

Department of Sociology, Social Policy & Criminology

SOCI3080: FOCUSING ON FAMILIES PROJECT

**Semester 2, 2017/18
Level 3**



Module Tutor: Rebecca Taylor

Essential Information

<i>Tutor:</i>	Dr Rebecca Taylor
<i>Room:</i>	58/4059
<i>Email:</i>	r.taylor@soton.ac.uk
<i>Office and feedback hours:</i>	Wednesdays 11-12
<i>Administrator:</i>	SSPC.StudentOffice@soton.ac.uk
<i>Seminars:</i>	Tuesdays, 1 – 3pm, 34/2019 – weeks 1, 2, 3, 5, 7, 9, 12

Outline:

<i>Week 1/18 Wb 29th Jan</i>	Introduction to the project module and Timescapes (forming research groups)
<i>Week 2/19 Wb 5th Feb</i>	Accessing the data workshop. (Timescapes log-ins and deciding on a project)
<i>Week 3/20 Wb 12th Feb</i>	Forming research questions workshop (identifying transcripts, reviewing the literature)
<i>Week 5/22 Wb 26th Feb</i>	Data analysis workshop 1 (reading and coding the data)
<i>Week 7/24 Wb 12th March</i>	Data analysis workshop 2 (working with coded data)
	Easter Break
<i>Week 9/30 Wb 23rd April</i>	Report writing workshop (turning data into findings)
<i>Week 11/32 Wb 7th May</i>	Deadline for report Thursday 10 th May 2018
<i>Week 12/33 Wb 14th May</i>	Presentation workshop (honing your presentation skills)
<i>Week 13/34 Wb 21st May</i>	Presentation Tuesday 22nd May 2018

Feedback:

Formative feedback on this module comes from group participation in the workshops and the written feedback on both your report and presentation. In addition you can come along to my office hours (either individually or as a group), You are welcome to make an appointment to discuss any aspects of the module with me, and/or email me and I will respond.

Assignments:

Group produced project report	5000 words	Submission: 10.5.18	65% contribution to final mark
Group presentation	20 minutes	Presentation: 22.5.18	35% contribution to final mark

Further information: This module guide should be read in conjunction with the Blackboard site for the course and the Degree Handbook for your degree programme available here:

<https://www.southampton.ac.uk/studentservices/academic-life/faculty-handbooks.page>

Course Content

Aims and objectives of this module

This module is taken in semester 2 in association with the co-requisite module SOCI3079: *Focusing on Families*. The intention is to enable you to research in some depth, and on a group basis, a specific issue or topic within the area covered by the co-requisite module through *secondary analysis* of an existing, anonymised qualitative family-related data set from the Timescapes project. The module enables you to get to grips with a new methodology and demonstrate an in-depth knowledge and understanding of a particular family-related topic, and its relationship to the wider theoretical, conceptual and empirical material in the family studies field addressed in the SOCI3079 co-requisite module.

This module contributes to a shift in your final year towards a focus on active and independent enquiry on both an individual and group basis. This final semester group work project is an intrinsic part of this overall strategy, and allows for the assessment of written work produced on a group basis and then delivered through formal presentation. The module enables you to demonstrate your understanding of the research process gained over the course of your degree programme and to reflect back on the new insights gained from undertaking that process in a new context. That context will be to develop and demonstrate the valuable skills of scoping a set of existing resources, identifying what is available and what it is possible to do with those resources, and then putting them to new uses. It is an important transferable asset to be able to 'add value' to an existing investment in resources.

Equally importantly the module helps you to build a range of transferable soft skills that will be of value to you in different work and education environments when you graduate. Teamwork is central to the successful completion of the module. As a group you will need to communicate effectively with each other, divide up and allocate tasks, set deadlines and meet those deadlines, resolve differences and problems and learn to compromise. Your experiences of group work on the module can provide useful material for your CV and job interviews. Second producing a final report and presentation provides useful practice for workplaces where you may have to submit a report or other written document, and then be expected to present it to a committee or panel. It is an important transferable skill to be able to 'speak to' a paper. Third, presenting as a group provides an opportunity for you to gain confidence in public speaking in a relatively informal and supportive environment. Finally a central focus of the module will be on your developing the skills to critically reflect on your experiences and learning. The ability to reflect critically is an invaluable skill in many areas of work and is key to performing well in job interviews.

Learning outcomes

On completion of this module, you should be able to:

- clearly define the research question you are examining, and apply it to an identified, appropriate set of existing data resources;
- relate your findings to relevant theoretical, conceptual and empirical material considered in the SOCI3079 co-requisite Module;

- produce a written summary of your work and findings that critically reflects on the research process;
- present your findings in a clear and coherent fashion through oral presentation, making use of appropriate visual aids;
- work effectively in a group to produce outputs.
- reflect critically on your experience of conducting the project, and on the lessons for your future learning and group work experiences.

The group work diary

We suggest that each group keeps a diary of their meetings as a way to observe progress, note action points, and provide a reminder of the process for when you come to reflect on this in your report. You have been provided with a pro-forma group work diary at the end of this module guide which you can use to write up what happened in your meetings. This will be useful when you come to write your final project report. There is also a copy on blackboard.

