



School of Human Sciences
Philosophy of Human Sciences
HUSC 5300.501 – Online 16-weeks
Fall 2020

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Office Hours (via Zoom): Monday 9-11am, Tuesday 10am - 12pm, Thursday 9am-10am, & by appointment

Course Time & Location: Online

Office: EDAN 129

Credits: 3

Prerequisites: None

I. Course Description:

HUSC 5300 employs a historical, theoretical and philosophical investigation of the field of study. In this course, students will be introduced to the human sciences graduate program. This will include information on the past, present, and future direction of human sciences fields. Additionally, students will develop an understanding of graduate school requirements, expectations, and appropriate writing styles.

Course Justification: 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 3 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.

Additional information about the College of Education vision, mission, and core values can be found at <http://coe.sfasu.edu/about-us>.

This course relates to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV).

Program Learning Outcomes

- Communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
- Synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
- 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

This course provides students with a basic understanding of the human sciences graduate program and human sciences professions. Upon completion of this course, students should be able to:

- Investigate the creation and development of human sciences profession and how the student's specialization fits within this profession
- Identify leaders and researchers in the field
- Identify the importance of research and the rules of research in the profession
- Analyze philosophical changes which have occurred in the profession
- Explore future predictions for the profession
- Investigate the development of the student's specialization and the impact on the profession
- Understand graduate school culture and work expectations at the graduate level

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

1. HMS 5300 Agreement

At the beginning of the semester, students will complete an agreement quiz stating that they understand and agree to the requirements for the course. You will not be allowed to continue through the course until you complete this agreement. In addition, not completing this assignment by the due date may result in your financial aid being withdrawn and/or you being dropped from the course.

2. Discussions

There will be ten discussions in which you will participate. These discussions will require you to think about information 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 as well as the length of the posting. When you post, you should move the conversation forward and may even pose additional questions for other people in your group to answer.

3. Article Reaction Papers

Students will write a total of two (2) individual reaction papers. These papers will be 4-5 page double-spaced reaction papers written in response to an article provided by the professor. These papers should be constructed in APA format and include additional readings as required/needed.

4. APA Activities

An important part of graduate level writing in the field of Human Sciences is the ability to accurately use APA writing style. During this course you will read the APA manual and practice using it to complete assignments that will help build your knowledge and expertise in using APA formatting.

5. Human Sciences Specialization Research Paper

Your culminating project for the course is a research paper that focuses on your field of study or profession. The paper will address the history of your selected field, historic and future trends, prominent leaders, and current research in the field. The paper will be a minimum of seven (7) pages, not including the cover page or references. The student should use a minimum of five (5) academic journal references to write the paper. This assignment is a critical assessment for the program and you must upload this paper into both LiveText (SFASU will provide you an account, do NOT purchase this) and Brightspace. Not uploading the paper to both platforms will result in a "0" for the assignment.

General notes on assignments:

- HUSC 5300 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.
- 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.
- 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.
- **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 with improper formatting. 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. When an assignment is uploaded correctly into Brightspace, you will receive a confirmation email letting you know it was submitted. 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.

Use of Technology:

Please make sure that you have access to a working computer that has a reliable internet connection. You will also need to have speakers/headphones that work to complete the course. You will use Brightspace (D2L) to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and with me. Internet access, access to Brightspace, and an SFA email account that you check often are essential parts of the course.

Required Technology:

- Working computer
- Reliable internet
- Camera & speakers
- Brightspace access
- SFA email

Important notes about Brightspace:

1. Course notices will be posted on the course homepage and it is the responsibility of each student to review Brightspace daily as you will be responsible for any information disseminated through D2L. You should log-on to Brightspace on a daily basis to check for notices (or download the app and set it to send you notifications). Neglecting to check Brightspace is NOT a valid excuse for not knowing course information.
2. Students should check their grades **at least once a week**. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always willing to discuss ways you can improve your future work, even if the one-week limit for a grade change has passed.
3. Most assignments that you will upload to Brightspace 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.

4. The most appropriate browsers to use with Brightspace are either Google Chrome or Firefox.
5. Technical Support – if at any point during the course you experience technical difficulties in Brightspace, please:
 - a. Contact the SFASU Brightspace support team by emailing d21@sfasu.edu or calling 936.468.1919 (M-F 8am-5pm).
 - b. Let your instructor know immediately. Please realize: (1) The instructor is not qualified to provide Brightspace support and (2) notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due! Notifying your instructor is a courtesy.

Re-taking the Course: If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a “0” for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.

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
Quizzes			
	HMS 500 Agreement	100	5%
Course Discussion/Videos			
	Introductory Discussion	10	
	Goals Discussion	10	
	Procedures Discussion	10	
	Critical Thinking Discussion	10	
	Writing & Style Discussion	10	
	Citations Discussion	10	
	Human Sciences Discussion	10	
	Research Discussion	10	
	Professional Discussion	10	
	Final Thoughts Discussion	10	
	Course Discussion TOTAL	100	25%
APA Activities			
	APA: Writing Research	100	10%
	APA: Citations	100	10%
	APA: Annotated Bibliography	100	10%
Article Reaction Papers			
	Reaction Paper #1: Critical Thinking	100	10%
	Reaction Paper #2: Legislation	100	10%
Specialization Paper			
	Human Sciences Profession Research Paper	100	20%
TOTAL			100%

Note: All categories are graded on a 0-100 scale (points) but are weighted differently (weight). An excel spreadsheet will be provided in D2L for you to use to keep track of your standing. D2L also auto-calculates your *weighted* grade for you throughout the semester.

