Instructor: Hyunsook Kang, Ph.D.  
Office: EDAN 132  Phone: (936) 468 2975

Classroom: On-line via D2L  
E Mail through D2L

Office Hours: Monday & Wednesday 8:30-11 or by appointment

Prerequisite: None  
Credit Hours: 3

I. Course Description:

Emphasis upon the demands of successful living as an aid in coping effectively with the problems of family life, structures, roles, and relationships in the family.

II. Intended Learning Outcomes/Goals/Objectives:

This course supports the vision, mission, and core values of the College of Education which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course enhances student learning in the area of marriage and family life, and serves as one of the major family courses in the Child and Family Development Program in the Department of Human Sciences, and aligns with the standards of the National Council on Family Relations and the American Association of Family and Consumer Sciences to promote learning and understanding of marriage and family relationships.

Program Learning Outcomes:

*Learners will identify social & cultural influences affecting family life.  
*Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.  
*Learners will apply appropriate practices based on theories of human growth and development to individuals and families.  
*Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.  
*Learners will develop culturally-competent educational materials and learning experiences.  
*Learners will demonstrate professional behaviors that are reflective of ethical standards.

Student learning Outcomes:

*Upon successful completion of the course, the student will be able to:  
*Apply theoretical models to aid in understanding family dynamics and relationships.  
*Compare and contrast various family lifestyles and multicultural variations of family systems.
*Understand and describe the psychosocial and economic factors that influence the course of marriage and family life.

*Explain communication patterns and problems in family relationship.

*Assess the impact of divorce and remarriage among family members.

*Review and analyze the research literature in regard to topical issues that impact the individual, family, and society.

*The course prepares students seeking certification in Family & Consumer Sciences to meet TeXeS Standard II.

*Standard II: Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and management of work and family to enhance the quality of life across the life span, and understands career opportunities in family studies and human services.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Information notices will be posted on the course home page. Home page includes icons for class assignments (dropbox), discussion board questions, presentations, exams, mail, and grades. Course content is delivered via posted chapter notes, required textbook chapter readings, assignments, and discussion board questions directly relevant to the course content. Students should check the homepage on a daily basis for notices, mail, and assignments. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within 3 days after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date. All posted assignments and research paper must be typed in 12 fonts, Times New Roman, Double Space, Having problems with the computer or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. Do not request to submit an assignment late for any of these reasons. Please do not upload any zip file and you will earn zero if the file is not MS word file.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). A=90-100% of required points; B=80-89%; C=70-79%; D=60-69%; F=0-59%. Tentative total points =730 Points. The total number of required points may be adjusted at the end of the semester. Final grade will be determined by a percentage of total required points. Tentatively, there are 740 required points for the course.

A=657-730; B=584 -656; C=511-583; D=438-510; F=0-437

1. There will be Three Exams during the semester: Midterm Exam (Ch. 1-4), Exam II (Ch. 5-8), and Final Exam (Ch. 9-12). Each exam has 100 points per exam. All exams total 300 points. All exams are comprised of multiple choice questions and will have an 80 minute time limit beginning when the user clicks “begin.” Final Exam time limit = 90 minutes. Exam grades will be posted upon completion and submission of the exam. Students must contact the instructor prior to the exam date if rescheduling is necessary for a compelling reason with documentation. All exams must be made up within 3 class days or a grade of zero will be recorded.

2. Chapter Quiz & Assignment: 280points. Students are responsible for all chapter quiz and
notices posted on the home page on D2L.

