Syllabus

School of Human Sciences
HDFS 3313,500 Family Communication
Summer 1 2024

Instructor: Lynsey Cortines, M.S.
Course Time & Location: HDFS 3313 is an online course
Office: EDAN 119B
Office Hours: W, 10:00 a.m.-12:00 p.m.
Office Phone: 936-468-2449
Credits: 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. Please note that emails sent to the instructor after 5:00 p.m. on Fridays will receive a response on the following Monday.

I. Course Description:

Explores marital and family relationships and family systems to understand how families develop, maintain, enhance, and disturb family relationships through verbal and non-verbal communication.

HDFS 3313 “Family Communication” (3 credits). Students will receive extensive course content information via online content modules equivalent to 2375 minutes over the 5 week semester and culminates with a final exam during week five. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, online discussions, academic papers, presentations, reflection papers or journals, and quizzes.

Prerequisites: None

II. Intended Learning Outcomes/Goals/Objectives:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, 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 transformational experiences for our students.
- Promote meaningful and sustained enrollment growth.
- Attract and support high quality faculty and staff.
- Improve and maintain an optimal college culture.
- Provide academic and co-curricular innovations.
- Increase connections with stakeholders.

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. 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:

- Recognize the impact of personality and communication skills on family systems across generations
- Recognize the developmental stages of relationships in family systems
- Analyze interpersonal relationships among family members using various theories and perspectives
- Develop and implement relationship enhancement and enrichment strategies for families
- Develop and implement effective communication, problem solving, and conflict management strategies for families
- Communicate aspects of family relationships within the context of developmental stages
- Facilitate and strengthen family communication processes, conflict-management, and problem solving skills

**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 (HDFS 3313) emphasizes the specific areas associated with the NCFR Family Life Education Content (#2 & #5). There are a total of ten content areas in all—but primarily only two are covered in this course:

**Area II**: Internal dynamics of families

**Area V**: Interpersonal relationships—an understanding of the development and maintenance of interpersonal relationships

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

1. HDFS 3313 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 Brightspace/D2L Support Team at (936) 468-1919. The Brightspace/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 Brightspace/D2L. All coursework will be accessible online.

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 450 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 Quizzes (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. (SLO’s addressed: 1, 2, 3, 4, 5).
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. (SLO’s addressed: 1, 2, 3, 4, 5).

**Class Assignments = 80 Points.** Class assignments related to course content will be submitted to the Dropbox as Word documents (.doc or .docx files) or PDF files by the due date/time. No credit will be given for assignments submitted via e-mail or posted incorrectly. (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. **IMPORTANT: To avoid being dropped from this class for non-participation, you must have logged into the course and completed the Student Introduction discussion by the due date/time. Not completing the Student Introduction discussion may result in your financial aid being withdrawn and/or you being dropped from the course.**