V. Tentative Course Outline

NOTE: All submissions, unless otherwise noted, are to be uploaded to D2L Dropbox by 11:59 PM (CST) on the day they are due!!! Course outline is tentative because it is the best plan of action for the course. At the discretion of the instructor, assignments, due dates, and readings may change.

Module	Date	Topics/Content	Readings	Assignments Due
Quicklinks & Getting Started (Week 1)	Aug 24-30	Introduction to the course	Module Content Reading #1	Introductory Discussion HUSC 5300 Agreement Quiz
Module 1 (Weeks 2 & 3)	Aug 31- Sep 13	Student Goals & Graduate School Procedures	Module Content Readings #2, #3	Goals Discussion Zoom Meeting Sept 10 6PM (CST) Procedures Discussion
Module 2 (Weeks 4 & 5)	Sep 14-27	Critical Thinking	Module Content Reading #4 & #5	Critical Thinking Discussion Article Reaction Paper #1
Module 3 (Weeks 6 & 7)	Sept 28- Oct 11	Scholarly Writing Principles & Mechanics of Style	Module Content APA Manual Chapters 1, 2, 4, 6	Writing & Style Discussion APA Activity #1
Module 4 (Week 8)	Oct 12-18	References & Citations	Module Content APA Manual Chapters 8 & 9	Citations Discussion APA Activity #2
Module 5 (Weeks 9 & 10)	Oct 19- Nov 1	Introduction to Human Sciences	Module Content Readings #6 - #11	Human Sciences Discussion Article Reaction Paper #2
Module 6 (Weeks 11 & 12)	Nov 2-15	Research in the Field of Human Sciences	Module Content	Research Discussion APA Activity #3
Module 7 (Weeks 13 & 14)	Nov 16- Dec 6	Career Objectives & Professional Specializations	Module Content	Professional Discussion Human Sciences Specialization Paper
Module 8 (Week 15)	Dec 7-9	Final Thoughts		Final Thoughts Discussion

VI. Course Reading (Purchase Required):

Publication Manual of the American Psychological Association (7th edition)

Author: American Psychological Association

ISBN: 978-1-4338-3217-8

Course Readings (Do not purchase, provided in modules)

Reading #1

Bedard, K., & Herman, D. A. (2008). Who goes to graduate/professional school? The importance of economic fluctuations, undergraduate field, and ability. *Economics of Education Review*, 27(2), 197-210.

Reading #2

Stephen F. Austin State University School of Human Sciences (2020). *Graduate Student Survival Handbook*, 9th edition. Retrieved from http://sfasu.edu/hms/documents/9th_Ed_Graduate_Handbook_May_2020.pdf

Reading #3

Stephen F. Austin State University Office of Research & Graduate Studies (2019). *2019-2020 Graduate Bulletin*. Retrieved from <http://catalog.sfasu.edu/?catoid=10>

Reading #4

Dunn, K. E., Rakes, G. C., & Rakes, T. A. (2014). Influence of academic self-regulation, critical thinking, and age on online graduate students' academic help-seeking. *Distance Education*, 35(1), 75-89.

Reading #5

Karasar, B. & Baytemir, K. (2018). Need for Social Approval and Happiness in College Students: The Mediation Role of Social Anxiety. *Universal Journal of Education Research* 6(5), 919-927.

Reading #6

Stage, S. (1997). Ellen Richards and the Social Significance of the Home Economics Movement. In S. Stage & V.B. Vincenti (Eds.), *Rethinking home economics: Women and the history of a profession*. Ithica, NY: Cornell University Press.

Reading #7

Blankenship, M.L. & Moerchen, B.D. (1979). Philosophy of Home Economics. In *Home Economics Education* (pp. 2-18). Boston: Houghton Mifflin Company.

Reading #8

Harden, A., Hall, S. & Pucciarelli, D. (2018). US FCS professionals' perceptions of the current and future direction of family and consumer sciences as a discipline. *International Journal of Home Economics*, 11(1), 18-31.

Reading #9

Hogg, C.L. (1999). Vocational education: Past, present, and future. In A.J. Paulter (Ed.), *Workforce education: Issues for the new century* (pp. 3-20). Ann Arbor, MI: Prakken Publications, Inc.

Reading #10

Duvall, E. M. (1988). Family development's first forty years. *Family Relations*, 127-134.

Reading #11

Coontz, S. (2000). Historical perspectives on family studies. *Journal of marriage and family*, 62(2), 283-297.

LiveText/Watermark Statement:

This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

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 <http://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 (including the first 12 day attendance report) 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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

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.

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

X. Other Relevant Course Information:

Acceptable Student Behavior

In a face-to-face 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.

Zoom Office Hours

I conduct my office hours (as much as I can) as if we were still in person! I want to see your face and get to visit with you. :) If you came to my physical office for office hours and another student was there, you would wait in the hall until I finished with the person who was already there, and then you would come in and have your time with me. What that means for you now that we are on Zoom is that when you follow the link below and log on to the office hours, you will be put into a "waiting room." You'll see a message that I will let you in shortly. If there is no student there already, I will immediately let you in. If you have to wait for a few minutes, that means I'm with someone. Don't worry, I WILL get

to you in the order that you entered the waiting room. Even it is past the time for my office hours to end, I'll get to everyone who logs on! So if you have to wait, please be patient and know that I haven't forgotten you are there.