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

Course Time & Location: HMS 441 is an online course
Office Hours: Mon: 8:30-11:00; Wed: 8:30:00-11:00
Credits: 3 hours

Other Contact Information: Email: Only through Desire 2 Learn (D2L) Email tool. To send an email, click Communication Tools in the purple navigation bar above, then select Email. Do not use text format; all e-mails should include a greeting (instructor’s title and name), proper grammar, correct spelling, and end with your name.

Prerequisite: Junior or Senior standing.

I. Course Description:

The role of the family, the environment in which the family functions, and its relationship to the quality of life; families as agents for change; intergenerational studies.

There is a required LiveText submission assignment for this course.

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

This course enhances student learning in the area of family studies and is one of the major courses in the Human Development and Family Studies program in the School of Human Sciences, and aligns with the standards of the National Council on Family Relations to promote learning and understanding of family relationships and environmental factors that affect individual and family life.
Program Learning Outcomes

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

Student learning Outcomes

Upon successful completion of the course, the student will be able to:

1. Identify diverse contemporary marriage and family lifestyles.
2. Evaluate the strengths and stressors that affect individual and family living.
3. Identify and critique theoretical perspectives on marriage and family.
4. Identify and characterize cultural diversity of American families.
5. Analyze the dynamics of intergenerational relationships.
6. Appraise the history and development of social policy in the United States.
7. Evaluate issues related to the policy areas of financial assistance, health care, education, and aging.

Family Life Educator Certification:

Course content in HMS 441 emphasizes the following Family Life Educator Content Area 1 as identified by the National Council on Family Relations (NCFR: http://www.ncfr.org):

FAMILIES IN SOCIETY. An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

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

1. HMS 441 is an online course. Class attendance and participation are crucial as students are expected to log into the course daily to stay current with course assignments/discussions, exams, and course information. Students who have technical difficulties accessing the course homepage, assignments/discussions, or exams should
call SFA’s D2L Support Team at (936) 468-1919. The D2L Support Team is available Monday-Friday, 8:00 a.m. – 5:00 p.m.

2. Information notices for all assignments, discussions, and exams will be posted on the course homepage. The homepage includes tools for class assignments, discussion board questions, exams, and grades which will be posted in D2L. All exams will be accessible online. Students may also contact the instructor and/or other students via e-mail tool.

3. Course content is delivered via D2L, which includes: instructor chapter notes, assignments, exams, and discussion board questions directly relevant to the course content. Students are responsible for reading assigned chapters in the textbook and completing all posted assignments, discussion questions, and exams by due dates/times.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). There are tentatively 600 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%. If necessary, revised required course points will be posted before the final examination time period.

Late work on any assignment will not be accepted unless there is a compelling reason (written documentation must be provided). Experiencing problems with the computer and/or printer or failing to view the assignments/exams are unacceptable reasons for failing to complete coursework by the due date/time. Do not request to turn in an assignment/discussion/exam late for any of these reasons.

Course Points are earned through:

1. **Scores on Exams = 300 Points.** There will be three exams during the semester: Exam 1, Exam II, and Final Exam. Each exam = 100 points. Students must contact the instructor prior to the exam date if rescheduling is necessary for a compelling reason with documentation. All exams will relate to course content and will be completed online via D2L Management System. Students will have 75 minutes to complete the exam after logon. There will be 50 multiple choice questions and each question must be answered before proceeding to the next question. It will not be possible to move backward and review previous questions. Students should call 936-468-1919 for technical help between 8:00 a.m. and 5:00 p.m.

2. **Class Assignments = 200 Points.** Class assignments related to course content will be submitted to the Dropbox as .doc or .docx files by the due date/time. No credit will be given for assignments posted incorrectly. Each assignment has 40 points and there are five assignments.

5. **LiveText Assignment = 100 Points.** Students will research a topic related to course content and create a PowerPoint presentation slideshow. Information must be current, within the last 5-6 years (2012-2018). Please refer to the PowerPoint Assignment
instructions form and grading scale rubric for the major criteria/content areas that must be addressed in the presentation.

**IMPORTANT:** The PowerPoint Assignment must be posted in Livetext and D2L Dropbox no later than 4/28, 9pm. A student’s failure to submit the assignment in both Livetext and D2L Dropbox by the due date/time will result in zero points for the assignment.

