HDFS 3920: Issues in Family Systems – 54-776

Spring 2014

Instructor:	**Melissa Scott Kozak, PhD** **CFLE, Provisional**
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Office hours:	Walk-in hours: M: 10-12, T: 2-4 If these times are not possible for you, please email to make an appointment.

This syllabus is a contract between the instructor and students. I have carefully thought about the policies and assignments for this course. I strive to encourage a culture of positivity in the classroom, so please be mindful of your discussions and thoughts while present.

MEETING TIME	T/TH 9:30-10:45
MEETING PLACE	POULTRY SCIENCE 319
THINGS TO KNOW	
REQUIRED RESOURCES	TECHNOLOGY: This course will use eLC*new:* https://uga.view.usg.edu/ You will be responsible for checking eLC*new* daily for announcements and/or mail. REQUIRED TEXT: Anderson, S. A. & Sabatelli, R. M. (2010). *Family Interaction: A Multigenerational Developmental Perspective, 5th Ed.* Boston: Allyn and Bacon. **NOTE: Use earlier versions at your own risk.** RECOMMENDED TEXT: American Psychological Association (2009). *Publication manual of the American Psychological Association, 6th ed*. New York: American Psychological Association. Additional required readings are in the syllabus class schedule. Use the posted Supplemental Reading List to find the full citation for each article. You will be responsible for navigating the UGA Library site to find and download each article. The materials used in this course are for the sole use of students enrolled in HDFS 3920. Texts, articles, or assignments associated with this course may not be used for other purposes or disseminated.
COURSE POLICIES	• Have high expectations for your performance – I do! • Please read the syllabus and ask questions in class so everyone can hear the answer. • Read assigned material before class. • Be an active participant in class. Although some classes may be more lecture than others, being an active participant means that you stay alert, listen, and take notes. • **Ask questions! Visit me in my office to discuss course issues or success. I am here to help and support students in accomplishing their goals for this course.** • Please upload an image to eLC*New.* • You may communicate with me through email, office hours, or office phone. Please do not send email through eLC*New.*

- When sending emails, please put **HDFS 3920 i**n the subject line.
- Please allow at least 24 hours (weekday) and 48 hours (weekend) for an email response from me. It is to your benefit to manage your time effectively so you do not email a question concerning an assignment that it is due less than 24-48 hours from the time of your email.
- Please have an efficient backup system of your computer and files. Unfortunately, computers do crash and files are lost – but if you have them stored somewhere else, you will avoid any stress when a final paper miraculously disappears. You have file storage through UGA Mail, but may also choose to use Google Drive or Dropbox.

OBJECTIVES

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 Identifying and applying theoretical bases to empirical literature	1. We will examine major theoretical approaches to the study of families.
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

RESPECT	**Mindfulness:** Please be mindful of why you are here. Be respectful of yourself, me, and your peers. If you want to "do you own thing" i.e. read a book or work on another class, please leave the room. You may not realize it, but your actions affect me and those around you. **Expectations:** In this class, everyone is expected to put forth their best effort to create a safe learning environment and maximize knowledge gain. You may find that some topics stir up emotions. Please be respectful of others during class and be accountable for your actions and reactions. Our classroom is a safe space, so what is said in this environment is confidential. In addition, it is important to be respectful of your colleagues and instructors. If you cannot say something nice, please keep it to yourself. **Timeliness:** Class will begin and end on time. Students are expected to arrive on time and remain for the entire period. **Seating**: Please sit at the front of the room. Think about the message you are sending me, and the mindset you are cultivating for yourself, when you sit in the back of the room, or purposely near friends. If you were the first employee to arrive and you sat at the back of a meeting room, what does that say about your commitment? In the classroom, what does this say about your commitment to learning? **Presentation of Self:** Here is something to think about: how do you prepare yourself for the day? If you attend class in clothing that makes *you* feel like staying in bed, you will cultivate a sense of inattentiveness throughout the day. However, if you leave for class in clothing that makes you feel like conquering the day, you will likely continue to feel that way in class and are also likely to be awake and attentive - just food for thought.
ELECTRONIC DEVICES	**Cell Phone Policy**: When you enter the classroom, your cell phone should not be visible. Please silence them (yes, we can still hear it vibrate). Watching someone texting during class **is disruptive to me and your peers!** I am certain that you can go between breaks without texting someone or using your smartphone. If you can't resist temptation, put your phone away at the beginning of class and leave it there until class is dismissed. I will say something if I see phones out. If there truly is an emergency, speak to me before class or LEAVE the room to answer. **Laptop computers** may be used in the class, BUT if misuse is noticed, the privilege will be taken away. If you choose to use a computer, please **sit in the back of the room** so you do not disrupt others. The temptation is high to become distracted by your electronic device. **Be mindful of this and perhaps turn off your Wi-Fi to lessen the possibility of distraction.** **Recording Devices** may not be used unless you have my expressed written approval. *Note: If your cell-phone rings (or vibrates) during class or you're misusing technology, you may choose to do one of the following: • Share what you are doing • Sing a song • Dance • Share a special talent

