Instructor: Rachel Jumper, Ph.D.
Office: EDAN 131
Office Hours: Monday 9-11am (CST) on Zoom
I am also available by appointment.

Course Time & Location: Online
Office Phone: (936) 468-2209
Email: jumperr@sfasu.edu or through BRIGHTSPACE
Credits: 3
Prerequisites: None

I. Course Description:
Provides an overview of the theoretical perspectives used to study families in order to deepen student understanding of the theories driving the field of human development and family studies.

Course Credit Justification: HDFS 5334 “Theories of Human Development & Family Studies” (3 credits). Students in this course receive extensive course content information via online content modules equivalent to 2370 minutes for the semester 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.

Course Delivery Modality: This course uses online asynchronous course delivery.

Diversity Statement: James I. Perkins College of Education Diversity Statement is found at the following link: https://www.sfasu.edu/coe/about/deans-office-statements

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 ethnicity, 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.

The accrediting body of the field of human sciences is the American Association of Family and Consumer Sciences. They state, “The AAFCS celebrates, embraces, and respects the value of every person. We denounce all expressions of hate, racism, injustice, and discrimination. Our commitment to diversity, equity, inclusion, and social justice is demonstrated through our work to improve the well-being and quality of life for individuals, families, and communities.” (https://www.aafcs.org/about/about-us).

In this course, we will all learn together about how we can channel our passion for individuals and families and make the world a better place through the study of human sciences and in our lives as human sciences professionals in a variety of careers.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
Learning outcomes are some of the specific skills or knowledge that I hope that you will gain from taking the course. All the activities in the course are designed to help you obtain these skills or knowledge. It is my hope that you will find these skills and knowledge useful and be able to apply them to your daily life!

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](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:**
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).

**Student Learning Outcomes:**
Upon successful completion of this course, the student will:
4. Be able to describe and apply major theories in the field of human development and family studies
5. Be able to compare and contrast human development and family studies theories and their applications
6. Critically evaluate the major human development and family studies theories
7. Discuss academic literature relevant to the study of human development and family studies

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

**Course Assignments & Activities:**

1. **Reaction papers (40%).** Students will write two (2) individual reaction papers. These papers will be 4-5 page double-spaced reaction papers written in response to a question prompt provided by the professor. These papers should include citations from the weekly readings or additional readings as required/needed.

2. **Course Discussion Posts (30%).** There will be four discussions in which you will participate. These discussions will require you to think about theories 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. When you post, you should move the conversation forward and may even pose additional questions for other people in your group to answer. Some of these discussions will be written and some of these discussions will be done via Zoom technology. Therefore, you should have a working computer, camera, microphone, & speakers.
3. **Theory Gets Hip (30%).** For this assignment, you will come up with a unique and creative way to teach one of the theories from the course. Theory is often considered “dry” and it is your job to “hip” it up. You can create a video, an infographic, or some other unique way to teach the theory. You will develop your project with a specific defined audience in mind. They may be the parents at your child-care center, the nurses at your assisted living facility, employees at a hotel, etc. You will determine the audience and then create a way to teach them about a relevant theory we studied in the course. You will also write a paper to accompany your project that details your audience, how you could incorporate the project, why you chose the theory, and how that theory is relevant to your past, present, and future experiences/career/studies.

**Use of Technology:**
In this class, we meet 100% online. Because of that, it is important to have access to a working computer that has a reliable internet connection. We will also watch a variety of videos and listen to podcasts so speakers/headphones are also essential. 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. In order to get the most out of the course, internet access, access to Brightspace, and an SFA email account that you check often are essential.

**Required Technology:**
- Working computer
- Reliable internet
- Camera & speakers
- Brightspace access
- SFA email
- Zoom

**Technical Support** – if at any point during the course you experience technical difficulties in Brightspace, please:
1. Contact the SFASU Brightspace support team by emailing d2l@sfasu.edu or calling 936.468.1919 (M-F 8am-5pm).
2. 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.

**General notes on Brightspace:**
- 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 (or download the app and set it to send you notifications).
- 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.
• 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.

• The most appropriate browsers to use with Brightspace are either Google Chrome or Firefox.

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.

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 BRIGHTSPACE 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.

