



School of Human Sciences  
Theories of Human Development and Family Studies  
HMS 534.601 - Online  
Fall 2019

**Instructor:** Rachel Jumper, Ph.D.

**Office:** EDAN 129

**Office Hours:** Monday 9-11am, Tuesday 8:15-9:15am & 10:50-11:50am, & Thursday 8:15-9:15am. I am also available by appointment.

**Course Time & Location:** Online

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**Credits:** 3

**Prerequisites:** None

**I. Course Description:**

Provides an overview of the theoretical perspectives used to study families in order to deepen student understanding of the theories driving the field of human development and family studies.

**Course Credit Justification:** HMS 534 "Theories of Human Development & Family Studies" (3 credits). Students in this course receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 15 weeks and includes a major final project. Students in the course will engage in a variety of assignments which can include, but are not limited to, significant course readings, course content exams, in-class or online discussions, academic research papers, and annotated bibliographies. For every hour a student spends engaging with the course content, they spend at least 2 hours completing associated activities and assessments.

**II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

1. Academic excellence through critical, reflective and creative thinking
2. Life-long learning
3. Collaboration and shared decision making
4. Openness to new ideas, culturally diverse people and innovation and change
5. Integrity, responsibility, diligence, and ethical behavior, and
6. Service that enriches the community

This course relates to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

**Program Learning Outcomes:**

1. Communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
2. Synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
3. Conduct research and apply theories of human sciences (thesis) OR analyze and synthesize research from the field of human sciences (comprehensive exam).

**Student Learning Outcomes:**

Upon successful completion of this course, the student will:

4. Be able to describe and apply major theories in the field of human development and family studies
5. Be able to compare and contrast human development and family studies theories and their applications
6. Critically evaluate the major human development and family studies theories
7. Discuss academic literature relevant to the study of human development and family studies

**III. Course Assignments, Activities, Instructional Strategies, Use of Technology:**

Course Assignments & Activities:

1. **Reaction papers (40%).** Students will write a total of three (3) individual reaction papers. These papers will be 4-5 page double-spaced reaction papers written in response to a question prompt provided by the professor. These papers should include citations from the weekly readings or additional readings as required/needed.
2. **Course Discussion Posts (30%).** There will be four discussions in which you will participate. These discussions will require you to think about theories discussed in the class and respond to your peers. These discussions may require you to log-in and participate several times throughout the week, so carefully read the directions for each discussion. Discussions will be graded on the quality of the postings. When you post, you should move the conversation forward and may even pose additional questions for other people in your group to answer. Some of these discussions will be written and some of these discussions will be done via Zoom technology. Therefore, you should have a working computer, camera, microphone, & speakers.
3. **Theory Gets Hip (30%).** For this assignment, you will come up with a unique and creative way to teach one of the theories from the course. Theory is often considered “dry” and it is your job to “hip” it up. You can create a video, an infographic, or some other unique way to teach the theory. You will develop your project with a specific defined audience in mind. They may be the parents at your child-care center, the residents at an assisted living facility, employees at a hotel, etc. You will determine the audience and then create a way to teach them about a relevant theory we studied in the course. You will also write a paper to accompany your project that details your audience, how you could incorporate the project at a job, why you chose the theory, and how that theory is relevant to your past, present, and future experiences/career/studies.

Use of Technology:

Please make sure that you have access to a working computer that has a reliable internet connection. You will use D2L to access all your course materials and you must use technology to

access the course. Internet access and a working computer are essential tools for the course. In addition, Zoom technology may be utilized in the course, so you will need a working camera, speakers, and microphone on your computer as well.

Important notes about D2L:

1. Most assignments that you will upload to D2L should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.
2. The most appropriate browsers to use with D2L are either Google Chrome or Firefox.

Attendance:

While there is not an attendance grade for this course per se, it is important for you to note that assignments due during a certain week will only be accepted by the due dates posted in D2L or on the syllabus. Not attending the course by getting online and completing the assignments will result in you earning a “0” for that week’s activities. Therefore, it is essential to your success that you participate each week as assigned.

**IV. Evaluation & Assessments (Grading):**

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100 point scale, but will be weighted according to the percentages below.

- A = 89.5% -100%
- B = 79.5% - 89.4%
- C = 69.5% - 79.4%
- D = 59.5% - 69.4%
- F = 0% - 59.4%

Assignments & Quizzes Weights:

Category	Assignment Name	Points	Weight	SLOs/PLOs Addressed
Reaction Papers				
	Reaction Paper 1: Application	100	10%	
	Reaction Paper 2: Human Eco	100	15%	
	Reaction Paper 3: Stress & Conflict	100	15%	
Course Discussion Posts				
	Discussion #1: Introduction	20		
	Discussion #2: Children	20		
	Discussion #3: Families	30		
	Discussion #4: Conclusion	30		
	Discussion TOTAL	100	30%	
Theory Gets Hip!				
	Theory Project	100	30%	
<b>TOTAL</b>			<b>100%</b>	

**V. Tentative Course Outline**

**NOTE:** Weeks run from Mondays at 12:01am - Sundays at 11:59pm Central Standard Time (CST). All submissions are to be uploaded to D2L Dropbox by 11:59 PM on the last day of the week as shown below, unless otherwise noted!!

