

Brescia School of Food and Nutritional Sciences

**FSHD 2260A – Development in Adolescence
and Emerging Adulthood
Fall 2026**

Campus Support

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to [Wellness & Wellbeing](#)
- Studying with disabilities, go to [Accessible Education](#)
- Writing skills, go to the [Writing Support Centre](#)
- Learning skills and strategies, go to [Learning Development & Success](#)
- Contacting the ombudsperson, go to the [Office of the Ombudsperson](#)



Your course coordinator can also **guide you** to available campus resources and/or services.

Technical Requirements



Stable internet connection



Laptop computer



Calculator

Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
September 9	October 10-18	December 9	December 10	December 11–22

September 30, 2026, is National Day for Truth and Reconciliation and is a non-instructional day
November 30, 2026: Last day to withdraw from a first-term half course without academic penalty

Contact Information

Course Coordinator/instructor	Contact Information	Office Hours
Kym Briggs	kbriggs@uwo.ca	Friday 9:00AM – 10:00AM

Teaching Assistant(s)	Contact Information	Office Hours
TBD		

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top toolbar. Check the website regularly for course announcements. If you need assistance, visit [OWL Brightspace Help](#) or contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

Calendar Course Description (including prerequisites/anti-requisites):

This course investigates adolescence and emerging adulthood, exploring these developmental stages as they intersect with family, society, and cultural contexts.

Prerequisite(s): 1.0 course in Family Studies and Human Development at the 1000-level or above; or permission of the School.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This 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.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from an academic advisor in your Home Unit.

Delivery Mode: Blended

Component	Date(s)	Time
Lecture 200		
Tutorial 002		

Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Discuss biological, cognitive, social and emotional development across middle childhood and adolescence.
2. Demonstrate knowledge of terminology, concepts and theories associated with middle childhood and adolescence.
3. Identify and explain differences in child development from middle childhood through to adolescence.
4. Identify and discuss communication methods and patterns of interaction that affect the parent-child relationship through this period of development.
5. Reflect upon one's own attitudes and values regarding adolescence.
6. Discuss the influence of family, teachers, peers, media, religion and culture on normal growth and development through this period of development.
7. Discuss potential challenges unique to middle childhood and adolescence, including developmental and social factors and emotional risk factors.
8. Demonstrate knowledge of how parental risk factors impact child development across middle childhood and adolescence.
9. Identify how changing family structures influence growth and development across middle childhood and adolescence.
10. Develop skills in synthesizing Family Studies knowledge while also demonstrating social awareness through engagement inside and outside of the classroom.

Course Content and Schedule

Week #	Dates	Topic	Readings
1	Sept 10	- Course introductions and expectations - World view and theories of child development	(Kail & Zolner, 2023) Chapter 1
2	Sept 17	Poverty, community well-being and development	(Raphael, 2020) Chapter 6
3	Sept 24	Cognitive, social and emotional development in middle childhood	(Kail & Zolner, 2023) Chapter 12 & 13
4	Oct 1	Cognitive processes, social and emotional development in adolescence – reasoning and moral issues	(Kail & Zolner, 2023) Chapter 15 and 16
5	Oct 8	- Understanding the adolescent brain and embracing normal adolescence - Peer-to-Peer Wellness Program Presentation **Thursday, October 8, 2026 Case Study Due	(Komisar, 2021) Chapter 2 and 3
6	Oct 15	Reading Week	
7	Oct 22	The new age of anxiety	(Komisar, 2021) Chapter 1
8	Oct 29	Depression, eating disorders, and self-harm	(Komisar, 2021) Chapter 5 and 7
9	Nov 5	ADHD, learning issues, and social-developmental orders **Thursday, November 5, 2026 Exam	(Komisar, 2021) Chapter 6
10	Nov 12	Identity, Self-perception, social media, bullying	(Komisar, 2021) Chapters 10
11	Nov 19	Gender and sexual identity	(Komisar, 2021) Chapter 4
12	Nov 26	Drugs, alcohol, and gaming	(Komisar, 2021) Chapters 8 and 9
13	Dec 3	Course conclusions, wrap-up **Thursday, December 3, *Final Paper Due	

Course Materials You Must Acquire and Their Costs

1. Komisar, E. (2021). *Chicken little the sky isn't falling: Raising resilient adolescents in the new age of anxiety*. Health Communications, Inc. (\$21.95)

Chapters from the following additional course readings will be available on the course website:

2. Kail, R. V., & Zolner, T. (2023). *Children: A chronological approach* (Seventh Canadian edition). Pearson Canada Inc.
3. Raphael, D. (2020). *Poverty in Canada: Implications for health and quality of life* (Third edition). Canadian Scholars.

Assessments and Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Weight	Due Date	Flexibility
Case Study	25%	Thursday, October 8, 2026 by 11:55pm	72-hour no late penalty ¹
Midterm Exam	35%	Thursday, November 5, 2026 @9:30am in class	Not applicable – Designated assessment ²
Final paper	40%	Thursday, December 4, 2025 by 11:55pm	72-hour no late penalty

Notes:

1. You are expected to submit this assignment by the deadline listed. Should extenuating circumstances arise, you are permitted to submit your assignment up to 72 hours past the deadline without a late penalty. No Academic Consideration is required for this extension. Students submitting their assessment beyond the extended deadline will receive a penalty of 1% per day that it is late. Academic Consideration requests may be granted only for extenuating circumstances that began before the deadline and lasted longer than the extension. Students must not provide medical or compassionate documentation to the instructor.
2. Designated Assessment: This assessment has been designated as being central to the evaluation of learning outcomes in this course. Accordingly, you must provide documentation for any absence from this evaluation. If you miss this evaluation, you must complete the makeup assessment as agreed upon with the professor. The makeup assessment is an extension of the Midterm Test, and so you will need to present documentation for this assessment, should you need to miss it. Please note that there is only one makeup assessment for this Midterm.

