



4403E (570)
SENIOR PROJECT IN CHILDHOOD
Fall/Winter 2026-2027

Instructor:

Email:

Course Information

Calendar Description:

An independent research project in Childhood and Youth Studies under the direction of a faculty advisor.

Pre-requisite(s): Admission by permission of the Chair of Childhood and Youth Studies, and completion of CYS 3311F/G, or 3312F/G, or 3313F/G, or 3314F/G.

Anti-requisite(s): Childhood and Youth Studies 4401F/G.

Extra Information: 3 hours

Course Weight: 1.00

Breadth: Category A

Subject Code: Childhood and Youth Studies

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol 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.

University College
CYS 4403: Senior Project Course 2026-2027

Course information:

Course Name, Number, Section: CYS 4403E Section 570

Instructors & Faculty Advisors	Contact Information	Office Hours
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Course description:

In this course, students will complete an independent research project in Childhood and Youth Studies under the direction of a faculty advisor. Over the duration of two semesters (fall and winter), students will gain experience reviewing scholarly literature, developing thesis statements, writing proposals, conducting research, managing and analyzing data, and presenting findings both orally and in written form. To do well, students must maintain good work and communication habits to complete roughly ten smaller assignments and two larger assignments. Smaller assignments have been designed and scheduled to aid students in the completion of their major paper (i.e., the culmination of their senior project).

Course learning outcomes (LOs): LOs 2-8, 10-11; See Appendix A on page 5 for descriptions of LOs

Mode of Instruction: *In-person*

Course textbooks/materials:

Readings will be freely available via UWO Libraries or shared on OWL as links or PDFs.

Method of evaluation:

Note: *schedule and due dates are subject to change; students will always receive ample notice.*

Item	Percentage of Grade	Presentations to Advisory Group	Revised/Final Versions due on OWL @ 11:59pm
Topic Statement (no grade)	0	Sept. 28	Oct. 2
Annotated Bibliography	10	Oct. 19	Oct. 23
Literature Review and Question Statement	10	Nov. 2	Nov. 6
Research Plan, & ethics proposal if applicable	10	Nov. 23	Nov. 28
Ethics Application	0		Rough Copy Nov. 12 Final Copy Nov. 20
Evidence Report #1	1	Dec. 7	
Evidence Report #2	1	Jan. 11	
Analysis Snapshot, Outline, Draft Thesis	10	Feb. 1	Feb. 5

Discussion of Data	15	Feb. 22	Feb. 26
Complete Draft	13		Mar. 12
Research Presentation	5	TBD	
Final Paper	25		Apr. 2
Lessons Learned (dependent on supervisor)	0	Apr. 5	

*Students completing a senior project involving human participants must write an ethics proposal.

Rough ethics proposals are due Nov. 12.

Academic Considerations:

*Students are **given four 2-day extensions** that can be used on any written assignments throughout the term (cannot be used for a presentation). Extensions cannot be used for ethics proposals. Ethics due dates are hard deadlines. Failure to meet the deadline will result in not being able to do research with humans.*

CYS Absence/Late Policy:

Penalties for late papers or projects may be avoided if extensions are requested in advance. Otherwise, a 2-mark deduction will be taken for each of the first five days it is late (including weekends). After 5-days without communication, a zero will be assigned.

*Students are expected to schedule appointments and other responsibilities around class time. To be excused from participatory requirements (attendance or homework, etc.) due to temporary illness or an unavoidable scheduling conflict, contact the instructor directly via email as soon as you are aware of the problem. **Ordinary problems of this nature do not require documentation or communication with the Dean's Office; they will be dealt with by the course instructor.***

If a student experiences a disruption in their ability to study or participate in the course for more than one week, or if there is a personal loss or trauma of a serious nature, they may request more extensive accommodations, counselling, and other forms of help. The best way to do this is to contact the instructor and/or the Academic Dean's Office.