Blackboard

The SOCI3080 blackboard site contains the resources you will need for the module and provides a repository for the workshop slides which will be posted after the session. On blackboard you can find:

- A copy of the module guide
- A copy of the group work diary
- A copy of the mark sheet for the oral presentations
- A copy of the group work reflection and feedback form
- A copy of the Timescapes Terms and Conditions

Support for academic skills

You are advised to consult the University's 'Academic Skills' website for detailed guidance on group work and oral presentations. There are a series of helpful short introductory guides and more detailed booklets available for students to download from this site:

- <http://www.academic-skills.soton.ac.uk/>

Advice on group writing can also be found at:

- <http://writingcenter.unc.edu/handouts/group-writing/>

If you find yourself experiencing any study skills difficulties with your work please consult the following resources and then contact your personal academic tutor to discuss any issues. For face to face help you should contact the Academic Skills Hub, level 2 in the Hartley Library, just past the IT Help desk: Monday – Friday 10am – 12 noon, 2pm – 4pm. Lunchtime dropin and signup sessions as advertised:

- <http://www.studyskills.soton.ac.uk/getstart.htm>
- http://www.southampton.ac.uk/edusupport/study_support/index.page

If you experience any more specific difficulties with the content of the module, please contact your module tutor: Rebecca Taylor: r.taylor@soton.ac.uk.

Skills for the future:

This module contributes to a portfolio of skills employers will be looking for from their graduate candidates. You will be expected to demonstrate these at interviews and in

application forms and you can do this by drawing on examples from this module. These include:

- Conducting research: data collection techniques, understanding and analysing diverse data, problem solving, and critical thinking.
- Teamwork: working in groups to undertake data collection and analysis
- Using a range of software such as Word, Power Point, Nvivo, SPSS
- Oral communication skills: questioning, discussing and debating in workshops
- Time management: Planning, working to deadlines, prioritising
- Written communication skills: presenting evidence and argument, and critically evaluating
- Critical reflection: talking and writing about what you have learnt and what skills you have gained, improved self-awareness, performance, initiative.

For further information about employability please contact our Department's Employability Officers: Dr. Rebecca Taylor (r.taylor@soton.ac.uk) and Dr. Lambros Fatsis (l.fatsis@soton.ac.uk) You can also visit the Careers & Employability website or drop in to the Careers Centre in Building 37:

<http://www.southampton.ac.uk/socsci/undergraduate/careers.page>

Workshops

This module is made up of a series of facilitated workshops of around 60-90 minutes interspersed with independent group study sessions. At the start of this module Sessions 1 and 2 (in weeks 2 and 3) will introduce you to secondary data analysis and the Timescapes project data. We will begin to discuss research ideas and areas of interest linking back to the Families module. You will be divided into groups of between three and five students. In your groups you will identify topics of interest, form research questions, explore the Timescapes data and select a dataset and transcripts to work on. Groups will be required to identify relevant literature, drawing on the skills you have acquired throughout your degree, in particular through the second year module SOCI2020 *Research Skills* and ongoing dissertation research.

Over the course of the remaining 10 weeks of the module you will attend fortnightly workshops (weeks 1,2,3 5,7 9 12) facilitated by the module tutor that will provide an opportunity to practice skills and review progress. The workshops will focus on research question formation, reviewing the literature, analysing the data, writing and presenting the research. It is a good idea to bring a laptop to these workshop sessions if you have one so your group can work on the project during the session. On the weeks where there is no scheduled workshop (weeks 4,6,8,10, 11) you can use the timetabled slot (and classroom) to meet independently to plan your research, allocate tasks and undertake analysis and report writing etc. Groups will write and submit a report due in week 11 and give formal, assessed presentations in week 13 of the semester.

Your Commitment

Study schedule

This module is classified as 15 CATS credit points (7.5 ECTS). Of the 150 study hours on the module, around 14 hours are spent in workshops, around 4 hours at the presentation day and the remainder of the hours are for groups to study independently to read and

undertake the tasks that will enable the completion of assessments; the project report and presentation.

Attendance and Absences

You are expected to attend all 7 workshops with your group. Absences are recorded on your University record, and inappropriate amounts of absence without extenuating circumstances will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

If you are unable to attend a workshop because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (see contact details in 'essential information' above). Absences of more than a few days should be backed up by medical or other evidence.

Email and Blackboard

Your commitment is to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

Assessment

Assessment for this module is weighted as follows:

- a group-produced project report 5,000 words = 65%
- a group presentation of 20 minutes = 35%

The group project report

The group will work together to prepare a summary and evaluation of the project in the form of a project report. This should include 5000 words of text (font size 12). Any portion of your work that goes beyond this word limit will not be marked. Other supporting materials such as sections of coded transcripts, coding frames, examples from group work diaries etc. will need to be included as appendices in the document. It will be assessed in line with the general criteria for third year written work and the marking criteria outlined below. It should include a statement of your project aims and research questions, the secondary data selection and analysis processes used by your group in working towards those aims, an overview of your key findings and conclusions and reflections on the process, references, and appropriate supporting documentation such as graphs and tables, or photographs and other visual materials. It is important that you reference the archived Timescapes study that you use for your assignment. The correct citation should be found below the project description on the Project page.