Chapter 1&2: Quiz, Chapter 3&4: Writing Assignment (Answer Word File should be uploaded on D2L Dropbox), Chapter 5&6: Quiz, Chapter 7&8: Writing Assignment, Chapter 9&10: Quiz, Chapter 11&12: Writing Assignment, Chapter 13&14: Quiz

<table>
<thead>
<tr>
<th>Chapter Quiz</th>
<th>Writing Assignment</th>
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<tbody>
<tr>
<td>Chapter 1-2 (40points)</td>
<td>Chapter 3-4 (40points)</td>
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<tr>
<td>Chapter 5-6 (40points)</td>
<td>Chapter 7-8 (40points)</td>
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<tr>
<td>Chapter 9-10 (40points)</td>
<td>Chapter 11-12 (40points)</td>
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<tr>
<td>Chapter 13-14 (40points)</td>
<td>LiveText Assignment (150points)</td>
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3. **LiveText Assignment = 150 points.** There are five questions and each question has 30 points. (see the syllabus page 6-8). Assignment should be uploaded both Drop Box and LiveText. Livetext Assignment Grading Scale: See the Content link, LiveText Assignment Guidelines for the grading scale (Rubric).

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails. If you have questions about LiveText, call ext. 1267 or email SFALiveText@sfasu.edu.

**Late assignments will not be accepted** (e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, and if assignment was submitted and student assumed it was properly formatted—you should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment, and lastly, if you submit an assignment and did not follow all directions correctly then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit).

**Make Up Schedule:**
I expect that students will take exams on the day that they are given. All students who missed any exam before the final will be required to take the makeup exam for that particular exam on assigned date by the faculty during class time. Any absence on an exam day requires written documentation (doctor’s note, sanctioned school function, etc) and I reserve the right not to permit you to take a makeup. If an exam is missed, you must contact the instructor within three days. It is your responsibility to provide me with documentation noting your absence and to notify me that you need to take a makeup exam on the day reserved (assigned date). If you have an excuse that is documented and have been verified by me and do miss the exam, all make up exams will be held on the last day of class assigned date in this classroom during the scheduled
class time. In addition, students will not be permitted to make up more than one exam on this day. If you fail to make up a missed exam after assigned date you will receive a zero on the exam. No makeup exam will be given for the final.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments/Due Dates</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong> 8/27-9/2</td>
<td>Introduction, Syllabus Ch.1 Reading</td>
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<td><strong>Week 2:</strong> 9/4-9/9</td>
<td>Ch.2 Reading</td>
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<td><strong>Week 3:</strong> 9/17-9/23</td>
<td>Ch.3 Reading Ch.1&amp;2 Quiz due: 9/23, 9pm</td>
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<td><strong>Week 4:</strong> 9/24-9/30</td>
<td>Ch. 4 Reading Ch.3&amp;4 Writing Assignment due: 9/30, 9pm</td>
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<td><strong>Week 5:</strong> 10/1-10/7</td>
<td>Midterm Exam(Chapters 1-4) due: 10/7, 9pm</td>
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<td><strong>Week 6:</strong> 10/8-10/14</td>
<td>Ch.5 &amp;6 Reading Ch.5-6 Quiz due: 10/21, 9pm</td>
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<td><strong>Week 7:</strong> 10/15-10/21</td>
<td>Chapter 7&amp;8 Reading Chapter 7&amp;8 Writing Assignment due: 11/4, 9pm</td>
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<tr>
<td><strong>Week 8:</strong> 10/22-10/28</td>
<td>Ch.9 Reading</td>
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| Week 9: 10/29-11/4 | Ch.10 Reading  
Chapter 9-10 Quiz due: 11/4, 9pm |
|------------------|----------------------------------|
| Week 10: 11/5-11/11 | Exam II (Chapters 5-8)  
Due: 11/11, 9pm |
| Week 12: 11/12-11/18 | Ch. 11 & 12 Reading &  
Ch. 11 & 12 Writing Assignment  
due: 11/18, 9pm |
| Thanksgiving |
| Week 13: 11/26-12/2 | Ch. 13-14 Reading &  
Ch. 13-14 Quiz due: 12/2, 9pm  
Livetext Assignment due: 12/2, 9pm |
| Final Week | Final Exam: 12/6, 9pm  
(Chapters 9-12) |

**VI. Readings (Required):**


**VII. Course Evaluations:**
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: Course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation. In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will
notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Non-academic Misconduct:
The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include

- interfering with the instructor's ability to conduct the class
- causing inability of other students to profit from the instructional program, or
- any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due ____________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU. Successfully complete state mandated a fingerprint
background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**VIII. Student Ethics and Other Policy Information:**

**LiveText Assignment Information**

☐ Your answer paper should be Times & New Roman, 12 fonts, double spaced (you will earn -5 for each submission if it is not APA style). Faculty only can open Word file, if you upload other files, you will earn “0” point for LiveText assignment.

