



# Syllabus

School of Human Sciences  
3 Credit Hours  
Family Studies HMS 552.501  
Spring 2020

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I'm always happy to meet with you via Zoom or phone if you cannot physically come to my office hours. You may also set up an appointment to meet with me outside of these hours.

## Course Information

### Course Description

To develop an understanding of the family, the relationship among family members and to examine the skills and knowledge required to relate to family members in a positive manner. The course will emphasize the parenting responsibilities and relationships important in the successful development of the individual from adolescence to adulthood. Students are encouraged to look ahead and give thought to marriage, becoming a skillful parent and career planning. Through self-examination, students think about becoming adults, and in checking their own development progress, they explore how to become moral, mature contributors to society.

**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 that 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 2 hours completing associated activities and assessments.

**Diversity Statement:** James I. Perkins College of Education Diversity Statement is found at the following link: <http://coe.sfasu.edu/about-us/>

## **Course Goals**

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.

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 related to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

## **Program Learning Outcomes**

1. Communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
2. Synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
3. Conduct research and apply theories of human sciences (thesis) OR analyze and synthesize research from the field of human sciences (comprehensive exam).

## **Course Objectives (Student Learning Outcomes)**

Upon completion of this course, students should be able to:

1. Apply theoretical models to aid in understanding family dynamics and relationships
2. Compare and contrast various family lifestyles and multicultural variations of family system
3. Understand and describe the psychosocial and economic factors that influence the course of marriage and family life
4. Explain communication patterns and problems in family relationship
5. Assess the impact of divorce and remarriage among family members
6. Review and analyze the research literature in regard to topical issues that impact the individual, family, and society.

## **Course Assignments, Activities, Instructional Strategies, Use of Technology (rubrics on D2L):**

Please Note: Students are responsible for all course assignments and notices posted on the course home page, and all messages sent to students via e- mail.

### **General Course Discussions (35% of course grade):**

There will be four course discussions throughout the semester worth 20 points each. Discussion questions will require you to think about and respond on course content topics, such as family diversity, communication, singlehood, and family education. These discussions may require you to log-in and participate several times throughout the week or module, so carefully read the directions and due dates for each discussion. Discussions will be graded on the quality of the posting. When you post, you should move the conversation forward and may even pose additional questions for other people to respond to.

Students must post discussion response 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. In order to fully engage in discussion, a student must post a response to the discussion question and also reply to 2 other students in the discussion board to obtain full credit. Students will receive 16 points for their post and 4 points for their responses to another student.

Late posts to the discussion board will not be accepted for points. Having problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. Do not request to turn in a post late for any of these reasons.

### **Literature Review Poster:**

Student will select an issue and topic involving current family life issues that impacts current family life and develop an academic poster on the topic. As a general guide, you will primarily use the SFA library and apply years 2009-2019 to gather published research journal articles and published research reports. You will be provided a template for your poster, but you are welcome to create your own as well. Posters should be developed in Microsoft PowerPoint or Publisher. You must use APA formatting and styling for your poster.

This assignment will have several parts which are outlined below:

**Poster Topic (5% of course grade):** (see course calendar for due date) Students will first identify a problem or topic that is relevant to family life in which they have an interest. Examples include adult caregiving, parenting, health, marriage, death, or aging.

When submitting a topic, you will provide a title for the research poster. The title should be able to explain IVs and DVs (Independent Variables and Dependent Variables) that are being researched. Examples include:

- How does parental income affect children's emotion?

- What are the associations between parental death and children's adjustment at school?
- How does parental income affect children's school performance?
- How do different parenting styles affect children's behavior?