The report will be marked on the following criteria:

1. The report clearly identifies and defines the research question you are examining,
2. The report answers those research question with reference to an identified, appropriate set of existing data resources;

3. The report relates the research questions and findings to relevant theoretical, conceptual and empirical material considered in the SOCI3079 co-requisite Module;
4. The report describes and critically reflects on the methodology and research process and the experience of group work;

You will submit your project report by 3pm on **Thursday 10th May 2018** on Blackboard via Turnitin. You will need to nominate one member of your group to do the actual submission. Please see the instructions at the back of this guide on how to submit your report via Turnitin. Marks and feedback will not be provided in Turnitin but on a separate feedback sheet.

The group presentation

This 20 minute presentation will be a chance for groups to talk about their project. It will be assessed according to its content, your group's use of evidence, your group's presentation skills and your group's discussion skills. A copy of the pro forma to be used for marking the presentation is included at the end of this module guide and on Blackboard. Presentations should be twenty minutes long, followed by ten minutes for questions and discussion. You are encouraged to use a variety of audio-visual aids in presenting your work. Please inform the module tutor what your group requires by way of audio-visual equipment.

Presentations will take place at a formal presentation day in **Week 13 - Tuesday 22nd May**. Students taking the other project module will also present their projects at this event. Lunch will be provided and academic staff involved in teaching the associated modules will also attend.

Marking of assignments and issues with group work

For the group project report and the group presentation, a common mark will be assigned to all members of the group by the tutor. In other words the final mark represents a team effort. You are encouraged to deal with issues within the group as part of the process of group work. Your overall mark will reflect your group's capacity to work together and resolve problems. It is very important that if there are any issues that have an impact on the team's ability to produce a report and presentation, these are raised with the tutor as soon as possible so they can be resolved before the final mark is allocated. Tutors do have the discretion to reduce an individual's mark by one-third where they appear to have made little or no contribution to the preparation of the group presentation and/or report or to award a mark of zero where it is evident that no contribution has been made

In addition to the tutors assessment of your work you will each give a personal reflection on the group work process using the Group Work Reflection and Feedback Form. This will be completed after the submission of the report and before the presentation. Each group member will assess their own contribution and that of other group members and reflect on the process of undertaking group work.

Word length

- please provide a total word count for your assignment on the front sheet
- all text above the limit will not be considered by markers
- included in the word count: footnotes

- excluded from the word count: reference list, reasonable use of graphs and tables

Penalties for late submission of coursework

Work submitted after the deadline without an agreed extension will be marked as usual. You will also receive feedback as you normally would for that module. However, a penalty is imposed, as described below:

<i>University working days</i>	<i>Penalty mark</i>
1 day late	10% of final mark removed
2 days late	20% of final mark removed
3 days late	30% of final mark removed
4 days late	40% of final mark removed
5 days late	50% of final mark removed
6+ days late	Zero awarded

The penalty system deducts points from the mark you would have received if the assignment had been submitted on time. For example, if your mark would have been 60 but the assignment is submitted one working day late, your assignment will be reduced by 10% of the final mark i.e. 6 marks, resulting in a mark of 54.

Working days are Monday to Friday throughout the calendar year, including student vacation periods (but excluding University staff closure dates at Easter and Christmas).

Work submitted after the published deadline may be accompanied by a completed Special Considerations application form should a valid reason exist for the late submission, but submitting the form does not guarantee that a penalty will be taken off. These penalties do not apply when within the period of a formally granted extension to the original submission deadline.

Extensions

If you require an extension to an assignment you must complete the Deadline Extension Request form, which you can download from the Form Store on the FSHMS Hub Blackboard site or via this link:

http://www.southampton.ac.uk/quality/assessment/special_considerations.page, and submit this to the Student Office: SSPC.StudentOffice@soton.ac.uk. The request will be considered by the appropriate Extensions Officer and you will receive a response via email. Extensions can only be granted up to the date of submission so we recommend that you submit the form as soon as you are aware of any concerns.

Categorical marking scheme

Students studying within the Department of Sociology, Social Policy and Criminology will be marked according to the following categorical marking scheme in order to avoid any ambiguity in the standard achieved:

<i>Category</i>		<i>Numerical grade</i>
First – 1 st	Outstanding	100
	Excellent	90
	Very good	85
	Good	78

	Low	72
Upper second – 2.1	Good	68
	Mid	65
	Low	62
Lower second – 2.2.	Good	58
	Mid	55
	Low	52
Third – 3	Good	48
	Mid	45
	Low	42
Fail – F	Bare qualifying fail	38
	Low qualifying fail	30
	Unqualifying fail	18
Zero	Special circumstances	0

Fails and Zero Marks

A mark of zero is applied to circumstances such as:

- No work is submitted (in the case of course work)
- The piece of work is submitted more than 5 university working days after the deadline without having been granted an extension (in the case of course work).

Feedback

Save your feedback!

Feedback via TurnItIn on the Blackboard system is only accessible while you are studying that particular module. Download the audio file or a written pdf version of your feedback to refer to later by using the download or print icons in the bottom left corner of the feedback screen.