☐ Overview, Instructions, and Rubric can be found at the end of this syllabus. Also, you must thoroughly review the APA manual (a required textbook for this course; see chapter 7 of that textbook for APA referencing). You can also review the APA Tutorial: [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx).

☐ If an article is not accessible to the public—copy/paste the title into SFA’s Library search engine and our Library may have the journal. If you are off campus (or if you are using a device that is not automatically synced with SFA’s library) you should first start by logging into MySFA and click on SFA Library this will get you into the Library’s official system. Then open another browser that has Google Scholar.

☐ **Note:** Failure to provide relevant resources to support your research paper will result in a zero earned for the final submission—because the references are critical to ensuring in-text citations and information presented is valid.

☐ The only acceptable references are published research journal articles and published research reports. You may use the textbook as a single reference.

☐ Two examples of a scholarly research journal versus a research report are the following:


☐ **DO NOT** select an article from a general “.com website”, “newspaper or news site”, or “.orgs”. If you do go to a scholarly website, specifically see their publications and if the publication is appropriate, such as a published research report made available by a particular university research center or relevant national organization then this can be used.

☐ When using scholarly material for your poster, **DO NOT** quote—but instead summarize in your own words and then apply correct APA in-text citations (e.g., simply note author and year published either before, during, or after a given sentence).
Locating and Citing References

1. As this is a LiveText assignment, a minimum of three references (including our Textbook) must be cited—including providing a corresponding reference list. Start your research early. If you are unsure how to locate research journal articles, please contact one of SFA’s librarians. You can also visit the Ask-a-Librarian desk, on the first floor of SFA’s Library to get immediate assistance. Any of the librarians can help you (e.g., if off campus simply make a phone call and ask for assistance). Remember that you are seeking scholarly references – from a published research journal primarily. Your textbook may count as a single reference within your reference listing.

2. The reference list must be in correct APA format and included on your poster. Use the APA Manual required for this course to ensure you have correct formatting for your in-text citations and references list (absolutely do not include any quotes; also, do not include page numbers in your citations as this suggests that you are copying information instead of summarizing and citing using author and year).

3. In-text citations (i.e., before, during, and after a given sentence as needed; if any wording is not your own you must cite appropriately) must be used in every section to demonstrate support for what is written. In-text citations must correspond with the reference list.

4. Each student must also submit the LiveText assignment into their individual Livetext account and D2L both by the submission deadline.

5. Each student will develop and post a LiveText assignment using MicroSoft Office Word (do not use power point format) pertaining to an approved research topic related to the course content. All files Must Open in D2L. All information in the paper Must be current (2005-2016) and relevant to the United States; do not include foreign journal articles, books, or Internet websites.

6. All references (printed and Internet) must be professional-do not include blogs, dictionary, personal opinion articles, personal stories, anonymous articles or reviews, or medical related journals. All references must have an author* and a publication date. Points will be deducted for failure to follow these directions.

7. An organization may be the author, such as the U.S. Census Bureau, or the American Psychological Association.

8. Utilize a variety of resources to investigate the topic. All information and statistics should be the most current available and all within the past 10 years. Information should supplement the textbook’s information. Students may look up the references cited at the end of the textbook for additional information sources. Examples include professional journals, books, chapters in edited books, and credible Internet sites.

