Objective: Clearly articulate to students how the course objectives complement departmental objectives.

Issues in the Family System: This is an advanced study of family issues over the lifespan with an emphasis on family research and theory, transitions in families, and intergenerational issues. In addition, we will consider the effects of social issues on the American family.

Departmental Objectives		Course Objectives
1. Students will be able to integrate and apply theory and research to the understanding of HDFS by	Identifying appropriate theory for individual, family and community interaction and/or development	1. We will examine major theoretical approaches to the study of families.
	Identifying and applying theoretical bases to empirical literature	
2. Students will be able to demonstrate and disseminate knowledge about social, cognitive, psychological, physiological, and emotional development as it relates to optimal individual and family function throughout the lifespan by	Apply the ecological perspective	2. We will identify adaptations in family structure and interactional patterns during family transition.
		3. We will gain an understanding of intergenerational family dynamics.
3. How to critically and scientifically identify and evaluate the changing social environment.	How to disseminate this information and produce high quality written presentations.	4. We will explore the impact of various social issues on American families.
		5. We will consider the diversity within and between families.

Pre-requisites: HDFS 2100: Development within the Family

Lessons Learned: I found that students appreciate the articulation of departmental/course objectives. It makes it transparent and clear as to why they're learning the content, and in what ways.

Objective: Provide students with an opportunity to complete quality work when they are faced with internal and/or external factors prohibiting it.

Assignments turned in after the due date will be considered late. There is a 20% point reduction for each 24 hour period of time that an assignment is late. Ho*wever*, each person is allowed <u>one</u> extension, no questions asked. The terms are as follows: 1) you must inform me via email that you require the extension ***before*** the assignment is due, 2) you receive 1 week (7 days including weekends) from the due date to complete the assignment, 3) you forfeit written comments on the assignment from the instructor, 4) you consent to an altered timeline for the grading and returning of the assignment, and 5) if the assignment is not completed within the extension period, a grade of zero will be entered. This policy *does not* apply to exams or quizzes, but only to out-of-class written assignments. *Adapted from Bjorn Stillion Southard

Lessons Learned: I will continue to have this policy. When students find themselves in a stressful position, they are more likely to plagiarize, take short cuts, or complete poor quality work. Out of 100 students, approximately 15 students opted to take a 1 week extension, and all 15 of those students completed the work they were capable of doing, not of lesser quality as I've experienced in the past.

Objective: Provide students with a menu of assignment options to foster *their* decision making power regarding the application of the material.

Students have the option to complete a variety of written assignments. You may select from the options below. You may do any combination of these options as long as the total is 100 points. If you choose a combination that exceeds 100 points, you do so at your own discretion as any points above 100 *will not* be included in your grade.

Due dates occurred at 5 time points throughout the semester, with the Book Review and Research Paper due at the end of the semester.

Current Event News Article Analysis (20 points each): you may do up to 3

- Find a news source in the popular media that explores a current event (published in 2013 or 2014) that has implications for families and represents a topic discussed in the designated chapter.
- Explain the relevance of the topic and lessons learned.
- 2 page minimum

Media Reaction Paper (40 points each): you may do up to 2

- Select a TV Program or Movie related to *Issues in the Family System.* If you choose to watch a TV Program, you must watch at least 2 episodes of a 30 minute program or 1 episode of a 60 minute program.
- Explain the relevance of the topic, draw the structural/intergenerational models; discuss practical implications.
- 4 page minimum

Book Review (80 points): you may do 1

- Select a book related to *Issues in the Family System.* The book must be at least 100 pages in length. Some examples of books include: The Hunger Games, Pride & Prejudice, Battle Hymn of the Tiger Mother, and The Help.
- Explain the relevance of the book; theoretical concepts; ABC-X model; practical implications.
- 8 page minimum

Research Paper (100 points): you may do 1

- The purpose of the research paper is to assess the current state of knowledge about your chosen topic and think critically about existing literature and analyze the practical impact that current knowledge has on families. You will also learn to apply Family Systems Theory.
- 10-12 page minimum

Lessons Learned: With 100 students, the grading was overwhelming for these assignments. Only 27 students chose the Book Review and 6 students chose the research paper. This means that 4 times during the semester, 30-75 students submitted written assignments, with some students submitting up to 4 assignments each. Because I did not have a TA, the task of grading this with quality feedback was onerous. If I chose to do this again, I would only allow them to have 2 options and provide page maximums in addition to minimums.