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>79.5% - 89.4%</td>
</tr>
<tr>
<td>C</td>
<td>69.5% - 79.4%</td>
</tr>
<tr>
<td>D</td>
<td>59.5% - 69.4%</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59.4%</td>
</tr>
</tbody>
</table>

Assignments & Quizzes Weights:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Weight</th>
<th>SLOs/PLOs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Papers</td>
<td>Reaction Paper 1: Application</td>
<td>100</td>
<td>20%</td>
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<tr>
<td></td>
<td>Reaction Paper 2: Stress &amp; Conflict</td>
<td>100</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Course Discussion Posts</td>
<td>Discussion #1: Zoom Introduction</td>
<td>20</td>
<td></td>
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<td></td>
<td>Discussion #2: Children</td>
<td>20</td>
<td></td>
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<td></td>
<td>Discussion #3: Families</td>
<td>30</td>
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<td></td>
<td>Discussion #4: Conclusion</td>
<td>30</td>
<td></td>
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<tr>
<td></td>
<td>Discussion TOTAL</td>
<td>100</td>
<td>30%</td>
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<tr>
<td>Theory Gets Hip!</td>
<td>Theory Project</td>
<td>100</td>
<td>30%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
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V. Tentative Course Outline

NOTE: Weeks run from Mondays at 12:01am - Sundays at 11:59pm Central Standard Time (CST). All submissions are to be uploaded to BRIGHTSPACE Dropbox by 11:59 PM on the last day of the week as shown below, unless otherwise noted!!
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Module</th>
<th>Topics/Content</th>
<th>Book &amp; Article Readings *See reading list</th>
<th>Activities &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 3-9</td>
<td>Quicklinks &amp; Getting Started</td>
<td>Introduction to the Course</td>
<td>Textbook Introduction (pgs 1-9)</td>
<td>Discussion #1: Introduction due by July 9th at 11:59 PM (CST)</td>
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<td></td>
<td></td>
<td>Module 1</td>
<td>What is Theory?</td>
<td>Article #1</td>
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<td>2</td>
<td>July 10-16</td>
<td>Module 2</td>
<td>Classics (Vygotsky &amp; Piaget)</td>
<td>Article #2, Article #3, Article #4</td>
<td>Discussion #2: Due by July 16th at 11:59 PM (CST)</td>
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<td></td>
<td></td>
<td>Module 3</td>
<td>Attachment Theory</td>
<td>Article #5, Article #6, Article #7</td>
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<td></td>
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<td></td>
<td>Symbolic Interactionism</td>
<td>Textbook Chapter 1</td>
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<td></td>
<td>Structural Functionalism</td>
<td>Textbook Chapter 2</td>
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<tr>
<td>3</td>
<td>July 17-23</td>
<td>Module 4</td>
<td>Family Development</td>
<td>Textbook Chapter 3</td>
<td>Discussion #3: Families due by July 23rd at 11:59 (CST)</td>
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<td>Family Systems</td>
<td>Textbook Chapter 5</td>
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<td></td>
<td></td>
<td>Module 5</td>
<td>Family Stress Theory</td>
<td>Textbook Chapter 4</td>
<td>Reaction Paper #2: Stress &amp; Conflict due by July 23rd at 11:59 (CST)</td>
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<td></td>
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<td>Conflict Theory</td>
<td>Textbook Chapter 7</td>
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<tr>
<td>4</td>
<td>July 24-30</td>
<td>Module 6</td>
<td>Human Ecological Theory</td>
<td>Textbook Chapter 6</td>
<td>Theory Gets Hip Due by July 30th at 11:59 PM</td>
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<td></td>
<td></td>
<td></td>
<td>Human Ecological Theory Cont.</td>
<td>Article #8, Article # 9</td>
<td></td>
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<tr>
<td>5</td>
<td>July 31-Aug 3</td>
<td>Module 7</td>
<td>Social Exchange Theory</td>
<td>Textbook Chapter 8</td>
<td>Discussion #4: Conclusion due by August 3rd at NOON.</td>
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<td>Feminist Theory</td>
<td>Textbook Chapter 9</td>
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<td>Module 8</td>
<td>Conclusion</td>
<td>Final Discussion due by August 3rd at NOON.</td>
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VI. **Course Textbook (Purchase required):** You may purchase digital copies if available.

VII. **Course Articles (PDF posted in BRIGHTSPACE)**

VIII. **Course Evaluations:**

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

I use and appreciate the feedback that you give me in the course evaluations! This feedback helps me to shape my courses and I have adjusted assignments, topics, and the way I give feedback based on these evaluations. You are not required to do them, but I sure do appreciate the constructive critiques of my course! I’ll remind you when the time gets closer to complete it.

VIII. **Student Ethics and Other Policy Information:** Found at [http://www.sfasu.edu/policies/](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.

Attendance: It is important that you read all the course content (this is the equivalent of attending class!) and read all assigned readings. You can do this on your own time within the week-long session. I understand that you may have days or even a week when you have extenuating circumstances that make getting your work done more difficult. If you have a situation where your work is not getting done, please reach out and let me know! If you miss a week of work, you may be overextended. I ask that you talk with me to discuss your options. The sooner we can connect, the more I can help you!

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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

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.

**Student Mental Health**
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202 • 936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
X. **Other Relevant Course Information:**

**Acceptable Student Behavior**
In an online 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.

**Office Hours**
I conduct my office hours via Zoom, if you would like to attend office hours in person, please notify me that you will be coming by the office. When using Zoom, I try to 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. What that means for you on Zoom is that when you follow the link for office hours from the course 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 and no student in my physical office, 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.