9. Do not limit topic search to solely Internet resources. No anonymous sources are acceptable. Note: Wikipedia or any Wiki site is not an acceptable or creditable resource; neither is the dictionary an acceptable resource. The greater the number of references and resources the stronger the information and presentation (and grade) will be. All sources must be cited in the reference list. It is not necessary to cite references in the paper: Exception is for any statistical graphs or charts, cite only the author and the year under the graph or chart, and give complete information in the reference list. A minimum of 6 references from a variety of sources is required.

10. Reference list should follow the guidelines of the APA Manual (6th ed.). Only statistical
information and graphs should be referenced in the paper as well as in the reference list.

11. LiveText Assignment must include:
   
   - Student's Name, Course Number and Semester
   
   - In your answer, it must be in-depth and thorough: Do not use vague, general statements which are related to the topic and its relevance to family life in the United States.
   
   - Information must be objective (no personal opinions or comments), accurate, and current and displayed in a well-organized, logical, and attractive and easy to read format.
   
   - Each answer should have at least 300 words, and each answer should include at least two references including textbook. Do not use Google, do not copy any of social media websites such as My Space and Face Book or YouTube. All links should open when viewed by others. All information must be retrievable and sources listed in the reference list. Do not copy and post information directly from another site-this is plagiarism and is unacceptable and will result in a significant loss of points.

12. Live Text Questions:

   1. How are families in the U.S. affected by other social institutions? Do families also affect these other institutions? Explain. (Chapter 2)
   
   2. What are some of the ways upper class families differ from those below them? Examine the importance of lineage, the different roles of women and men, and gender equality. What is the significance of the social register? (Chapter 4)
   
   3. Describe the probability of interfaith marriage by religious affiliation and intensity of belief. What does research suggest about the consequences of interfaith marriages on (a) the marriage, and (b) the children of that marriage? (Chapter 6)
   
   4. What does research indicate about the relationship between the sexual behavior of adolescents and (a) parent-child communication and (b) parental discipline? Describe how each finding might be explained. (Chapter 8)
   
   5. Describe the research concerning spanking. How does parental spanking vary by sex, age of children, marital status of parents, social class, and region of the country? Why does Murray Straus want to eliminate spanking and make it a public health issue? (Chapter 11)
### Live Text Assignment Rubric

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<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantial and specific content addressing questions demonstrating strong development in a well organized format.</td>
<td>Sufficiently developed content addressing questions with adequate explanation or development. 110-129</td>
<td>Limited content addressing questions with inadequate explanation or development. 90-109</td>
<td>Inconsistent application of APA format in reference list, with many errors. Under 90</td>
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</table>

### Chapter Writing Assignment Rubric/Topic

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<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantial and specific content addressing questions demonstrating strong development in a well organized format. 35-40</td>
<td>Sufficiently developed content addressing questions with adequate explanation or development. 28-34</td>
<td>Limited content addressing questions with inadequate explanation or development. 20-27</td>
<td>Inconsistent application of APA format in reference list, with many errors. Under 19</td>
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</table>

**Writing Topic:**

1. Develop a family life cycle model. How many stages does it have? How are the stages determined? What difficulties/problems exist with your scheme?
2. Describe how families in poverty survive. How important are public assistance programs, work requirements, kin, and friends?
<table>
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<tr>
<th>Chapter 7-8</th>
<th>Writing Topic:</th>
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<tbody>
<tr>
<td></td>
<td>1. Explain the theory of complementary needs. Does research evidence support it? Why or why not?</td>
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<td></td>
<td>2. List three examples of high-risk sexual behavior. Why do people engage in these types of behaviors?</td>
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<tr>
<th>Chapter 11-12</th>
<th>Writing Topic:</th>
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<tr>
<td></td>
<td>1. Are single parents necessarily ‘bad’ parents? How do the challenges they face differ according to their gender?</td>
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<td></td>
<td>2. What/who is the “sandwich generation”? Describe the support patterns of this generation and the motivational differences for this support by sons and daughters.</td>
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