Feedback is provided in the following ways:

- Informal verbal feedback will be given during workshops for group work. (You'll need to contribute regularly to group discussions to make the best use of this.)
- Informal written and verbal feedback are often provided by email or during office hours when we respond to queries about assessments, for example.
- Written summative feedback will be given on your assessed coursework, available via Blackboard. As per Faculty policy our aim is to get coursework back to students within 4 weeks of submission.
- Feedback works two ways – we want to hear from you about any concerns you have and suggestions about how to improve modules. We do this through informal mid-semester feedback which can sometimes be used to make immediate improvements in module delivery, and through a formal questionnaire at the end of the module, which will benefit students taking it in subsequent years. In addition to these, informal feedback from you on how we are doing and what we could do better is welcome any time.
- For further information about how your work is marked and moderated, university quality assurance processes, etc., please visit the marking and feedback section in the University's quality handbook:

http://www.southampton.ac.uk/quality/assessment/framework/marking_and_feedback.page

Marking Criteria and Grade Descriptors

Most written work by students – essays, reviews, dissertations, exams – is assessed into different class categories by using the following **marking criteria**:

- **RELEVANCE** – the ability to focus your work on the question at hand, gathering literature and data that relate clearly to the subject.
- **STRUCTURE** – the ability to achieve a coherent structure in your work so that it flows logically and fluently, using good paragraphing and signposting, with a clear introduction and conclusion.
- **ACCURACY** – describing empirical phenomena and key ideas and theories accurately and clearly.
- **EVIDENCE** – using relevant, appropriate, authoritative sources to back up your claims and arguments, indicating strong knowledge of the literature
- **ANALYSIS** – the ability to move beyond a descriptive approach to key ideas and information towards harnessing these in the construction of an insightful response to the question
- **CRITICAL JUDGEMENT** – the ability to engage critically with the sources you use, reflecting on their strengths and limitations and using such reflections to develop your own argument.
- **COMMUNICATION** – writing carefully with good grammar, spelling and word choice, to communicate your arguments and analysis effectively.
- **REFERENCING** – correctly citing and attributing the sources you use in written work through an identified referencing system. All Social Sciences subjects at Southampton use the Harvard system: <http://library.soton.ac.uk/citing-and-referencing/harvard>

The above criteria provide a detailed description of the characteristics expected of honours degree written work at all stages from level 1 to level 3. However, as you progress through your degree programme, emphasis will be placed on different criteria. At **level 1** a particular emphasis is placed on students' ability to develop their study skills and an accurate understanding of assessment tasks, to demonstrate their grasp of basic concepts, and to demonstrate their capacity for reading widely around the subject. At **levels 2 and 3**, greater emphasis is placed on the development of independent research skills, alongside a continuing emphasis on the ability to critically evaluate supporting evidence in appropriate depth, alongside theoretical material where appropriate.

In all cases marking criteria are intended to provide guidance to markers and students, rather than to provide a rigid checklist. Examination answers and assessed essays may display these characteristics in varying degrees, and these variations may not correlate precisely with one another. Assessment therefore necessarily involves a judgment on the part of markers of the extent to which relative strengths and weaknesses balance against one another, but always includes a baseline assessment of the student's ability to answer the question that has been set.

Grade descriptors mapped to Categorical Marking Scheme

FIRST CLASS	First class qualities include relevance (a high degree of focus on the question), accuracy of interpretation, originality and insightfulness of analysis, critical
-------------	--

		reflection, wide reading, coherence of structure, and clarity of expression. These factors will be present to varying degrees in a first class answer.
100	Outstanding 1 st	An assessment that could not be bettered within the time available.
90	Excellent 1 st	Distinguished by substantial scholarship and, in some cases, originality.
85	Very good 1 st	An answer that includes almost all the first class qualities.
78	Good 1 st	An answer showing a great deal of insight into the question, and one which indicates wide reading beyond the reference lists provided in course handouts.
72	Low 1 st	An answer showing substantial evidence of most of the first class qualities, demonstrating a comprehensive coverage of the subject matter and relevant literature, a very strong analysis, and no major inaccuracies of interpretation.
UPPER SECOND CLASS		Upper second class qualities include a good degree of focus on the question and accuracy of interpretation, evidence of reading of the core literature and some insightful analysis. Although not necessarily original, the answer will articulate a clear and well-supported viewpoint on the key issues being discussed. The work will be well-structured and relatively clearly expressed.
68	High 2:1 – Very good	Displays all upper second qualities, but narrowly misses first class, most commonly in areas of insight or breadth of additional reading.
65	Mid 2:1 – Good	An answer that displays most of the upper second class qualities. There will be clear evidence of reading of relevant literature and key issues will be interpreted accurately, although the answer may not be entirely comprehensive, or may be let down by one or two weaker components such as coherency of structure.
62	Low 2:1 – Capable	An answer which displays some of the upper second class qualities. There will be evidence of reading of relevant literature and key issues will be interpreted mostly accurately, although the answer may be let down by one or two weaker components such as coherency of structure, coverage of key issues and readings.
LOWER SECOND CLASS		Lower second class qualities include a good degree of relevance, coverage of the topic and accuracy of interpretation. There is evidence of reading, but it is limited in extent. Coherence of structure, clarity of analysis and degree of insight and critical reflection are also limited.