This assignment will be submitted to the Dropbox at assigned due date and you will receive feedback on if the topic is acceptable for the project or not. You may choose to collect data for the poster (quantitative research) or you may choose to do a poster on a review of the literature

**Poster Rough Draft (20% of course grade):** (see course calendar for due dates)

**Rough Draft for Peer Feedback Submission (30 points):** Students will turn in a rough draft of their poster to a classmate (assigned by the instructor) for review in a discussion group designated by the instructor. Partners and instructions for providing the rough draft and feedback will be outlined in the course content. The rough draft should include a title, introduction, a literature review and at least one reference. Be sure to follow the guidelines to be used for the final research paper below.

**Rough Draft Peer Review (40 points):** Students will review the rough draft they receive, provide detailed feedback to the student using guidelines provided by the instructor, and return it to the student with feedback.

**Rough Draft for Professor Feedback Submission (30 points):** Students will review their peer feedback, make any changes they feel necessary and then submit their rough draft to the Dropbox for the instructor to review. Be sure your rough draft includes a title, introduction, a literature review, and at least one reference. Follow the guidelines to be used for the final research paper below. Instructor will then provide additional feedback on the rough draft.

**Final Literature Review Poster (35% of course grade):** 100 points (see course calendar for due dates) Students will submit a final digital research poster using the required sections below.

Abstract 10 points	Provide a brief abstract on the content of your poster. You should state the purpose of the literature review or what the study will examine or explore. Your identified problem usually provides some insight to what you want to examine or the purpose of your research.
Background/Literature Review 20 points	Students will explain how current family issues connect to their problem/purpose. This section highlights an identified problem that will help your reader better understand or conceptualize your research topic. In this section, the poster should review recent literature and a minimum of six article must be used in the literature review.
Method 20 points	In this section the poster should explain where the articles were found, how the student chose the articles & what inclusion criteria were used.

Analysis & Results 20 points	In this section, the poster should address themes that emerged as the literature was reviewed. What was common among the literature, what differences did you see, how is your research question answered?
Research Conclusion/Discussion 20 points	Students are required to make 3 or more recommendations based upon the literature they have reviewed. The recommendations must be based on recent research on your topic and should be geared towards multiple stakeholders. Examples of stakeholders could include parents, schools, communities, and government. You may also choose to explain what the current research says about the long-term impact of your recommendations.
References 10 points	A minimum of six references must be used (excluding your textbook) in your reference page. You must use correct APA formatting in your reference list. If the reference list will not fit on the poster, you should provide a separate paper with your references.  **NOT PROVIDING AN APA FORMATTED REFERENCE LIST WILL RESULT IN AN AUTOMATIC 50 POINT DEDUCTION FOR THE ASSIGNMENT**

Notes on the poster:

- Because the references are critical to ensuring in-text citations and information presented is valid, failure to provide relevant resources to support your research poster will result in a zero earned for the final submission. The only acceptable references are published research journal articles and published research reports.
- DO NOT select an article from a general “.com website”, “newspaper or news site”, or “.orgs”.
- If you do go to a scholarly website, specifically see their publications and if the publication is appropriate, such as a published research report made available by a particular university research center or relevant national organization then this can be used.
- When using scholarly material for your poster, DO NOT quote—but instead summarize in your own words and then apply correct APA in-text citations (e.g., simply note author and year published either before, during, or after a given sentence).

**Final Course Reflection (5% of course grade):**

During finals week, students will complete a final guided reflection on the information covered in the course. The reflection will be typed, double spaced, and 12 point font. Students will respond to a prompt posted in the course and upload their response to Dropbox.

**General Note on Late Assignments:**

Late assignments will not be accepted. Examples of these late assignments would be submitting assignments as an attachment via email to the professor, requesting to submit

the assignment after the due date has passed, requesting to redo the assignment after points have already been assigned, and if the assignment was submitted with improper formatting. You should always review the documents that you upload in Dropbox to ensure that they are readable and the appropriate document for the given assignment. 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 an internet connection. Because this is a fully online class, internet access is an essential part of the course.

**Important notes about D2L:**

1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily as you will be responsible for any information disseminated through D2L. You should check D2L on a daily basis. Neglecting to check D2L 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 happy to discuss ways you can improve your work, even if the one-week limit for a grade change has passed.
3. Most assignments that you will upload to D2L 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. Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox.

