Human Sciences
HMS 459.501 – Family Development
Spring 2020

Instructor: Hyunsook Kang, Ph.D.
Course Time and Location: Online
Credits: 3
Office: EDAN 132
Office Hours: Mondays 8:30-11am, Tuesdays 8:30-11am
Office Phone: (936) 468-2975

Mail: Only through D2L
Mail: Click E-mail Icon on Home Page Toolbar

Prerequisites: None

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
This course enhances student learning in the area of child development and serves as one of the foundation courses in the Child and Family Development Program in the School of Human Sciences. It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children to promote learning and understanding of child development and family relationships.

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 HMS 459 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 HMS 459 should be retained to review for the TExES Exam.
Family Life Educator Certification

Course content in HMS 459 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 HMS 459 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. HMS 459 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 468-1919. Assistance is available Monday-Friday, 8:00 a.m. – 5:00 p.m.
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=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%. If necessary, revised required course points will be posted before final examination time period. Total Credit points:100+150+100=350 points

A=315-350, B=280-314, C=245-279, D=210-244, F=Below 209

Students are responsible for all assignments and notices posted on the home page, and all messages sent to students via e-mail. Experiencing problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment by the due date. Do not request to submit an assignment late for any of these reasons.

Course points are earned through:

- **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 50% loss of total earned points for the assignment. Assignments related to course content about child and adolescent biosocial, cognitive, and psychosocial will be posted during the semester.

- **Exams** = **150 points** (3x50). Exams will cover major content in chapters covered in text. Failure to access and complete the exam online will result in a grade of zero points. Students must contact the instructor prior to the quiz date if rescheduling is necessary for a compelling reason with documentation. All quizzes must be made up within one week or a grade of zero will be recorded.

- **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)

- **Destination: Career Exploration=50 point grade replacement** (optional) Students can choose to attend an excursion to the Harrold House of Lufkin on February. The cost to register for this excursion is $.... and does not include parking and lunch. You will be responsible for your own transportation to the place. This excursion is limited to 30 students. Students who attend the excursion will be allowed to replace one grade, chosen by the professor, in select HDFS classes. Only one grade in one class may be replaced and the student must notify the HDFS faculty which class they will be replacing a grade in via a survey that will be sent to all trip attendees following the trip. Students must attend and professionally represent SFA for the full duration of the field trip to be eligible for the grade replacement. ONLY official field trip attendance will permit a grade replacement. No other alternative assignments or individually arranged trips or events will count.

- **Background Check Statement:** For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.
V. Tentative Course Outline/Calendar:

**All due dates in Central time zone**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
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| 1. Jan. 15-19 | Getting Started Module  
|             | Syllabus  
|             | Chapter 1  
|             | Perspectives on Intimate Relationships                     |
| 2. Jan. 20-26 | Chapter 2  
|             | Cultural Diversity in Families                             |
| 3. Jan. 27-Feb. 2 | Chapter 3  
|             | Understanding Family Dynamics  
|             | Family Cohesion and Flexibility                             |
|             | **Assignment 1 due 2/2, 9pm**                             |
| 4. Feb. 3-Feb.9 | Chapter 4  
|             | Communication and Intimacy                                  |
| 5. Feb.10-Feb.16 | Chapter 5  
|             | Conflict and Resolution  
|             | Why Won't He Apologize                                      |
| 6. Feb. 17-Feb.23 | Chapter 6  
|             | Sexual Intimacy                                             |
|             | **Exam 1 (Ch 1-5) Due: 2/23, 9pm**                        |
| 7. Feb.24-Mar. 1 | Chapter 7 Gender Roles and Power in the Family  
|             | Assignment 2 due: 3/1, 9pm                                 |
| 8. Until Mar. 15: Spring Break | **Spring Break**                                        |
| 9. Mar. 16-22 | Chapter 8  
|             | Managing Economic Resources                                 |
| 10. Mar. 23-29 | Chapter 9  
<p>|             | Friendship, Dating and Singlehood                          |</p>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>Mar. 30-Apr. 5</td>
<td>Chapter 10 Dating, Mate Selection, Living Together</td>
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<td>Mar. 30-Apr. 5</td>
<td>Chapter 11 Marriage: Building a Strong Foundation</td>
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<td>Mar. 30-Apr. 5</td>
<td>Assignment 3 due 3/29, 9pm</td>
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<td>Mar. 30-Apr. 5</td>
<td>Exam 2 (Ch 6-10) due: 4/5, 9pm</td>
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<td>Apr. 6-Apr. 12</td>
<td>Easter Break</td>
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<td>Apr. 13-Apr. 19</td>
<td>Chapter 12 and 13 Parenthood and Middle/Older Couples</td>
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<td>Apr. 13-Apr. 19</td>
<td>Assignment 4 due: 4/19, 9pm</td>
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<td>Apr. 20-Apr. 26</td>
<td>Chapter 14 Stress, Abuse and Family Problems</td>
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<td>Apr. 20-Apr. 26</td>
<td>Assignment 5 due: 4/26, 9pm</td>
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<td>Apr. 27-May 3</td>
<td>Chapter 15 Divorce, Single Parent, and Stepfamilies</td>
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<td>Apr. 27-May 3</td>
<td>LiveText Assignment due: 5/3, 9pm</td>
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<tr>
<td>May 3-May 5</td>
<td>Exam 3 (Ch 11-15) due 5/5, 9pm</td>
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VI. Readings:

Required:


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.

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.