>Research Essay Proposal returned</i>		WMB Ch. 10; WMB Ch. 8 (especially "Government and Family Across the Life Course"); VIF 2002, 2006; <i>Midterm Test Returned</i> ; <i>Research Essay Proposal returned</i>
Tutorial Week 8 October 30	Lab and discussion time for Research Essay	E 036	Tutorial slides and notes; Lecture slides and notes; Required course readings
November 3	Last day to drop courses with F section codes from academic record and GPA. After this deadline a mark is recorded for each course, whether course work is completed or not (a 0/zero is assigned for incomplete work), and calculated into the GPA.	N/A	N/A
Lecture 9 November 6	Mobility: internal and international migration, urbanization; immigration, race, ethnicity, language, and religion		Trovato Ch. 8-10; WMB Ch. 8 (especially "Religion and Family Across the Life Course"); WMB Ch. 12 (especially "Changing Canadian Socio-Cultural Context"); VIF 2002, 2006a, 2006b, 2012
Tutorial Week 9 November 6	Lab and discussion time for Research Essay	E 036	Tutorial slides and notes; Lecture slides and notes; Required course readings

Lecture 10 November 13	Paid and unpaid work; financial realities and poverty		WMB Ch. 8 (especially "Work and Family Across the Life Course", "Education and Family Across the Life Course", and "Government and Family Across the Life Course"); PEPSO 2013
Tutorial Week 10 November 13	Lab and discussion time for Research Essay	E 036	Tutorial slides and notes; Lecture slides and notes; Required course readings
November 17-18	<u>November break: No Classes</u>	N/A	Work on Research Essay; review lecture and tutorial slides and notes, and required readings
Lecture 11 November 20	Violence; PTSD and military families		WMB Ch. 11; Harrison 2002
Tutorial Week 11 November 20	Lab and discussion time for Research Essay	E 036	Tutorial slides and notes; Lecture slides and notes; Required course readings
Lecture 12 November 27	The future of families, family demography, and family policy; Final Exam review		Trovato Ch. 3-4,12; WMB Ch. 12; VIF 2011a, 2011b
Tutorial Week 12 November 27	Lab and discussion time for Research Essay	E 036	Tutorial slides and notes; Lecture slides and notes; Required course readings
November 30 By midnight	<u>Research Essay due</u>	N/A	<u>Research Essay due</u>
Exam period December 8-19 Date: TBA	<u>Final Exam</u>	Location: TBA	All lecture slides, notes, and discussions, and all required readings; NOT tutorial statistical analysis notes; <u>Final Exam</u>
December 20	<u>Research Essay returned</u>	N/A	<u>Research Essay Returned</u>

BIBLIOGRAPHY

Required Texts:

Trovato, Frank (2009). *Canada's Population in a Global Context: An Introduction to Social Demography*. Don Mills: Oxford University Press.

White, James M., Todd F. Martin, & Silvia K. Bartolic. (2013). *Families Across the Life Course*. Toronto: Pearson Education Canada.

Lecture 1: Vanier Institute of the Family (VIF) (2010). *Families Count: Profiling Canada's Families IV*.
<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=118>

Lecture 3: Vanier Institute of the Family (VIF) (2006). *The Effects of the Changing Age Structure on Households and Families to 2026*.
<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=248>

Lecture 4: Vanier Institute of the Family (VIF) (2004). Delayed Life Transitions: Trends and Implications.

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=255>

Lecture 4: Vanier Institute of the Family (VIF) (2005). "Cohabitation and Marriage: How Are They Related?"

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=253>

Lecture 5: Vanier Institute of the Family (VIF) (2006). *One-Parent Families: Characteristics, Causes, Consequences, and Issues.*

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=250>

Lecture 5: Vanier Institute of the Family (VIF) (2012a). *Families and Incarceration.*

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=415>

Lecture 5: Vanier Institute of the Family (VIF) (2012b). *Family Roles and Responsibilities.*

<http://www.vanierinstitute.ca/include/get.php?nodeid=2231>

Lecture 5: Vanier Institute of the Family (VIF) (2013). FAQ Sheet: "Same Sex Families Raising Children".

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=500>

Lecture 7: Vanier Institute of the Family (VIF) (2000). Grandparenthood in Canada.

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=259>

Lecture 7: Vanier Institute of the Family (VIF) (2005). *Caregiving and Canadian Families.*

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=262>

Lecture 7: Vanier Institute of the Family (VIF) (2013). *Death, Dying and Canadian Families.*

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=550>

Lecture 8: Vanier Institute of the Family (VIF) (2002). Families Living With Disability.

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=273>

Lecture 8: Vanier institute of the Family (VIF) (2006). *Against All Odds: Normalized Gambling.*

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=237>

Lecture 9: Vanier Institute of the Family (VIF) (2002). Aboriginal Family Trends: Extended Families, Nuclear Families, Families of the Heart.

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=257>

Lecture 9: Vanier Institute of the Family (VIF) (2006a). *Aboriginal Families: Recovery on Their Own Terms.*

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=236>

Lecture 9: Vanier Institute of the Family (VIF) (2006b). *The New Faces of Canada.*

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=238>

Lecture 9: Vanier Institute of the Family (VIF) (2012). *On the Family Farm.*

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=433>

Lecture 10: Poverty and Employment Precarity in Southern Ontario (PEPSO) (2013). *It's More than Poverty: Employment Precarity and Household Well-being.*

<http://www.unitedwaytoronto.com/document.doc?id=91>

Lecture 11: Harrison, Deborah (2002). *The First Casualty: Violence Against Women in Canadian Military Communities.*

<http://site.ebrary.com.myaccess.library.utoronto.ca/lib/utoronto/docDetail.action?docID=10214981>

Lecture 12: Vanier Institute of the Family (VIF) (2011a). *After the Nuclear Age?*

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=77>

Lecture 12 Vanier Institute of the Family (VIF) (2011b). *Changing Families, New Understandings.*

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=3>

Recommended (Reference) Texts:

American Psychological Association (2009). *Publication Manual of the American Psychological Association (Sixth ed.)*. Washington, DC: American Psychological Association.