V. Tentative Course Outline/Calendar:

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<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
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<td>Review Syllabus</td>
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<tr>
<td>1/28-2/3</td>
<td>Chapter 1 Reading</td>
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<td>2/4-2/10</td>
<td>Chapter 3 Reading</td>
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<td><strong>Assignment 1 due: 2/10, 9pm</strong></td>
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<td>2/11-2/17</td>
<td>Chapter 5 Reading</td>
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<td>2/18-2/24</td>
<td>Chapter 6 Reading</td>
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<td><strong>Assignment 2 due: 2/24 9pm</strong></td>
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<td>2/25-3/3</td>
<td><strong>Exam I due: 3/3, 9pm</strong></td>
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<td>Chapters 1, 3, 5, 6</td>
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<td>3/4-3/10</td>
<td>Chapter 7 Reading</td>
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<td><strong>Assignment 3 due: 3/17, 9pm</strong></td>
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<td>3/18-3/24</td>
<td>Spring Break</td>
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<td>Chapters 7, 8, 10</td>
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<td>4/1-4/7</td>
<td>Chapters 11-12 Reading</td>
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<td>4/8-4/14</td>
<td>Assignment 4 due: 4/14, 9pm</td>
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<td>4/15-4/21</td>
<td>Easter Holiday</td>
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<td>4/22-4/28</td>
<td>Chapters 13-14</td>
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<td>LiveText Assignment Due: 4/28, 9pm</td>
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<td>4/29-5/5</td>
<td>Assignment 5 Due: 5/5 9pm</td>
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<td>5/6-5/12</td>
<td>Make up Week</td>
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<td>5/10-5/14</td>
<td>Final Exam: Ch. 11,12, 13, 14 Due: 5/14, 9pm</td>
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**VI. Readings (Required):**

FEM Statement: (FOR TEACHER EDUCATION STUDENTS ONLY)
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

LiveText Statement: FOR ALL STUDENTS ENROLLED IN THIS COURSE: HMS 441
This course uses the LiveText data management system to collect critical 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. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

The PowerPoint Assignment is a required LiveText submission assignment for this course. Each student must upload the assignment into their LiveText account. Failure to do so will result in zero points for the assignment.

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 such as course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! 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: These policies may be found at www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Daily login to the course is vital for success in this course and is expected from all students. 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. Students missing classes, other than university-sponsored trips, may contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). Students remain responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. If participating in university-sponsored events, announcements in mySFA constitute official notification. 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/disabilitieservices/](http://www.sfasu.edu/disabilitieservices/).

**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](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, 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.texes.ets.org/registrationBulletin/ <http://www.texes.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 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.

IX Other Relevant Course Information

Students are responsible for checking the course homepage on a regular basis; recommendation is at least once a day to stay current with all class work and information. All class assignments, discussion questions, and exams must be completed and submitted by the due date/time for credit. Missed assignments cannot be made up and no extra credit assignments will be given at the end of the semester after the final exam date.

HMS 441 PowerPoint Assignment
Due Date: 4/28th 9pm
100 points

IMPORTANT: The PowerPoint Assignment must be posted in both the D2L Dropbox and in the student’s LiveText account no later than 4/28th 9 p.m. A student’s failure to submit the assignment in both D2L and LiveText by the due date/time will result in zero points for the assignment.

Objective
Students will explore a topic related to course content (examples of topics to consider listed at bottom of page) and create a PowerPoint slideshow presenting research of the chosen topic.

Instructions
Pretend that you have been asked to present to a family education class sponsored by your local Department of Health and Human Services facility. For this assignment, you are to research your chosen topic (a minimum of 4 references must be used) and create a PowerPoint slideshow that you would use to inform and excite your audience. Make a clear connection between your
topic and the social/cultural influences affecting family life. The sources used must be current (within the past 5 years (2013-2018) and all references must be scholarly sources (ex: academic journals). Do NOT use magazines, social blogs, Wikipedia, or any “no author” or “n.d.”(no date) references.

**PowerPoint Format**

1) The slideshow must contain 10 content slides (this does not include the title and references slides). At least 12 slides will be required in the slideshow.
2) The title slide must include the title and presenter’s name.
3) Use at least 2 visuals (no more than 4) in the slideshow (charts, graphs, tables, photos).
4) Slideshow must be professional in appearance (ex: background and text complement one another, text is easy to read, correct spelling and grammar is evident, research content is organized throughout the presentation).
5) Slideshow must contain a conclusion slide (this is included in the 10 content slides) to summarize the research content discussed in the PowerPoint.
6) The last slide/s of the presentation must include a reference list of sources (a minimum of 4 references) used in researching your topic (please remember to format the reference slide using APA formatting).

**Research Topics to Consider:**

**Immigrant Families: Ethnic Diversity and Assimilation to American Culture**

**Non-Custodial Parent-Child Relationships through Adolescence**

**Singlehood: Gender Differences and Perceived Life Satisfaction in Middle and Late Adulthood**

**Family Violence: Sibling and Child-to-Parent Violence**

**Older Adults: Relationship Between Social Activity and Emotional /Psychological Well-Being**

**Parental Substance Abuse: Effects on Children’s Development and Well-Being**

**Commuter Marriage: Effects on Marital Satisfaction and Stability**

**Adolescent Motherhood: Short and Long Term Consequences for Mothers and Children**

**Father Absence: Effects on Children’s Social and Emotional Development**

**Grandparents in the Parenting Role: Effects on Children’s Development**

**Adjustment to Retirement: Gender Differences and Life Satisfaction**
Widowhood: Dating and Re-Marriage

Remarried Families: Relationships Between Biological and Step-siblings

Adolescent Substance Abuse: Risk Factors and Antisocial Behaviors

Marital Stability: Racial, Ethnic, and Interfaith Marriage

Cohabitation: Social Factors, Prevalence, and Legal Implications

Poverty and Parenthood: Family Structure, Education, and Social Consequences

Divorce and Re-Marriage: Effects on Grandparent/Grandchildren Relationships

Single-Father Families Compared to Single-Mother Families: Implications for Children’s Development