School of Human Sciences  
HDFS 4315.501 – Family Development  
Fall 2020

Instructor: Jennifer Newquist, Ph.D., CFLE  
Office: EDAN 133  
Office Phone: (936) 468-1082  
Mail: Only through D2L  
Office Hours: Mondays 1:00-3:00pm, Tuesdays 9:00-11:00am, Thursdays 11:00am-12pm via Zoom  
Face to face hours by appointment only

Course Time and Location: Online  
Credits: 3

Prerequisites: Junior or senior standing

COVID-19 MASK POLICY

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.  

Office Hours Statement

I will conduct my office hours as closely as I would as if we were in person. If you came to my physical office and I was already meeting with a person, I would ask you to wait in the hall until I was finished with the person who was already there. When you enter my Zoom room you will be put into a "waiting room". You will see a message letting you know I will be with you shortly. If I am not meeting with a student, I will let you in immediately. If you have to wait a few minutes that means I am with someone. I will get to you in the order that you entered the "waiting room". Even if it is past the time my office hours end, I will get to all students who are waiting. So please be patient and know I haven't forgotten about you.

I. Course Description

Emphasis on demands of successful living as an aid in coping effectively with the problems of family life

Course Justification: “Family Development” (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 two-hour final exam. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

**Prerequisites:** Junior or senior standing

**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.

**Certification Competencies**

**Educator Standards for Family & Consumer Science Composite 6-12:**

Course content in HDFS 4315 emphasizes the following TExES Standard:

**TExES Standard III:**
The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and service.

These standards are approved by the Texas Education Agency for teachers desiring certification in the Family and Consumer Science Composite 6-12. For additional information on the standards, please visit: https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Notes from HDFS 4315 should be retained to review for the TEES Exam.

Family Life Educator Certification

Course content in HDFS 4315 emphasizes the following Family Life Educator Content Areas identified by the National Council on Family Relations:

II: Internal Dynamics of Families

An understanding of family strengths and weaknesses and how family members relate to each other

V: Interpersonal Relationships

An understanding of the development and maintenance of personal relationships

Notes from HDFS 4315 should be retained to review for the CFLE exam.

Student Learning Outcomes:

Upon successful completion of this course, students 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

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:
1. HDFS 4315 is an online course. Students are expected to have daily access to a computer to stay current with course assignments, quizzes, and course information. Students who have technical difficulties accessing the course homepage, assignments, or quizzes should call Student Assistance at 936-468-1919. Assistance is available Monday-Friday, 8:00 a.m. – 5:00 p.m. Online help and tutorials are available by going to https://community.brightspace.com/s/

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

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

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, A=89.50-100%; B=79.50-89.49%; C= 69.50-79.49%; D=59.50-69.49%; F=0-59.49%. If necessary, revised required course points will be posted before final examination time period.

Late assignments will be accepted no questions asked up to 24 hours after the due date of the assignment. If you need longer time is needed, please reach out to me via email so we can negotiate a due date that works for both of us.

Self-care statement- As family science professionals, we recognize that reactions to trauma come in many forms. The content of this course may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

Course points are earned through:

- **Student Introduction = 10 points.** Students must post introductions to the class through the discussion board by due date/time for credit. Do not e-mail discussion board responses to the instructor. No credit will be given for e-mail responses unless arrangements are made with the instructor prior to submitting the assignment.
- **Discussion Board = 40 total points** (2x20pts). Discussion questions will relate to course content related to effectively managing conflict and developing relationships. Students must post responses directly to the discussion board by due date/time for credit. Do not e-
mail discussion board responses to the instructor. No credit will be given for e-mail responses unless arrangements are made with the instructor prior to submitting the assignment.

- **Class Assignments = 100 total points** (4x25pts). Assignments will relate to course content including effectively managing stress, power dynamics in families, and family cohesion and flexibility. All assignments must be submitted in the Dropbox as Word.doc or doc-x files by the due date. Do not copy assignments in the comments box; this will result in 10% loss of total earned points for the assignment. **All assignments must be typed in 12 font and uploaded to the Dropbox in D2L. Assignments must be submitted as a .doc, .docx or PDF attachment.**

- **Exams= 150 points** (3x50pts). Students will take a total of 3 exams throughout the course semester. These exams will consist of approximately 50 questions worth 1 point each. Questions may consist of, but are not limited to: multiple choice, matching, and true/false. Exams are timed. A score of zero (0) will be given to students who exceed the time limit. If you exceeded the time limit due to technical difficulties, you will need to email the instructor in order to discuss changing your exam grade.

- **LiveText Assignment=100 points.** For this assignment you will need to think about the NCFR content area called, INTERNAL DYNAMICS OF FAMILIES. This content area looks for you to develop an understanding of family strengths and weaknesses and how family members relate to each other.