58	High 2:2 – Competent	Displays all of the lower second class qualities, but fails to demonstrate much reading. Structure is present, but may not be the most suitable. Typically, such an answer may cover the course material and be correct, but display a lower level of clarity in comprehension and analysis than a low 2:1.
55	Mid 2:2 – Satisfactory	An answer that displays most of the lower second class qualities, largely relevant and accurate and covering the topic, but with limited coverage of the literature and limited insight.
52	Low 2:2 – Adequate	Some of the required qualities are significantly lacking. The structure may be weak, or there may be little evidence of reading. An answer at this level may be let down by significant sections which are not relevant to the question, or by some inaccuracy of interpretation.
THIRD CLASS		Work with severe shortcomings in presentation, relevance, analysis and structure. Though there may be some evidence of basic knowledge of the literature, it is likely to be superficial and/or inaccurate.
48	High 3rd – Rudimentary	An answer that is relevant to the question and demonstrates some of the key points, but with little or no evidence of reading, and possibly large segments of inappropriate material. The answer demonstrates little or no insight and is weakly structured.
45	Mid 3rd – Weak	An answer that is only partly relevant to the question and covers only some of the key issues, with little or no evidence of reading, and possibly large segments of inappropriate material. The answer demonstrates little or no insight and is weakly structured.
42	Low 3rd – Very weak	An answer that demonstrates only a rudimentary understanding of the key issues, with little focus on the question, little or no evidence of reading, and possibly large segments of inappropriate material. The answer demonstrates little or no insight and is weakly structured.
FAIL		Poor answers with serious omissions or errors. A distinction is made between answers at the higher end of this range, which typically demonstrate a serious weakness in argument and/or a lack of knowledge and understanding, and answers at the lower end, which are simply deemed inadequate.
38	Bare qualifying fail – Poor	Answers with serious omissions or errors, but with some material relevant to the question. There is evidence that the question has been understood in part, but that there is only a fragmented and shallow acquaintance with the subject. Work at this level will demonstrate serious weakness in argument, and/or a serious lack of knowledge and understanding.

30	Low qualifying fail – Inadequate	Little substance or understanding, but with a vague knowledge of the correct answer.
18	Unqualifying fail – Unsatisfactory	Some relevant facts but an inadequate structure and approach leading to a jumble of disorganised material. This grade is also appropriate for an answer which is wholly tangential to the question, or to a very short answer (less than one side), without promise of being better had it been longer.
0	Wholly unsatisfactory	Virtually nothing of relevance to the answer, lacking any real structure.

Referencing and Academic Integrity

Referencing

The lack of appropriate referencing in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which, as outlined below, is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography, or references list. There are different acceptable referencing styles. In all Social Sciences subjects we use the Harvard system of referencing, which is described in detail here: <http://library.soton.ac.uk/citing-and-referencing/harvard>.

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List, which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above.

Academic integrity

Fundamentally, Academic Integrity (AI) is about following **academic standards and honesty** in your work. According to the University [regulations](#), the main breaches of AI include: *plagiarism* (using someone else's words or ideas without proper acknowledgement), *cheating* (getting unfair advantage in assessment, for example during exams), *falsification* (fabricating or distorting data or results), *recycling* (submitting the same piece of work for another piece of assessment without explicit permission), *breaching ethical standards*, or other types of *misconduct in research*.

Of those breaches, the most common type is plagiarism, which in many cases is a result of poor academic practice. To learn how to avoid it, there are several excellent resources available to you, including the very comprehensive Academic Skills library guide, available at <http://library.soton.ac.uk/sash/ai>. It provides links to many **interactive teaching**

materials, such as those prepared at the University of Leeds, where you can learn how to [maintain AI in your work](#), [recognize plagiarism](#), or judge various [real-life situations](#) according to AI principles. Worth trying!

The Academic Skills guide and other AI resources are also listed on the Faculty Blackboard resource site FSHMS-Hub, on which you should be automatically enrolled (click on Programme Related > Academic Integrity).

Unfortunately, AI breaches sometimes occur. For those of you who are new to the University, the [regulations](#) distinguish between two types of breaches of academic integrity: minor (first-time offences, "committed through inexperience or lack of understanding and ... limited in scope or their effect"), and major. The minor breaches are dealt with by individual markers, through the regular feedback process. However, everything that is not a minor breach, including all repeated cases, is a major one. The major breaches are dealt with either by the Academic Integrity Officer – currently Professor Jakub Bijak for Social Sciences – or by an AI panel, depending on the severity of the alleged breach. The process is definitely unpleasant and can lead to severe consequences. The maximum penalty that can be given by an AI panel is the termination of the programme – **so please treat AI really seriously**.

For those of you embarking on or continuing to write your theses or dissertations, please additionally bear in mind the requirements of the University Ethics Policy. Unless your study is exempt from this requirement, please do not attempt an analysis without having secured clearance from the Ethics Committee via the ERGO system, as this would be a breach of academic integrity. You will receive further guidance on that from your dissertation coordinators and/or supervisors.

The full text of the academic integrity regulations is available in the [University Calendar](#). Please spare a few moments to have a look. More detailed information and additional guidance are in the [Quality Handbook](#). If you have any questions, please do not hesitate to ask your Personal Academic Tutors, module coordinators, programme teams, or Faculty AI Officer Jakub Bijak.

DECIDING ON A TOPIC AND ACCESSING THE TIMESCAPES ARCHIVE

Your decision on a topic and question for a research project for your group will be based on:

- your collective interests in the topics and concepts that you are covering in the co-requisite module, SOCI3079 Focusing on Families.
- your reading around these topics and other areas of interest related to families you may have covered in your degree programme
- browsing the Timescapes data to see what is available and which dataset you think looks interesting.