Academic Integrity:

*Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a **Scholastic Offence at Western (and King's)**, at the following Web site:*

https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

CYS AI Usage Policy:

Intentional usage of artificial intelligence or language generation or translation applications by students to summarize readings or complete assigned work for this course must be approved by the instructor and noted by the student in the submitted work itself. This mandate does not refer to aspects of AI programming embedded into applications such as Word, Chrome, etc. *It applies to all intentional usage of AI as a 'co-reader' or 'co-writer.'* *Students must do their own reading and writing to construct their own voices as democratic citizens. They are not allowed to write text and feed it into a computer application to improve it or translate it. Asking an application to compose text and then changing words before submitting it as your own, constitutes plagiarism.* The use of Grammarly or similar applications is prohibited. Using plagiarism checkers to see if plagiarized text has been altered enough to avoid detection is itself a form of academic dishonesty. **Students must compose text, choose words, construct logic flow, structure sentences and paragraphs using their own minds and in response to what they read, hear, and experience.** When you borrow words or ideas from another person or from a machine this must be placed in quotation marks and properly cited.

Turnitin.com

All writing for this course will 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 for such checking 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 (including King's) and Turnitin.com (<http://www.turnitin.com>).

Schedule of Classes, Readings, Assessments:

Note: schedule and due dates are subject to change; students will always receive ample notice.

**On days with no scheduled class, students may ask to meet with their supervisor for support. Some faculty advisors may require additional one-on-one working appointments not indicated on the schedule below.*

Fall 2026

Date	Lesson & Topic	Presentations to Advisory Group (or class)	Revised/Final Versions due on OWL at 11:59pm
Sept. 14	Course Introduction, discussion of research topics		
	Sept. 17 is the last day to add a first-term half (0.5) course, or a full (1.0) course.		
Sept. 21	LESSON on connecting theoretical frameworks and current state of the field/debates with research questions Reading: Mason, J. (2018). Intellectual puzzles and research questions. In <i>Qualitative researching</i> (3rd ed, pp. 3-21). Sage Publications.		
Sept. 28	Overview (15 min.) of what annotated bibliographies look like	Topic Statement presentations	Revised Statement due Oct. 2
Oct. 5	NO CLASS – Students use time to work on annotated bibliographies		
Oct. 12-16	READING WEEK		
Oct. 19	Overview (15-20 minutes) of what a literature review looks like	Annotated Biblio presentations	Revised Annotated Biblio due Oct. 23
Oct. 26	NO CLASS – Students use this time to work on literature reviews		
Nov. 2	Brief overview (15 minutes) of ethics and the research ethics process. **Those conducting research with human participants require ethics approval.	Literature Review presentations	Revised Literature Review due Nov. 6
Nov. 9	LESSON reviewing data collection strategies, research plans, and research ethics process; Overview of research plan assignment		Rough Ethics Application due Nov. 12
Nov. 16	NO CLASS – One-on-one meetings with supervisor to discuss progress		Ethics Application due November 20 (HARD deadline)
Nov. 23	Overview (5 minutes) of expectations for evidence reports	Research Plan presentations	Revised Research Plan due Nov. 28

Nov. 30	NO CLASS – Students use this time to work on Evidence Report #1		
Dec. 7	Debrief on research process and discuss next steps	Oral Evidence Report #1 presentations	
	Last day of classes for the term is Dec. 9. Exam period is December 11-22.		

Winter 2027

Date	Lesson & Topic	In Class Student Presentations	Revised/Final Versions due on OWL at 11:59pm
Jan 4	NO CLASS – Email check-ins with supervisor		
Jan. 11	Debrief on research process and discuss next steps	Oral Evidence Report #2 presentations	
Jan. 18	Lesson on data analysis and review session on creating a thesis and paper outline. Overview of Analysis Snapshot, Outline, & Draft Thesis Reading: Mason, J. (2018). Making sense of qualitative data. In Qualitative researching (3rd ed, pp. 187-218). Sage Publications. (available on the Content tab on Brightspace)	Students bring data for an analysis workshop	
Jan. 25	NO CLASS – Students use this time to work on data, Analysis Snapshot, outline for whole paper, and draft thesis.		
Feb. 1	Overview of discussion of data section	Presentation of Analysis Snapshot, Outline, & Draft Thesis	Revised Analysis Snapshot, Outline, and Draft Thesis due Feb. 5
Feb. 8	NO CLASS – Students use this time to work on discussion of data section		
Feb. 15	READING WEEK		
Feb. 22	Overview (15 minutes) on completing a complete draft of senior project	Discussion of Data Section	Revised Discussion of Data Section due Feb. 26
Mar. 1	One-on-one meetings with supervisor to discuss progress Discussion of data returned this week		
Mar. 8	NO CLASS – Students use this time to write their complete draft		Complete Draft due March 12
Mar. 15	NO CLASS – Students use this time to prepare for research week		
Mar. 22	NO CLASS – Students will present 5-minute presentations during Research Week as a resume-building exercise	TBD	