  Keep this content area in mind as you respond to the following questions:

1. As you’ve learned, families are considered a social institution. Explain how families in the U.S. are influenced by other social institutions (e.g., hospitals, prisons, schools, marriage, etc.). Also explain how families influence the social intuitions with which they interact. (150 words minimum)

2. Explain the ways that families in the middle class differ from families in lower middle and lower class families. Be sure to include information about how class affects the internal dynamic of the family (e.g., communication, handling of stress, conflict style, divorce, substance abuse, or any of the social processes outlined above. (150 words minimum)

3. Choose a social institution (e.g., prison system, school system, health care system, foster care system, etc.) and explain how engaging with that system can affect the internal dynamics of families. What does research show about how internal family dynamics are changed as a result of the system? (300 words minimum)

For these questions you will need to use a minimum of 6 scholarly resources including books and articles. Proper APA will be needed for in-text citations as well as an APA reference list.

The final question is designed to get you to think about your own place within these social intuitions. Many of you will be working within a social intuition as you work with families that are from a variety of backgrounds, often different from your own.

4. Explain a core value that you learned from your family (could be religious, political, moral, etc.) that is very important to you. Now, think about working with a family who had a different value belief on that issue than you. How would you handle the situation?
Be sure to include information about where your value came from, the complexity of development of values, and how you would interact with the family with a different value from your own. (300 words minimum)

**This assignment must be uploaded into LiveText and D2L Dropbox to receive credit! Please make sure that you load the paper into both. Not loading the paper into both will lead to a grade of “0” for the assignment. A link and instructions for using LiveText will be provided in D2L and you will be reminded to upload your paper to both locations when the paper is due.**

- **Extra Credit** (optional): Opportunities to earn extra-credit will be given during the semester. These assignments cannot be made up if missed.

**V. Tentative Course Outline/Calendar:**

**All due dates in Central time zone**

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<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Aug 24-30</td>
<td>Getting Started Module</td>
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<td></td>
<td><strong>Student Introduction due Sunday 8/30 at 11pm</strong></td>
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<td>Chapter 1</td>
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<td>Perspectives on Intimate Relationships</td>
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<td>Aug 31-Sept 6</td>
<td>Chapter 2</td>
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<td>Cultural Diversity in Families</td>
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<td>Sept 7-13</td>
<td>Chapter 3</td>
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<td></td>
<td>Understanding Family Dynamics</td>
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<td><strong>Family Cohesion and Flexibility Assignment</strong></td>
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<td>due Sunday 9/13 at 11pm</td>
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<td>Sept 14-20</td>
<td>Chapter 4</td>
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<td>Communication and Intimacy</td>
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<td>Sept 21-27</td>
<td>Chapter 5</td>
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<td>Conflict and Resolution</td>
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<td>Sept 28-Oct 4</td>
<td>Chapter 6</td>
<td>Why Won't He Apologize Discussion</td>
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<td>Sexual Intimacy</td>
<td>due Sunday 9/27 at 11pm</td>
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<td>Exam 1 (Ch. 1-5)</td>
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<td></td>
<td>due Sunday 10/4 at 11pm</td>
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<td>Oct 5-11</td>
<td>Chapter 7</td>
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<td>Gender Roles and Power in the Family</td>
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<td>Family Power Assignment</td>
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<td>due Sunday 10/11 at 11pm</td>
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<td>Oct 12-18</td>
<td>Chapter 8</td>
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<td>Managing Economic Resources</td>
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<td>Oct 19-25</td>
<td>Chapter 9</td>
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<td>Friendship, Dating and Singlehood</td>
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<td>Female Freedom Expiration Date</td>
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<td>due Sunday 10/25 at 11pm</td>
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<td>Oct 26-Nov 1</td>
<td>Chapter 10</td>
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<td>Dating, Mate Selection, Living Together</td>
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<td>Nov 2-8</td>
<td>Chapter 11</td>
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<td>Marriage: Building a Strong Foundation</td>
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<td>Exam 2 (Ch. 6-10)</td>
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<td>due Sunday 11/8 at 11pm</td>
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<tr>
<td>Nov 9-15</td>
<td>Chapter 12 and 13</td>
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<td>Parenthood and Middle/Older Couples</td>
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### Grandparent Interview Assignment

**due Sunday 11/15 at 11pm**

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>Nov 16-20</td>
<td>Chapter 14</td>
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<td>Stress, Abuse and Family Problems</td>
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<td>Nov 21-29</td>
<td><strong>THANKSGIVING BREAK</strong></td>
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<td>Nov 30-Dec 6</td>
<td>Chapter 15</td>
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<td>Divorce, Single Parent Families, and Stepfamilies</td>
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<td><strong>LiveText Assignment</strong></td>
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<td><strong>due Wednesday 12/2 at 11pm</strong></td>
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<tr>
<td>Dec 7-11</td>
<td><strong>Exam 3 (Ch. 11-15)</strong></td>
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<td>Finals Week</td>
<td><strong>CLOSES 12/11 at 11pm</strong></td>
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### VI. Readings:

**Required:**


**Recommended:**


### 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/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.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.