School of Human Sciences  
HMS 441.501 (HDFS 3341) Contemporary Family Issues  
Summer II 2020

Instructor: Lynsey Cortines, M.S.  
Office: EDAN 119B  
Office Phone: 936-468-2449  
Course Time & Location: HMS 441 is an online course  
Office Hours: Tues/Thurs 10:00 a.m.-11:00 a.m. (Online)  
Credites: 3 hours

Other Contact Information: Email: Only through Brightspace/Desire 2 Learn (D2L) Email tool.  
To send an email, click Communication Tools in the navigation bar above, then select Email.  
Do not use text format; all e-mails should include a greeting (instructor’s title and name),  
proper grammar, correct spelling, and end with your name.  Students should expect a response  
to emails within 24 hours.

I. Course Description:

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

HMS 441 “Contemporary Family Issues” (3 credits). This course will meet online for 5 weeks  
and culminates with a final exam during week 5. 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.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a  
diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared  
responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to  
etnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family  
structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life  
in a diverse, global community.

Prerequisites: Junior or Senior standing

II. Intended Learning Outcomes/Goals/Objectives:

The mission of the Perkins College of Education is to prepare competent, successful, caring and  
enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership,  
social justice and continued professional and intellectual development in an interconnected  
global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound  
  pedagogical and clinical practice.
• Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.

• Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.

• Maintain resources and facilities that allow each program to meet its expected outcomes.

• Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.

• Engage in outreach services.

• To address specific needs in the broader community.

• To enhance student learning.

• To instill commitment to service, and to promote the reputation of the University.

• To conduct research to advance knowledge and to contribute to the common good.

This course aligns with the standards of the National Council on Family Relations to promote learning and understanding of family relationships and environmental factors that affect individual and family life.

**Program Learning Outcomes**

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

**Student Learning Outcomes**

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

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

III. Certification Competencies:

Family Life Educator Certification:
Information from this class should be retained to use for review purposes for the Certified Family Life Education exam (CFLE). Please visit the NCFR for more information. The content in this course (HMS 441) emphasizes this specific area associated with the NCFR Family Life Education Content (#1). There are a total of ten content areas in all—but primarily only one is covered in this course:

Area I: Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

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

   Standard I. Integration of Foundations: The family and consumer sciences teacher integrates the foundation knowledge and skills of family and consumer sciences to prepare students for personal, family, community, and career roles. (Specific Sub-Standards:1.1k)

   Standard II. Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services. (Specific Sub-Standards:2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 2.2s, 2.3s, 2.4s, 2.5, 2.7s, 2.8, 2.9, 2.11s, 2.13s, 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 2.23s)

   Standard III. Human Development, Education, and Services: 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 services. (Specific Sub-Standards:3.6s)

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

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

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

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

V. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). There are tentatively 510 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%. If necessary, revised required course points will be posted before the final examination time period.

Late work on any assignment will not be accepted unless there is a compelling reason (written documentation must be provided). Experiencing problems with the computer and/or printer, failing to view the assignments/discussions/exams, and submitting assignments via e-mail to professor are unacceptable reasons for failing to complete coursework by the due date/time. Do not request to turn in an assignment/discussion/exam late for any of these reasons. Students should always review any document that is uploaded to the Dropbox to ensure that it is readable and that it is the most appropriate document for the given assignment.

Course Points:

Course Content Exams = 300 Points. Students will take a total of 3 exams relating to course content throughout the semester. These exams are like traditional course exams. Students will have 120 minutes to complete each exam. Students should call 936-468-1919 for technical help between 8:00 a.m. and 5:00 p.m. (PLO’s addressed: 1, 2, 5; SLO’s addressed: 1, 2, 3, 4, 5, 6, 7).

Students must contact the professor prior to the exam date if rescheduling is necessary for a compelling reason with documentation. Students should notify the instructor as soon as possible, preferably more than a week prior to the regularly scheduled exam date. Missing the scheduled exam date means that a student will earn a zero for the given exam.