American Sociological Association (2010). *American Sociological Association Style Guide (Fourth ed.)*. Washington, DC: American Sociological Association.

Cheal, David & Patrizia Albanese, Eds. (2014). *Canadian Families Today: New Perspectives. Third Edition*. Don Mills: Oxford University Press.

Evans, Ann & Janeen Baxter, Eds. (2013) *Negotiating the Life Course: Stability and Change in Life Pathways*. New York: Springer.

Mortimer, Jeylan T. & Michael J. Shanahan, Eds. (2004). *Handbook of the Life Course*. New York: Springer.

Trovato, Frank (2012). *Population and Society: Essential Readings. Second Edition*. Don Mills: Oxford University Press.

ACADEMIC SUPPORT

Do not hesitate to contact me if you need any assistance or would like to discuss your course progress. I am available during regularly scheduled office hours, after class, and also by e-mail. In addition:

Your Registrar is a reliable first-stop whenever you have questions, concerns or are facing issues that are getting in the way of your success.

The **Academic Success Centre** is the place to go to learn how to develop skills in time management, exam preparation, textbook reading, note-taking, and dealing with anxiety, procrastination and perfectionism. Make an appointment with a learning skills counsellor at the reception desk or by calling 416-978-7970. You can also visit the ASC drop-in centre in the Koffler building at 214 College Street. www.asc.utoronto.ca.

Tutors are available at **First Nations House** to help aboriginal students develop their research, essay writing and study skills. Tutors can also help students find academic support in specific fields of study, such as math and science. www.fnh.utoronto.ca. 416-978-8227.

If you're facing challenging personal circumstances that are affecting your academic performance, feel free to seek emotional and psychological support from U of T's **Counselling and Psychological Services**. www.caps.utoronto.ca. 416-978-8070.

WRITING AND LANGUAGE SUPPORT

There are a wide range of resources for writing support made available in Arts and Science to help all students become better writers and communicators. You can find information about college writing centres at:

<http://www.writing.utoronto.ca/writing-centres/arts-and-science> and
<http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students>.

Please note, especially, "How Not to Plagiarize", and other advice on documentation format and methods of integrating sources, which are listed in the section at:

<http://www.writing.utoronto.ca/advice/using-sources>.

Writing Plus Workshops:

The St. George Campus College Writing Centres, with the participation of the Arts and Science Students' Union (ASSU), the Academic Success Centre, University of Toronto Libraries, and the Career Centre, are offering this campus-wide series of academic skills workshops to the University's entire student body. All workshops are free and there is no need to pre-register. Come for one, or come for all! The Writing Plus workshop series is described at: <http://www.writing.utoronto.ca/writing-plus>.

English Language Learning program (ELL):

Information about the English Language Learning program (ELL) is available at: <http://www.artsci.utoronto.ca/current/undergraduate/ell>. Please note especially the Communication Cafe, which meets weekly at four different times and locations for the first five weeks of each term. For more information, please contact the ELL Coordinator Leora Freedman at leora.freedman@utoronto.ca.

ACCESSIBILITY

AccessAbility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, **Accessibility Services** is your home base for support. It is important to contact the office as soon as you are accepted to U of T so that accommodations for your needs are in place before classes start. All information about your disability is confidential and won't be shared with units outside of Accessibility Services without your consent. www.accessibility.utoronto.ca. 416-978-8060.

The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course.

The role of Accessibility Services is to facilitate the inclusion of students with disabilities into all aspects of university life. Our focus is on skills development, especially in the areas of self-advocacy and academic skills.

Services are provided to students with a documented disability. It can be physical, sensory, a learning disability, or a mental health disorder. Students with temporary disabilities (e.g. broken arm) are also eligible for the service.

Students first go through an intake interview to discuss their eligibility and needs. Where appropriate, students are referred to one of the Service's professionals (e.g. Adaptive Technologist Consultant, Learning Disability Specialist) to discuss strategies and determine accommodations. All discussions are kept confidential with Accessibility Services and information is disclosed outside the Service only with permission of the student.

Services provided include:

- alternative [test & examination arrangements](#)
- authorization of test and exam accommodations coordinated by [Test and Exam Services](#)
- [note-taking](#) services
- sign language interpreters
- adaptive equipment & assistive devices
- alternative format for printed materials
- information & resource materials on health conditions & disability related issues
- liaison with academic & administrative units within the University & with off-campus agencies.

Robarts Location

Voice: 416 978-8060

Fax: 416 978-8246

TTY: 416-978-1902

Email: accessibility.services@utoronto.ca

Huron Street Location

Voice: 416 978-7677

Fax: 416 978-5729

TTY: 416 978-1902

Email: as.huronstreet@utoronto.ca

Special Accommodations

If you develop a prolonged illness or encounter a personal crisis that will affect your participation in the course, please contact the course instructor as soon as the problem becomes apparent. Your best strategy for dealing with anything that may prevent you from completing the course in a way that is satisfactory to you is to discuss your concerns as soon as possible with the course instructor so that we can work out a way of responding to them together.

ACADEMIC INTEGRITY

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work;
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment. If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Academic Integrity Checklist

SOC303H5F, "Family Demography", Fall 2014

Riva Lieflander

I, _____, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure.
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: _____

Student #: _____

Signature: _____

Date: _____