Examples of broad research questions that you could consider and follow up around a specific topic include:

- How do people in families show that they are a family; how do they practice and display family?
- How do mothers and/or fathers understand bringing up their children?
- What sort of rationalities underlie family members' beliefs about how they should act in families?
- How might people in families care for each other and why?
- Do family members feel a commitment to one another?

These suggested project areas are related to the broad themes covered in SOCI3079, and in many cases the reading lists for particular sessions refer to key literature in these areas. Please note too that these suggestions are not intended to be prescriptive, but indicate of the sort of issues you might like to consider and focus down on: by all means generate ideas of your own!

Getting to know Timescapes<http://www.timescapes.leeds.ac.uk/research/>

Timescapes was the first major qualitative longitudinal study to be funded in the UK. It explored how personal and family relationships develop and change over time. The researchers focused on relationships with parents, grandparents, brothers and sisters, children, partners, friends and lovers. They looked at how these relationships affected people's well-being and life chances.

Timescapes is made up of seven projects that followed individuals and family groups over time to collect information about changes and continuities and in their relationships and identities:

1. Siblings and Friends – children from mid-childhood to young adulthood talk about sisters, brothers and friends in their lives
2. Young Lives and Times – young people from teenagers into young adulthood talk about their personal relationships and identities
3. Dynamics of Motherhood – first time mothers of all ages talk about becoming a mother
4. (Fathers) Masculinities, Identities and Risk – first time fathers talk about becoming a father
5. Work and Family Lives – working parents and their children talk about combining employment and family life
6. Intergenerational Exchange – grandparents who are caring for their grandchildren talk about their lives.
7. Oldest Generation – older people talking about their lives.

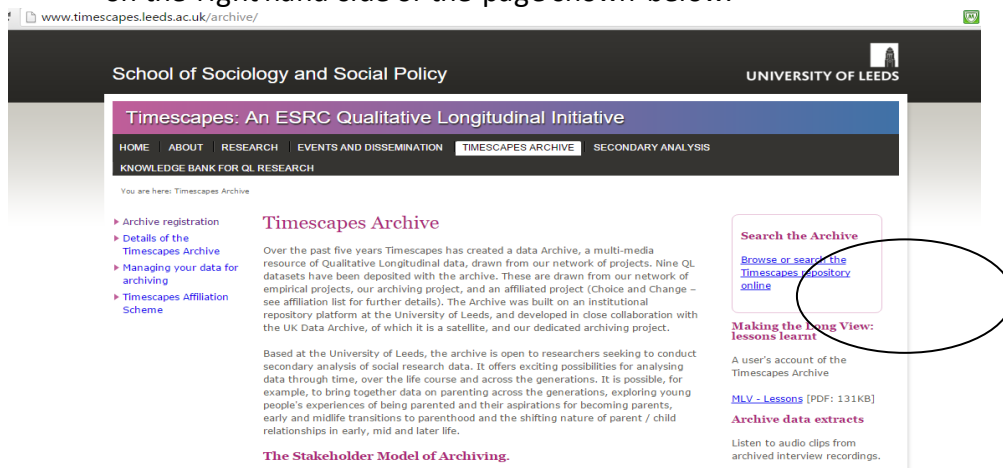
Access to the Timescapes archive

Timescapes is an archive of data from projects conducted by research teams over the past 15 years and as such it comes with some strict conditions of use to ensure researchers now and in the future will treat the data responsibly and honour ethical agreements. We will begin by reading through **the User Terms and Conditions** - you will each receive a copy in the first workshop and they are available on the SOCI3080 blackboard site. You will each need to sign a form to say you have agreed to the terms and conditions (**User Terms and conditions sign-up sheet**)

In Workshop 2 you will be provided with **individual password slips** to access the archive. These give you access to the archive for a month from **5.2.18 to 6.3.18**. After that point your access will be terminated. When you receive your password slip you will also sign a form to say you have received your password. (**Password sign-up sheet**)

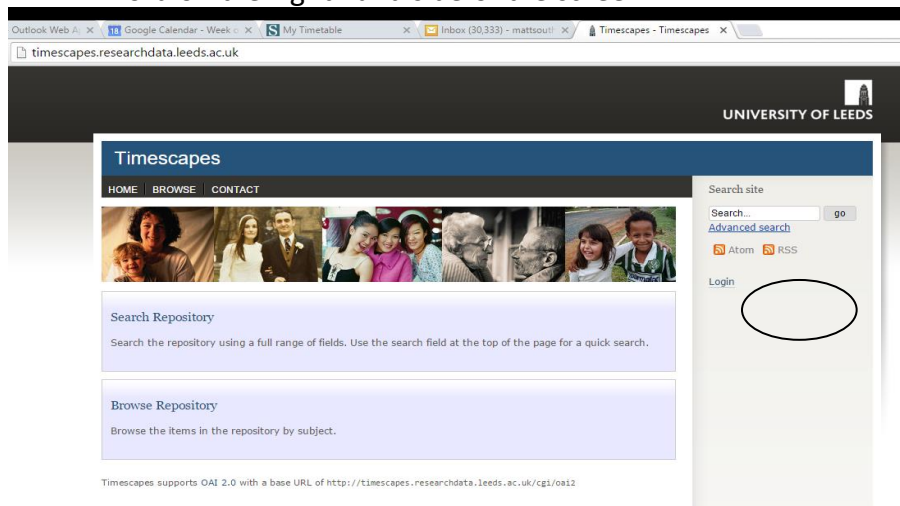
Once you have your individual password you can go to <http://www.timescapes.leeds.ac.uk/archive/> and explore the data available in the archive. Here is how to do that..

