Instructor: Jennifer Newquist, Ph.D., CFLE
Office: EDAN 133
Office Phone: (936) 468-1082
Mail: Only through D2L Mail
Office Hours: Mondays 9-11am, Tuesdays and Thursdays 1-3pm

Course Time and Location: Online
Credits: 3

I. Course Description:
Explores marital and family relationships and family systems to understand how families develop, maintain, enhance, and disturb family relationships through verbal and non-verbal communication.

Prerequisites: None

II. Intended Learning Outcomes/Goals/Objectives:
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:
- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

Program Learning Outcomes
- Learners will identify social and 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 demonstrate professional behaviors that are reflective of ethical standards and practice.
• Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes

Upon successful completion of this course, the student will:
• Recognize the impact of personality and communication skills on family systems across generations.
• Recognize the developmental stages of relationships in family systems
• Analyze interpersonal relationships among family members using various theories and perspectives
• Develop and implement relationship enhancement and enrichment strategies for families
• Develop and implement effective communication, problem solving, and conflict management strategies for families
• Communicate aspects of family relationships within the context of developmental stages
• Facilitate and strengthen family communication processes, conflict-management, and problem solving skills

Family Life Educator Certification:
Information from this class should be retained to use for review purposes for the National Council on Family Relations (NCFR) exam to be a Certified Family Life Educator. Please visit the NCFR for more information. The course content in this course (HMS 313) emphasizes these specific areas associated with the NCFR Family Life Education Content (#s 2, and 5). There are a total of ten content areas in all—but primarily only two are covered in this course:

Area II: Internal dynamics of families
Area V: Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.

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

1. HMS 313 is an online course and all content will be delivered through D2L. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual's name or click on class instructor's name or all instructors to send mail.
2. Course content is delivered via class online content modules, Dropbox 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.
3. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted
otherwise the posted grade points are considered final and will not be reviewed at a later date.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course. There are tentatively 375 required points for the course. Tentative: A=100-90% B=89-80 C=79-70 D=69-60 F=59 or below

The total number of required points may be adjusted at the end of the semester.

Course Points:

Course Content Quizzes (3x 50 points) 150 points. There will be 3 Course Content Quizzes on information relevant to our textbook and lecture. These course content quizzes are like traditional course exams.

Important notes on quizzes:

- All Quizzes will be taken online via D2L. The D2L Quiz will open on the date that the Quiz is scheduled (see course timeline) at 8am and close at 11pm. Once you start you have 120 minutes to complete the Quiz.
- Students must have computer access and need to log in promptly in order to take the given Quiz. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m. **NOTE: if you wait until after 5pm and have technical problems, you may not be able to finish the assignment. Technical difficulties will not be valid excuses for missing/not finishing Quizzes.
- Students must contact the professor prior to the Quiz date if rescheduling is necessary for a compelling reason. Specifically, students should notify the professor as soon as possible, and preferably more than a week prior to the regularly scheduled Quiz date. Missing the scheduled Quiz date without prior permission from the professor means that a student will earn a zero for the given Quiz.

Observation Reports (3x 100 points) 300 points. Refer to the course schedule for specific due dates. No late work will be accepted. Students will be required to complete a minimum of 9 hours of observation in natural settings for designated interaction partners. Students will provide written summaries of these observations for the following interaction partners:

a. Obs 1: Married Couple of any age group (3+ hours)
   b. Obs 2: School-Age child or Adolescent with his/her parent (3+ hours)
   c. Obs 3: Two siblings of any age (3+ hours)

Students should locate natural settings for these observations (e.g., friend or family homes, child care settings, backyards, playgrounds, malls, senior centers, movie theatres, restaurants, etc.) in which there exists a strong potential for interaction partners to be observed. You are free to use relatives and/or friends! Students should observe each set of interaction partners for a minimum of three hours (all at once), focusing on verbal and nonverbal communication for each person for each assignment, and then complete a written three-page summary.
Students must follow this format for each written summary of their observations:

I. Introduction:
- This section must include a detailed description of what research and theory explain are the typical interaction patterns, communication skills and abilities and/or language skills one would expect to see in the age groups of each interaction partner. For example, if you are observing a child and an adult, you must explain what the research/theory says are the typical interaction patterns, communication skills and abilities of BOTH the adult AND the child. If you only discuss one or the other, points will be deducted.
- This entire section must be grounded in communication research and theory using only scholarly, academic sources – websites are NOT acceptable sources for any assignment in this class.
- This section should be a minimum of approximately 2-3 pages in length

II. Narrative:
- This section must contain rich, detailed descriptions of the specific behaviors and interactions of BOTH partners that you observe during your time observing the interaction partners.
- This section must accurately reflect the amount of time you spent observing the interaction partners. Brief, cursory descriptions are not enough.
- This section must also include as many details as possible in order to accurately describe the skills and abilities of each interaction partner exhibited during your observations.
- This section should be a minimum of approximately 3-4 pages in length