Case Study

Weight: 25%

Due: Thursday, October 8, 2026 by 11:55pm

You may choose to complete this assignment individually or in pairs. The case study analysis assignment allows you to apply theoretical concepts and research findings to real-world scenarios involving middle childhood or adolescent development. You will analyze a specific case study that highlights a developmental issue, focusing on the interplay between the individual experiences and the broader family, societal, and cultural contexts. This assignment will help you develop critical thinking skills and the ability to connect theory to practice. More information and a rubric will be posted on the course website.

Midterm Exam

Weight: 35%

Due: Thursday, November 5, 2026 at 9:30am – During class

The mid-term exam will take place during class on Wednesday February 25, 2025. The exam will consist of short answer questions and will cover all materials from weeks 1-6 of the course. More details will be provided closer to the exam date.

Final paper

Weight: 40%

Due: Thursday, December 4, 2026 by 11:55pm

You may choose to complete this assignment individually or in pairs. The final research paper is a comprehensive assignment that allows you to dig deeper into a specific aspect of middle childhood and/or adolescence. You will explore a developmental topic of your choice within the context of family, society, and culture. This paper should reflect your understanding of key theories, research, and real-world applications covered in this course while encouraging critical analysis of developmental challenges and opportunities during these stages.

Choose a specific topic related to middle childhood or adolescence that intersects with one or more of the following areas:

- Family dynamics: the role of parenting styles, family structure, or sibling relationships in development.
- Social influences: the impact of socioeconomic status, community resources, or public policies on development.
- Cultural contexts: how cultural values, traditions, and identities shape developmental processes.

Some possible topic examples include:

- Cultural identity formation and its impact on adolescent self-esteem.
- The influence of family structure on social and emotional development.
- The effects of social media on adolescent cognitive development or peer relationships.
- Poverty and its implications for academic achievement and mental health in middle childhood.
- Intersectionality and adolescent development – ex: race, gender, and social class

Paper structure:

Introduction (1/2-1 page)

- Introduce the topic and the purpose of your research
- Present a clear thesis statement outlining the main focus of your paper

Literature review (1-2 pages)

- Review relevant research or theory
- es related to your topic
- Discuss different perspectives and highlight key studies that inform your analysis

Analysis and discussion (2-3 pages)

- Critically analyze how your chosen topic intersects with family, society, and cultural contexts
- Apply developmental theories/frameworks to support your analysis
- Explore the implications of these intersections for developmental outcomes in middle childhood or adolescence.

Case study/application (1-2 pages)

- Present a case study or real-world examples that illustrate your topic.
- Analyze how this case reflects the concepts discussed in your analysis.
- Consider broader societal, cultural, or familial implications.

Conclusion (1/2-1 page)

- Summarize your main findings and state the significance of the topic.
- Reflect on possible directions for future knowledge or interventions

References

- Include at least 5 scholarly sources, including peer-reviewed journal articles, books, and credible resources.

Paper requirements

- 5-9 pages (not including title page or references)
- APA format, 12-point font, double-spaced

General information about assessments

- ✓ All assignments are due at 23:55 EST unless otherwise specified.
- ✓ Students are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0.
- ✓ Written assignments will be submitted to Turnitin (statement in policies below)
- ✓ A student might not receive the same grade as their group members if it is determined that the distribution of work was not equal.
- ✓ After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days.
- ✓ Any grade appeals on term work must be initiated with the instructor within 3 weeks of the grade being posted. See the [University Policy on Undergraduate Student Appeals](#) for more information.

The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
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	Fail

Rounding of Grades (for example, bumping a 79 to 80%)

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Information about late or missed assessments:

- ✓ Late assessments without academic consideration will be subject to a late penalty of 1% per day.

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Types of Examinations](#) policy.

Academic Policies and Statements

Support Services

There are various support services around campus and these include, but are not limited to:

1. [Academic Support and Engagement](#)
2. [Wellness and Well-being](#)
3. [Registrar's Office](#)
4. [Ombuds Office](#)
5. [Services provided by the University Students' Council \(USC\)](#)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.uwo.ca/health/gbsv/support/get-help.html>.

Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's [Non-Discrimination/Harassment Policy](#) (M.A.P.P. 1.35) and [Non-Discrimination/Harassment Policy – Administrative Procedures](#) (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination must report the behaviour to the Western's [Human Rights Office](#). Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Absence from Course Commitments

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 scheduled 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. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course in accordance with information presented in this course syllabus. 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. If your absence relates to accommodations that are already supported by [Accessible Education](#), please work with your accessible education counsellor regarding your missed course work.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the [Scholastic Offences policy](#), specifically, the definition of what constitutes a Scholastic Offence.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from

another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

For group assignments, all members share responsibility for academic integrity. Plan your work so the group has time to review the full submission and ensure all sources are appropriately used and cited. In the absence of a scholastic offence, everyone gets the same mark, so work with the rest of your group in a proactive fashion.

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

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.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#). If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will be referred for**

investigation of a Scholastic Offence, per the policy listed above. The typical first-offence penalty for possession of a prohibited device is zero on the test or exam.

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. You can read more about the [request for relief policy](#) and [request for relief procedures](#) here.