1. On the Timescapes Archive page, click on the link in the 'Search the Archive' box on the right hand side of the page shown below.



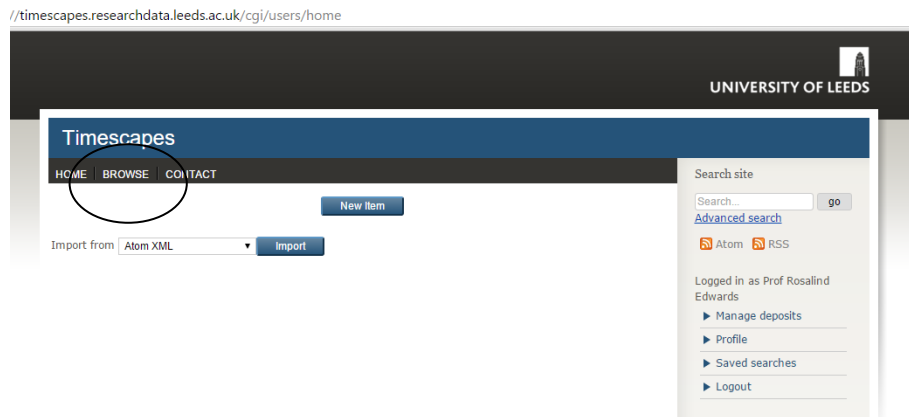
The screenshot shows the Timescapes Archive page. The header includes 'School of Sociology and Social Policy' and 'UNIVERSITY OF LEEDS'. The main navigation bar has 'HOME', 'ABOUT', 'RESEARCH', 'EVENTS AND DISSEMINATION', 'TIMESCAPES ARCHIVE', and 'SECONDARY ANALYSIS'. Below the navigation bar, there is a 'Search the Archive' box with a red circle around the link 'Browse or search the Timescapes repository online'. Other elements include 'Archive registration', 'Details of the Timescapes Archive', 'Managing your data for archiving', and 'Timescapes Affiliation Scheme'.

2. On the Search and Browse Repository page shown below, click on the small login word on the right hand side of the screen.



The screenshot shows the Search and Browse Repository page. The header includes 'UNIVERSITY OF LEEDS'. The main navigation bar has 'HOME', 'BROWSE', and 'CONTACT'. Below the navigation bar, there is a search bar with a 'go' button and a 'Login' link circled in red. Other elements include 'Advanced search', 'Atom', 'RSS', and 'Search Repository'.

3. Enter your username and password as provided on the slip and click login
4. Once you are logged in you can click on the browse tab at the top to see a list of Timescapes projects and cases.



5. At this stage choosing Browse by Project is easier to navigate than Browse by Case. Click on the project to find a description of the project and a clickable list of the archived transcripts.



As a group you will need to decide which data set to use and then to select transcripts to analyse. You could look for transcripts that have a large amount of data on the issue you are looking at. In this case we would suggest 1-2 transcripts per group member. Alternatively you might want to compile a larger number of transcripts that each have small amounts of the data you are looking to analyse. You can download the transcripts you wish to work on. You will need to have done this before the access window runs out on the **6th March 2018**.

SOCI3080 Personal Group Work Diary

Week meeting date:

Group members present:

Notes:

Week meeting date:

Group members present:

Notes:

Department of Sociology, Social Policy & Criminology

Mark Sheet for Oral Presentations

Module:

Student (s):

Date:

Marker:

<i>Criteria</i>	<i>Marks (%)</i>	<i>Comments</i>
<p>Content Clarity of structure and argument; strength of conclusion</p>		
<p>Evidence Use of interesting/relevant examples; use of relevant literature; critical and analytic approach; shows understanding of relevant literature; own interpretation offered</p>		
<p>Presentation Gains/maintains group's attention; opening used to establish rapport; fluency; audibility and visibility; use of audio-visual aids and handouts; body language; varied intonation; time keeping; evidence of preparation; interesting</p>		
<p>Discussion skills Ability to listen carefully and respond to questions</p>		
<p>Overall mark (%) <i>Please note: all marks are provisional until confirmed by the External Examiner</i></p>		

Additional comments:

SOCI3080 Group Work Reflection and Feedback Form

Each group member must individually complete this form and submit it to your tutor

THE INFORMATION PROVIDED IN THIS FORM WILL BE TREATED CONFIDENTIALLY

<i>Criteria</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Unsure</i>	<i>Agree</i>	<i>Strongly agree</i>
There was good communication in my group					
Tasks, responsibilities and deadlines were clearly allocated.					
Group members carried out their allocated responsibilities by the deadline set					
Group members contributed equally (albeit in different ways) to the report and presentation					

Please reflect on the extent of your own and other group members' contribution to group work overall by circling a rating on the scale below – where 1 = very little contribution through to 5 = a major contribution.