III. Assessment:
- This section must include your assessment of whether the interactive partners are communicating the way research and theory says they should be communicating. You must explain if both partners are interacting in ways research/theory say they should be interacting.
- Your assessment must be based upon your observations in comparison with what one would expect to see while watching the interactive partners communicate.
- Each statement of assessment must include evidence from your observations and from the communication research and theory.
- This section is where you combine your introduction information and observation information to “prove” your assessment is accurate. Yes, ideally you will be repeating information from the introduction, narrative and including more outside empirical evidence to fully support your assessment of the interactive partners.
- Again, this section must be ground in communication research and theory combined with evidence from your observations.
- As stated previously, websites are NOT acceptable sources for any assignment in this class.
- This section should be a minimum of approximately 3-4 pages in length

IV. Complete APA-style Reference List
- Each observation report should include at least two academic sources.
- All source materials must be listed and properly documented throughout each assignment.
- All work must be: typed using a 12pt, Times New Roman font, with 1 inch margins, double-spaced.
- Bullet points/lists of any kind cannot be used in these assignments.

Course Activities (5 x10 points) 50 points. There will be five general course activities throughout the semester for which you will receive a grade. These assignments will be related to course content including theory, family interactions, stress, and family relationships. These may be surveys you complete, discussion board posts where you synthesize the information you learned in a module, quizzes over the material in a module, or other activities assigned by the instructor. Activities open on Monday at 8:00 am the week they are assigned and close Friday at 11pm. See the course calendar for activity names and due dates.

Extra-Credit Optional
Opportunities to earn extra-credit will be given during the semester. These assignments may not be announced ahead of time and cannot be made up if missed.

V. Tentative Course Outline/Calendar:

Schedule of Assigned Readings and Assignment Due Dates
**All due dates are in Central time**

Week of:

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Jan 21</td>
<td>MLK Day-No School</td>
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<td>Jan 22-25</td>
<td>Getting Started Module</td>
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<td>Chapter 1: Defining Family Communication</td>
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<td>Introduce Yourself Discussion</td>
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<td>For the Professor Quiz</td>
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<td>Activity 1 due 2/1 at 11pm</td>
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<td>Feb 4-8</td>
<td>Ch 3 and 4: Family Interaction</td>
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<td>Activity 2 due 2/8 at 11pm</td>
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<td>Feb 11-15</td>
<td>Chapter 5: Communication and Dating</td>
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<td>Finish Observation 1</td>
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<td>Feb 18-22</td>
<td>Chapter 6: Communication and Intimate Partnerships</td>
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<td>Married Couple Observation Report</td>
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<td>Feb 25-Mar 1</td>
<td>Content Quiz 1 (Chapters 1-6) due 2/27 at 11pm</td>
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<td>Date</td>
<td>Chapter</td>
<td>Activity/Assignment</td>
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<td>Mar 4-8</td>
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<td>Chapter 7: Parent and Child Relationships</td>
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<td>Mar 11-15</td>
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<td>Chapter 8: Siblings</td>
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<td>Mar 18-22</td>
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<td>SPRING BREAK</td>
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<td>Mar 25-29</td>
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<td>Chapter 9: Extended Family</td>
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<td>Finish Observation 2</td>
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<td>Apr 1-5</td>
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<td>Chapter 10: Family Stress</td>
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<td>Sibling Observation Report</td>
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<td>due 4/5 at 11pm</td>
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<td>Apr 8-12</td>
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<td>Chapter 11: Family Stressors</td>
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<td>Activity 5 due 4/12 at 11pm</td>
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<td>Apr 15-17</td>
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<td>Content Quiz 2 (Chapters 7-11)</td>
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<td>due 4/17 at 11pm</td>
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<td>Apr 18-21</td>
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<td>EASTER BREAK</td>
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<td>Apr 22-28</td>
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<td>Ch 11 and 12: Divorce and Remarriage</td>
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<td>Finish Observation 3</td>
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<td>Apr 29-May 3</td>
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<td>Ch 14 and 15: Mental and Physical Health</td>
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<td>Adolescent Observation due 5/3 at 11pm</td>
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<td>May 6-10</td>
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<td>Chapter 17: Improving Family Communication</td>
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<td>Review for Comprehensive Final</td>
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<td>May 13-17</td>
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<td>FINALS WEEK</td>
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<td>Content Quiz 3 (Comprehensive) due 5/15 at 11pm</td>
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**VI. Readings:**


Some lectures may require additional online readings. Online links to articles are provided to you in D2L in these cases.

**LiveText Statement**-There is no LiveText assessment assignment for this course.

**FEM Statement**-There is no FEM assignment for this course.

**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: These policies are found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

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/disabilitiyservices/.

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.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. 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. 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.

2. Provide one of the following primary ID documents: passport, drivers 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/). 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.

3. 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.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.