**Attendance:**

While there is not an attendance grade for this course per se, it is important for you to note that assignments due during a certain week will only be accepted by the due dates posted in D2L or on the syllabus. Not attending the course by getting online and completing the assignments will result in you earning a "0" for that week's activities. Therefore, it is essential to your success that you participate each week as assigned.

### 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	SLOs Addressed
General Course Discussions				1,2,3,4,5
	Discussion #1 – Family Strengths	25		
	Discussion #2 – Communication	25		
	Discussion #3 – Family & Money	25		
	Discussion #4 – Parent Education	25		
	TOTAL COURSE DISCUSSIONS	100	35%	
Literature Review Poster				6
Topic Submission	Poster Topic	100	5%	
Rough Draft	Peer Feedback Submission	30		
	Feedback to Peer	40		
	Professor Submission	30		
	TOTAL ROUGH DRAFT	100	20%	
Final Poster	Final Literature Review Poster	100	35%	
Final Course Reflection				
	Final Course Reflection	100	5%	
TOTAL			100%	

Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). An explanation of how to determine your grade will be given in class and 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.

## Tentative Course Outline

NOTE: Weeks run from Mondays at 12:01am - Sundays at 11:59pm. All submissions are to be uploaded to D2L Dropbox by 11:59 PM on the last day of the week as shown below, unless otherwise noted!!

Module	Week	Date	Topics/Content	Readings from book	Activities & Assignments
Quicklinks & Getting Started	1	Jan 15-19	Getting Started/Intimate Relationships	Chapter 1	
Module 1	2	Jan 20-26	Cultural Diversity	Chapter 2	Begin Discussion #1: Family Strengths
	3	Jan 27-Feb2	Family Dynamics	Chapter 3	Finish Discussion #1: Family Strengths
Module 2	4	Feb 3-9	Communication	Chapter 4	Research Topic Due
	5	Feb 10-16	Conflict	Chapter 5	Discussion #2: Communication
Module 3	6	Feb 17-23	Intimacy	Chapter 6	Rough Draft for Peer Due
	7	Feb 24-Mar 1	Gender Roles & Power	Chapter 7	Peer Feedback Due
Module 4	8	Mar 2-8	Economic Resources	Chapter 8	Rough Draft for Professor Due
Spring Break March 9-15					
Module 4	9	Mar 16-22	Friendship	Chapter 9	Discussion #3: Family & Money
Module 5	10	Mar 23-29	Dating	Chapter 10	
	11	Mar 30-April 5	Marriage	Chapter 11	
Module 6	12	April 6-8	Parenthood	Chapter 12	Begin Discussion #4: Parenthood
	13	Apr 13-19	Aging	Chapter 13	Finish Discussion #4: Parenthood
Module 7	14	Apr 20-26	Stress	Chapter 14	Final Poster Due
	15	Apr 27-May 3	Challenges & Strengths	Chapter 15 & 16	
Module 8	16	May 4-6	Final Course Reflection		Final Course Reflection due May 6 <sup>th</sup> by 11:59PM

**Course Readings (Required):** You may purchase digital copies if available.

1. Olson, D. H. , DeFraim, J. , & Skogrand, L. (2014). *Marriages and families: Intimacy, diversity, and strengths*. New York: McGraw Hill Education.
2. American Psychological Association (2010). *Publication manual for the American Psychological Association (6<sup>th</sup> Edition)*. Washington, D.C.: APA
3. Some lectures may require additional online readings. Online links to articles are provided to you in D2L in these cases.

**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.

Course evaluations may be used for extra credit at the discretion of the instructor. If the opportunity for extra credit is offered, it will always be offered to the entire class and never on an individual basis.

**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 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 Early Alert Program at SFA.

### **Other Relevant Course Information:**

#### **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.