Your name: 1 2 3 4 5

Name: 1 2 3 4 5

Name: 1 2 3 4 5

Name: 1 2 3 4 5

Name: 1 2 3 4 5

Name: 1 2 3 4 5

1. If you scored anyone a 1 or 2 can you explain why you have given them this mark? (Think about: communication, attendance at meetings, providing work agreed by the group, meeting deadlines, participating in discussions)

2. Where there were issues, how did your group seek to resolve them?

3. What aspects of group work do you think your group managed well?

4. What would you do differently if you had to undertake a group based project again?

Submitting an assignment through Turnitin

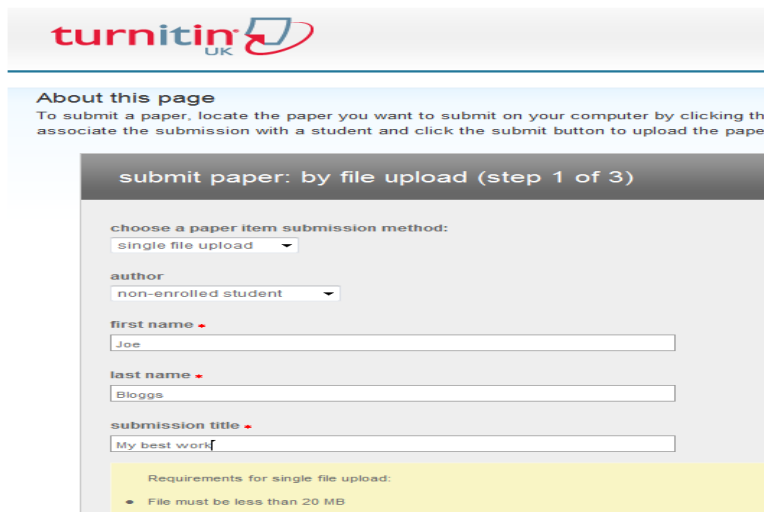
1. In Blackboard enter the relevant module site and select the Assignment option. You will see the name of the assignment for that module, or multiple options if there is more than one assignment due on the module. If the assignment contains subfolders for seminar groups select your group.

The screenshot shows the Blackboard interface for a course. The left-hand navigation menu includes options like 'Course Information/handbook', 'Taught sessions (uni)', 'Support material', 'Subject knowledge & ICT', 'Assignments & Tasks', 'Reading lists', 'Tutors', 'Discussion Board', 'My Grades', 'Tools', 'Help', 'Announcements', and 'Library'. The main content area displays a list of assignments:

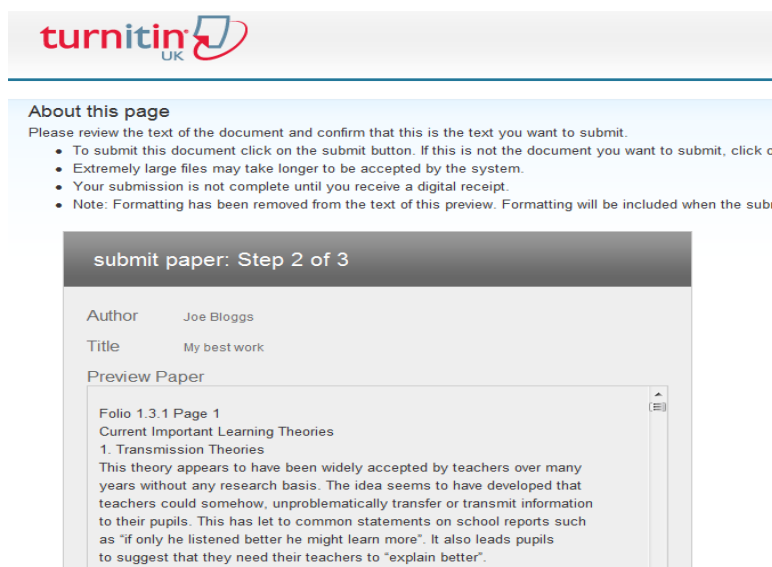
- Subject Knowledge Development week tasks (Core only)**: There are no taught university sessions during the October half term we mathematics ones are in this folder - these are due in on Friday 1st No start (and complete!) these in advance of the half term week.
- Core and SD - Assignments 1 and 2**: Details of the two curriculum assignments are in this folder. The assign Mathematics sessions the 13th and 27th November will provide you with specific introduction to the assignments. You will then make a first and people opt for one topic as this puts a strain on the associated library re Reading lists can be found on the left hand menu.
- School 1 tasks (Core only)**: Attached Files: School 1 tasks required and optional.pdf (83.706 KE)
- School 2 tasks (core only)**: Attached Files: School 2 tasks.pdf (28.348 KB)
- Assignment 1**: >> [View/Complete](#)

A blue arrow points from the 'View/Complete' link for 'Assignment 1' down towards the second step of the instructions.

2. Click on the link **View/Complete**. In the box that appears, choose single or multiple file upload (the latter if you will be uploading appendices) enter your name and the title of the assignment. Use the browse facility to upload a copy of your work and then click on Upload.



3. The next page will give you the opportunity to proof read the work you have submitted and make certain it is the correct file.



4. If you are happy it is the correct work, click on Submit and you will receive a message to inform you that your work has been successfully submitted. You will also receive a receipt emailed to your University account. If you do not receive an email confirming submission you should contact Isolutions.