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of June 3rd</td>
<td>Module 1: Welcome to the course: What is a family? (Ch.1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Introductions due June 6th by noon</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Module 2: Theory (Ch. 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory Discussion due June 6th by noon</td>
<td>20</td>
</tr>
<tr>
<td>Week of June 10th</td>
<td>Module 3: Family Interaction (Chs. 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Family Stories Discussion due June 13th by noon</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 4: Communication &amp; Dating (Ch. 5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 5: Communication &amp; Intimate Partnerships (Ch. 6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 6: Content Quiz (Exam) #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Content Quiz (Exam) 1 (Jun. 13th-Jun. 17th)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Chapters 1, 2, 3, 4, 5, 6</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Content Quiz (Exam) 1 is available beginning at 8:00 a.m. on June 13th and will close at noon on June 17th</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of June 17th</th>
<th><strong>Content Quiz (Exam) 1 due June 17th by noon</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>June 19th-Holiday (No Class)</strong></td>
</tr>
<tr>
<td></td>
<td>Module 7: Parent Child Relationships (Ch. 7)</td>
</tr>
<tr>
<td>Week of June 24th</td>
<td>Relationships Reflection Paper due June 20th by noon</td>
</tr>
<tr>
<td>Siblings Discussion due June 24th by noon</td>
<td>Module 8: Siblings (Ch. 8)</td>
</tr>
<tr>
<td></td>
<td>Module 9: Extended Family (Ch. 9)</td>
</tr>
<tr>
<td></td>
<td>Module 10: Family Stress (Ch.10)</td>
</tr>
<tr>
<td></td>
<td>Module 11: Family Stressors (Ch. 11)</td>
</tr>
<tr>
<td></td>
<td>Family Stressors Reflection Paper due June 27th by noon</td>
</tr>
<tr>
<td></td>
<td>Module 12: Content Quiz (Exam) 2</td>
</tr>
<tr>
<td></td>
<td>Content Quiz (Exam) 2 (Jun. 27th-Jul. 1st)</td>
</tr>
<tr>
<td></td>
<td>Chapters 7, 8, 9, 10, 11</td>
</tr>
<tr>
<td></td>
<td>Content Quiz (Exam) 2 is available beginning at 8:00 a.m. on June 27th and will close at noon on July 1st</td>
</tr>
<tr>
<td>Content Quiz (Exam) 2 due July 1st by noon</td>
<td>100</td>
</tr>
<tr>
<td>Week of July 1st</td>
<td>Module 13: Divorce &amp; Remarriage/Stepfamilies (Chs. 12 &amp; 13)</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Module 14: Family Mental &amp; Physical Health (Chs. 14 &amp; 15)</td>
</tr>
<tr>
<td></td>
<td>Module 15: Improving Family Communication (Ch. 17)</td>
</tr>
<tr>
<td></td>
<td>July 4th-Holiday (No Class)</td>
</tr>
<tr>
<td></td>
<td>Module 16: Content Quiz (Final Exam) 3</td>
</tr>
<tr>
<td>Content Quiz (Final Exam) 3 (Jul. 2nd-Jul. 5th)</td>
<td>Chapters 12, 13, 14, 15, 17</td>
</tr>
<tr>
<td></td>
<td>Content Quiz (Final Exam) 3 will be available beginning at 8:00 a.m. on Jul. 2nd and will close at noon on Jul. 5th</td>
</tr>
</tbody>
</table>

**VII. Readings (Required):**


Some lectures may require additional online readings. Online links to articles will be provided to you in D2L in these cases.

**VIII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the COE.
Evaluation data is used for a variety of important purposes such as course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the 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.

IX. Student Ethics and Policy

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Class Attendance**

At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Dean of Students Office and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by the Dean of Students Office. The notification is only provided as a courtesy to the student and the student's instructor(s).
Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.

https://www.sfasu.edu/docs/hops/02-102.pdf

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered prior to classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the
coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**X: Resources**

- **On-campus Resources:**
  o **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
    dos@sfasu.edu
  o SFASU Counseling Services • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
The Health and Wellness Hub “The Hub”
Location: Corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

❖ Health Services
❖ Counseling Services
❖ Student Outreach and Support
❖ Food Pantry
❖ Wellness Coaching
❖ Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
❖ Burke 24-hour crisis line 1(800) 392-8343
❖ National Suicide Crisis Prevention: 9-8-8
❖ Suicide Prevention Lifeline 1(800) 273-TALK (8255)
❖ Crisis Text Line: Text HELLO to 741-741

XI. 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.

Background Check:

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.

CFLE Approved Program:
SFASU's undergraduate degree in human sciences with a concentration in human development and family studies is a Certified Family Life Educator program (https://www.ncfr.org/cfle-approved-program). This means that if you take all the courses offered through our program that are found on the CFLE-Approved Program Checklist, you can apply for your CFLE certification without taking the exam. However, it is important to note that it is the responsibility of the student to ensure that you have taken all the necessary coursework.

You will not be eligible for the CFLE certificate without testing if:

a. If you transfer hours toward your major at SFA or if you substitute any major coursework.

b. If you are not an HDFS concentration student. For example, students getting a BIS degree or minoring in HDFS are not eligible for the certification without testing.

If you have questions, please review the CFLE Credential page of NCFR.org or talk with one of the HDFS faculty members.