Mar. 29	One-on-one meetings with supervisor to discuss progress		Final paper due April 2
Apr. 5	Lessons Learned Debrief & Celebration		
	Last day of classes for the term is April 9. Exam period is April 12-30.		

Appendix A:

Learning Outcomes – Descriptions

LO1 - CYS students acquire a general knowledge of the key concepts, theoretical approaches and assumptions within the field of childhood and youth studies. They come to see children as competent social actors and understand the implications of this fact for children's participatory rights in a local, national and global contexts. Those who obtain an Honours Specialization (HSP) in CYS demonstrate the ability to assess issues and critique arguments about the politics of childhood, social justice for children, and children's rights and capabilities in various institutional contexts.

LO2 - CYS students become familiar with interdisciplinary approaches to childhood and learn to evaluate and distinguish between them. Those who complete an HSP come to understand how these approaches intersect with other fields and disciplines, and formulate their own research questions in upper division seminars.

LO3 – CYS students gain a working knowledge of case law, statutory law, public policy, and institutional features of childhood and youth in the past and the present. They critically reflect on the significance of various norms, rules, and practices for young people. They consider these structures in terms of power relationships between children, parents, and professionals, as well as those between racial, ethnic, migrant, gender, class, and national groups.

LO4 – CYS students apply analytic tools within childhood studies, and defend their ideas and arguments in oral and written forms. HSP students conduct research in childhood studies. Apply and defend ideas and arguments in speech and writing and in communication with others.

LO 5 – CYS students are able to assess the applicability of research and its social implications for public debate, policy, law, and professional practice. HSP students are able to offer critique and alternative perspectives on how research should be applied and what implications it might have for diverse communities in and beyond Canada.

LO 6 – CYS students appreciate that the way we position children and youth as persons shapes our policy positions and the research questions. HSP students develop the ability to place children's/youths' own experiences and perceptions at the center of research methods and policy/legal debate.

LO 7 – CYS students develop lines of argument and to make sound judgements in accordance with major concepts, theories and methods in childhood studies. Be able to use a range of techniques to frame questions, evaluate arguments and concepts and propose solutions.

LO 8 – CYS Students make critical use of scholarly reviews and primary sources.

LO 9 – CYS students gain the ability to communicate accurate information and clear arguments orally and in writing.

LO 10 – CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations.

LO 11 – CYS students work effectively with others and take personal responsibility for their actions when part of a team. The take initiative and maintain behavior consistent with academic integrity, community involvement, and social responsibility.

**KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27**

1. Academic Accommodations (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline to confirm this assessment.
- If instructors have built flexibility into their assessments, this flexibility will already address consideration needs. (For example, if students need to submit X of Y assignments, this flexibility already provides consideration.)
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

For further information on the academic consideration policy, please see https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** as soon as you are able to do so. They will assess your eligibility to write the “Special Examination” (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a multiple exam situation (i.e., you are scheduled to write more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

3. Support Services

Accessibility, Counselling and Student Development at King’s University College:
<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://kings.uwo.ca/campus-life/student-supports/>

Good2talk is an online and phone resource for students, available 24/7, with services in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

Western’s Mental Health Services site provides a complete list of options on how to obtain help: <https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's by emailing care@kings.uwo.ca or calling 519-930-4640 to reach a Social Worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see https://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

6. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. **Check with you instructor to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools is permitted in other courses.

All required 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 for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

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.

7. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

8. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

9. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.