



The University of Western Ontario  
**SOCIOLOGY 3320F - 001**  
**Youth & Society**  
**Fall 2024**

**Delivery Method - in-person**

**Instructor:** Lauren Barr

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**Course Description:** This course surveys issues related to the study of the transition to adulthood. Sociological perspectives on the nature and relevance of youth are reviewed, along with historical and cultural variations in coming-of-age socialization contexts, and current institutional influences on the timing and prospects of youth-adult transitions.

***Prerequisite(s):*** Registration in third year or above.

Unless you have either the prerequisites or written special permission from your Dean to enroll in the course, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

***Anti-requisite(s):*** None

**Course Objectives and Learning Outcomes:**

**Critical Thinking and Analytical Skills:** Students will analyze and critique contemporary research on youth and societal issues using theoretical frameworks to formulate well-supported arguments and conclusions.

**Collaborative Learning and Teamwork:** Students will collaborate effectively in research projects, demonstrating cooperative problem-solving and communication skills, and contribute constructively to team performance and feedback processes.

**Application of Research and Evidence-Based Practice:** Students will design and propose evidence-based interventions or programs for youth-related issues, applying research methodologies to collect and analyze data, and translating findings into practical recommendations.

**Development and Growth:** Students will reflect on personal growth and set individualized learning goals related to youth studies, creating and executing action plans to achieve these goals and assess progress.

**Course Material:**

Material to review will be provided to students in the Brightspace classroom.

**Communication:**

Students are responsible for checking the course OWL Brightspace site (<https://westernu.brightspace.com/d2l/login>) on a regular basis for news and updates.

This is the primary method by which information will be disseminated to all students in the class.

Instructions on how to reach the Teaching Team will be provided in the first week of class.

**Teaching the "Whole Student"**

I am **always** available to discuss life with you. I do my best to create and maintain an inclusive and supportive learning environment. If you want to see me, drop into my office hours, find me before/after class or schedule an appointment and let me know if there are external factors that are influencing your success in our course or just things on your mind that you would like to talk about.

**General Statement on All Learning Interactions:**

All forms of communication (verbal, written, visual) formal and informal, are evaluated based on level of critical analysis, succinct arguments, use of reputable academic material and overall organization of your thoughts. All course material is a foundation and a motivator for critical reflection. I expect that you will move beyond the course material, expanding and offering new ways of thinking about sociology that relate to our course.

***All activities that are graded are guided by Western's Undergraduate Grading Guidelines:***

University-wide grade descriptors:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory

C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Not demonstrating competence required to pass

### **Method of Evaluation:**

The evaluation methods described in the course outline are essential requirements for the course.

Learning Engagement	15 % (10% each half)	Throughout	
Midterm Exam	25 %	Oct 29	
Assignment	30 %	Topic Selection: Sept 24 Interview Summary & Bibliography: Oct 22 Rough Draft: Nov 19	Finished Assignment: Nov 26 Reflective Analysis: Dec 3
Final Exam	30 %	December Exam period	
Total	100 %		

### **Midterm and Final Examination:**

- Both examinations will be completed in-person, closed book
- They will be 3 hours in length
- They may include a combination of m/c, short answer, or essay style questions. A breakdown will be provided before each exam.
- They will consist of questions drawn from lectures, and all assigned material.
- The final exam will be held during the December examination period and the date and time will be set by the Registrar's Office.
- No devices or learning aids will be permitted in the exams
  - *with the exception of students with approved accommodations that have spoken with the instructor and pre-made arrangements with SSD*
- Instructors are permitted to designate one assessment per course per term as requiring supporting

documentation to receive academic consideration. For this course the midterm exam has been designated as requiring supporting documentation.

- Final exams scheduled by the Office of the Registrar always require documentation to receive academic consideration.
- Students with a formally approved absence (through Academic Counselling) will be required to write a makeup exam on the date provided by the instructor following the original exam.
  - Please note, the course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam.
  - Students should also be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.
- Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

If you are unsure of material, you will be given many opportunities to ask for support. It is up to you to take advantage of them.

## **Learning Engagement**

Learning is deeper and more meaningful when you are an active participant. Listening to someone ‘lecture at you’ is not enjoyable for anyone, so be prepared to be an active member of our community. It is expected in a third-year course that students will attend and engage in class consistently. Any absences or issues should be communicated to the instructor as soon as possible.

Opportunities for engagement will be offered each week in a variety of ways. You will also be involved in a detailed self-evaluation process. This will be taken into consideration when feedback and grades are provided.

### **Engagement Opportunities may include:**

- Small groupwork in lecture
- Larger classroom discussions
- Online forum posts
- Opportunities for extra reflection
- Possible events or guest speakers outside class time

The goal is to create a community that is comfortable, supportive, and connected. If you have questions, I am here to support you.

## **Research Assignment: due in phases** (*see table above*)

Students will create a 15–20-minute documentary, TedTalk or podcast episode that explores the process of identity formation during the transition to adulthood. This project will require extensive research, interviews, and the gathering of visual/audio materials. The final product should reflect a deep understanding of course concepts and critically analyze the narratives encountered.

- A detailed assignment outline and rubric will be posted on OWL.
- For each phase of this assignment, students are expected to submit the assignment by the deadline listed.

Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the deadline without academic penalty. Should students submit their assessment beyond 72 hours past the deadline, a late penalty of 10% per day will be subtracted from the assessed grade. *As flexible deadlines are used in this course, requests for academic consideration will not be granted.*

Course-specific conditions to be successful in this course:

- i. Students are expected to attend and actively engage in learning for at least 80% of the course.
- ii. This is a writing course, and therefore a suitable amount of writing must be completed with passing grades in order to be successful.

### **Student Absences:**

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found here. Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.”

Students must familiarize themselves with the [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#). Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Students with an approved absence from an in-class test or exam will be required to write a makeup exam. Course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam. Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

### **Course Schedule and Readings:**

Weekly course schedule will be found on OWL Brightspace.

## **Artificial Intelligence:**

*Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments and perspectives. The use of AI tools can serve as a starting point for exploring a topic, with students expected to uphold academic integrity by appropriately attributing all sources of information and avoiding plagiarism. Essays, written assignments and/or lab reports should reflect the student's own thoughts and independent written work. Students should also generate their own figures (e.g., graphs, diagrams) rather than using AI generated ones. By adhering to these guidelines, students contribute to a responsible and effective learning environment that promotes critical thinking, independent inquiry and all them to produce original written contributions. The same principles also apply to the use of translation software to support the writing the essays and other written assessments.*

## **Academic Policies:**

Please review the Department of Sociology “[Important Academic Policies](#)” document

[https://sociology.uwo.ca/undergraduate/courses/Academic\\_Policies.pdf](https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf) for additional information regarding:

- Scholastic Offences
- Plagiarism
- Copyright
- Course Selection
- Absence from Course Commitments
- Missed Tests and Exams
- Religious Accommodations
- Accessibility Options
- Mental Health
- Gender-Based and Sexual Violence statement

**Welcome to our learning community!**