Module	Week	Date	Topics/Content	Book & Article Readings *See reading list for article citations*	Activities & Assignments Due
Quicklinks & Getting Started	1	Aug 26-Sep 1	Introduction to the Course	Textbook Introduction (pgs 1-9)	
Module 1	2	Sep 2-8	What is Theory?	Article #1	Discussion #1: Introduction due by Sept 8 at 11:59 PM (CST)
Module 2	3	Sep 9-15	Classics (Vygotsky & Piaget)	Article #2 Article #3 Article #4	Discussion #2 Part 1: Due by Sept 15 at 11:59 PM (CST)
	4	Sep 16-22	Attachment Theory	Article #5 Article #6 Article #7	Discussion #2 Part 2: Children due by Sept 22 at 11:59 PM (CST)
Module 3	5	Sep 23-29	Symbolic Interactionism	Text book Chapter 1	
	6	Sept 30-Oct 6	Structural Functionalism	Text book Chapter 2	Reaction Paper #1: Application of Theory due by Oct 6 at 11:59 (CST)
Module 4	7	Oct 7-13	Family Development	Text book Chapter 3	Discussion #3 Part 1: Families due by Oct 13 at 11:59 (CST)
	8	Oct 14-20	Family Systems	Text book Chapter 5	Discussion #3 Part 2: Families due by Oct 20 at 11:59 (CST)
Module 5	9	Oct 21-27	Human Ecological Theory	Text book Chapter 6	
	10	October 28-Nov 3	Human Ecological Theory Cont.	Article # 8 Article # 9	Reaction Paper #2: Human Ecological Theory due by Nov 3 at 11:59 (CST)
Module 6	11	Nov 4-10	Family Stress Theory	Textbook Chapter 4	
	12	Nov 11-17	Conflict Theory	Text book Chapter 7	Reaction Paper #3: Stress & Conflict due by Nov 17 at 11:59 (CST)
Module 7	13	Nov 18-24	Social Exchange Theory	Module 7 Text book Chapter 8	If you turn in the Theory Gets Hip Assignment by Wednesday November 20 <sup>th</sup> , you will get 10 bonus points on the assignment, but it isn't due until December 4 <sup>th</sup> .

FALL HOLIDAY NO CLASS NOVEMBER 25-29					
Module 7	14	Dec 2-8	Feminist Theory	Module 7 Text book Chapter 9	Theory Gets Hip Due by December 4 <sup>th</sup> at 11:59 PM
Module 8	15	Dec 9-11		Final Discussion due by Dec 11 at NOON.	Discussion #4: Conclusion due by December 11 <sup>th</sup> at NOON.

**VI. Course Textbook (Purchase required):** You may purchase digital copies if available.

1. Smith, R. S., & Hamon, R. R. (2016). Exploring Family Theories (4<sup>th</sup> Edition). Oxford.

**VII. Course Articles (PDF posted in D2L)**

1. Daly, K. (2003). Family theory versus the theories families live by. *Journal of Marriage and Family*, 65(4), 771-784.
2. Siegler, R.S. & Ellis, S. (1996). Piaget on childhood. *Psychological Science*, 7, 211-215.
3. Gredler, M.E. (2012). Understanding Vygotsky for the classroom: Is it too late? *Education Psychology Review*, 24, 113-131.
4. Glassman, M. (1994). All things being equal: The two roads of Piaget and Vygotsky. *Developmental Review*, 14, 186-186.
5. Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental psychology*, 28(5), 759.
6. Crespo, C. (2012). Families as contexts for attachment: Reflections on theory, research, and the role of family rituals. *Journal of family theory & review*, 4(4), 290-298.
7. Knudson-Martin, C. (2012). Attachment in adult relationships: A feminist perspective. *Journal of Family Theory & Review*, 4(4), 299-305.
8. Tudge, J. R., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review*, 1(4), 198-210.
9. Tudge, J. R., Payir, A., Merçon-Vargas, E., Cao, H., Liang, Y., Li, J., & O'Brien, L. (2016). Still misused after all these years? A reevaluation of the uses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review*, 8(4), 427-445.

**VII. Course Evaluations:**

"Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

In the Perkins 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: Found at <https://www.sfasu.edu/policies>

##### **Class Attendance and Excused Absence: Policy 6.7**

**Note: In an online course, submission of assignments by their respective deadlines communicates regular appropriate attendance. For online courses, the information below can still be applied particularly for several policies noted.**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

##### **Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

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, 936-468-3004 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/>.

##### **Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

##### **Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

##### **Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

### **Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

### **Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average

### **Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

## **X. Other Relevant Course Information:**

### **Acceptable Student Behavior**

In an online course, acceptable behavior includes how you interact with your fellow students in class discussions, online discussion forums, and any group work. Language used should always be professional. While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable. When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs.

### **Class participation**

Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.