Discussion Board = 60 Points. Discussion questions will relate to course content and assigned readings. Students must post responses directly to the discussion board by due date/time for credit. No credit will be given for responses submitted via e-mail or posted incorrectly. (PLO’s addressed: 1, 2, 5; SLO’s addressed: 1, 2, 3, 4, 5, 6, 7).
Class Assignments = 40 Points. Class assignments related to course content will be submitted to the Dropbox as .doc or .docx files by the due date/time. No credit will be given for assignments submitted via e-mail or posted incorrectly. (PLO’s addressed: 1, 2, 5; SLO’s addressed: 1, 2, 3, 4, 5).

Student Introductions = 10 Points. Students will post an introduction to the class through the discussion board by the due date/time for credit. No credit will be given for responses submitted via e-mail or posted incorrectly.

PowerPoint Assignment = 100 Points. Students will research a topic related to course content and create a PowerPoint presentation slideshow. Information must be current, within the last 5 years (2014-2020). Please refer to the PowerPoint Assignment instructions form and grading scale rubric for the major criteria/content areas that must be addressed in the presentation. (PLO’s addressed: 1, 2, 5, 6; SLO’s addressed: 1, 2, 3, 4, 5, 6, 7).

Extra-Credit (optional). An opportunity to earn extra-credit will be given during the semester. This assignment may not be announced ahead of time and cannot be made up if missed.

VI. Tentative Course Outline/Calendar:

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced on the course homepage.

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<tr>
<th>Dates</th>
<th>Content/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Week of July 7th</td>
<td>Introduction and Overview of course</td>
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<td><strong>Student Introductions due July 9th by Noon (12:00 p.m.)</strong></td>
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<td>Ch. 1-Families and the Sociological Imagination</td>
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<td>Ch. 3-Families Throughout History</td>
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<td>Week of July 13th</td>
<td><strong>Discussion 1 due July 13th by Noon (12:00 p.m.)</strong></td>
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<td>Ch. 5-Social Stratification, Social Class, and Families</td>
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<td>Ch. 6-Race, Ethnicity, and Families</td>
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<td>Week of July 20th</td>
<td>Race/Ethnic Group Assignment due July 15th by Noon (12:00 p.m.)</td>
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<td>Exam 1 (Jul. 16th-Jul. 20th) Chapters 1, 3, 5, 6</td>
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<td>Exam 1 is available beginning at 8:00 a.m. on Jul. 16th and will close at Noon (12:00 p.m.) on Jul. 20th.</td>
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<td>Week of July 20th</td>
<td>Exam 1 due July 20th by Noon (12:00 p.m.)</td>
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<td>Ch. 7-Courtship, Intimacy, and Partnering</td>
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<td>Ch. 8-Marriage as a Personal Relationship and Social Institution</td>
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<td>Discussion 2 due July 22nd by Noon (12:00 p.m.)</td>
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<td>Ch. 10-Raising Children</td>
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<td>Exam II (Jul. 23rd-Jul. 27th) Chapters 7, 8, 10</td>
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<td>Exam II is available beginning at 8:00 a.m. on Jul. 23rd and will close at Noon (12:00 p.m.) on Jul. 27th.</td>
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<td>Week of July 27th</td>
<td>Exam II due July 27th by Noon (12:00 p.m.)</td>
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<td>Ch. 11-Families and the Work They Do</td>
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<td>Ch. 12-Aging Families</td>
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<td>PowerPoint Assignment due July 30th by Noon (12:00 p.m.)</td>
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<td>Week of August 3rd</td>
<td>Ch. 13-Violence and Abuse</td>
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<td>Ch. 14-Divorce, Repartnering, and Remarriage</td>
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Discussion 3 due August 5th by Noon (12:00 p.m.)

Final Exam (Aug. 6th-Aug. 7th)

Chapters 11, 12, 13, 14

Final Exam will be available beginning at 8:00 a.m. on Aug. 6th and will close at Noon (12:00 p.m.) on Aug. 7th.

VII. Readings (Required):


VIII. 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/](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
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.

Additional Information Specific to Educator Preparation:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

X. Other Relevant Course Information:

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

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.