LECTURE NOTES & STUDY GUIDES	To maximize your learning, it is important that you develop a system to take notes. Because of this, I do not provide lecture notes. I am always willing to meet with you outside of class to clarify concepts for you, but if you miss class, ask a classmate before seeking assistance from me. You also **DO NOT** have my permission to use notes from lectures for commercial lecture note purposes. PowerPoint® presentations will, in most cases, not be available on-line. We will work in-class to address how to take notes and create your own study guides.
ABSENCE POLICY	**Attendance** will be taken daily. This is for my records only, as attendance is **not required**. No points will be awarded for your presence in class. It is your responsibility to decide whether or not to attend. However, a significant proportion of the learning in this class will occur through class discussion and lecture. Therefore, I **expect** people to come to class prepared and ready to contribute to class discussions. I understand that *life* happens. If you are going to be absent, please make sure that you ask a classmate for notes. If you are absent due to a religious observance or university sanctioned activity, you MUST notify me 2 weeks in advance of the absence to make-up any in-class knowledge checks. The missed assignment must be made up within 1 week of the date the assignment occurred. If you miss class for any other reason, you will not be able to make-up in-class assignments that may be offered. Extra credit, if offered, cannot be made-up for any reason.
LEARNING OPPORTUNITIES	
OPPORTUNITIES TO SHARE INFORMATION	It is important to be actively involved in class and the material. Use the eLC*new* discussion page to post questions and/or comments about course material. **I encourage you to post questions about course material, as well as new insights.** The purpose is to demonstrate higher order thinking skills and connect new content to class material. You will put yourself into groups during class to share your insights on readings throughout the semester. I will create group discussion boards in eLC*New* for you to continue your discussions outside of class. Please adhere to academic honesty policies at all times and be mindful of what you share. Something to help: • What assumptions do the text/articles make? • What challenged you? • What was a new idea? • Did you change your mind about something? • Did you confirm something? • Did you make a connection? (i.e. news, popular media, articles, classes) • Make your own exam questions. • What questions do you still have? New insights: Post videos, news articles, or empirical articles that relate to course material. Please email me by 1/21 at 9:30 a.m. stating that you have read and understand the syllabus. This will be worth 2 points of extra credit. This is not the same as completing the syllabus agreement.

IN-CLASS OPPORTUNITIES	**Knowledge Checks (16):** Periodically (without notification), I will give assessments that require you to demonstrate your comprehension of the material. These may be in various formats, so be prepared. I reserve the right to assign knowledge checks beyond the 16 points. If this does occur, any points earned will be assessed as bonus.
ELCNEW READING QUIZZES	Throughout the semester, you will complete 9 reading quizzes on eLC*new*, worth a total of **36 points (4 each)**. Each will be available for one week. Access to each quiz starts a week before the designated due date, and access to each quiz will close at 9.30 am on the day of the class for which the reading is first due. This is shown on the schedule below. The quizzes will consist of 4 questions and you will have 10 minutes to complete the quiz. Note that when you take a quiz you will receive randomly selected questions drawn from a large pool. If you are unhappy with your score you may take it again, but you are very unlikely to get the same questions. The highest quiz score will be recorded. **NOTE: You must disable any pop-up blocker on your computer for the quizzes to appear**. This exercise is to ensure that you have sufficient knowledge of class topics to be able to contribute to class discussions and gain the maximum learning from the class experience. There is significant research that supports student preparedness with reading quizzes, so this assignment is backed by research! You may discuss readings in groups if you wish, but the quizzes must be your own work. They are open book quizzes, but you will only be able to attempt the quiz twice. <u>Because the quizzes are open for 1 week, no make-up quizzes will be allowed</u> except in the case of a *serious illness or emergency*. Documentation of such a circumstance must be submitted. You will not be able to drop quiz grades.
OUT-OF-CLASS ASSIGNMENTS	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. Current Event News Article Analysis (20 points each): you may do up to 3 Media Reaction Paper (40 points each): you may do up to 2 Book Review (80 points): you may do 1 Research Paper (100 points): you may do 1 *****More details, including the rubrics and instructions are provided in the Written Assignments module in eLC*new*. All assignments will be submitted through eLC*new* assignment drop-box and are due by 9.30, class time. It is your responsibility to ensure that all assignments are adequately attached and submitted. If you have technical difficulties (only), you may immediately email the assignment, with a minimum 1 point deduction.

	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. H*owever*, 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 I am always willing to review assignments if they are turned in at least 1 week in advance of the due date. Please take me up on this offer!

EXAMS	There will be **4 MANDATORY exams** (75-100 points each**)**. Multiple choice and written response questions will be based on lecture, videos, guests, and the text. We WILL NOT cover everything in your textbook, but you are still responsible for knowing the material.
	
	The exams will progressively include less MC and more value in short answer.
	• Exam 1 = 90% multiple choice; 10% short answer (75 points)
	  ○ 50 MC @ 1.35 points; 7.5 SA points
	• Exam 2 = 80% multiple choice; 20% short answer (100 points)
	  ○ 45 MC @ 1.75 points; 20 SA points
	• Exam 3 = 70% multiple choice, 30% short answer (75 points)
	  ○ 40 MC @ 1.3125 points; 22.5 SA points
	• Exam 4 = 60 multiple choice; 40 short answer (100 points)
	  ○ 35 MC @ 1.71 points; 40 SA points
	
	<u>Make-up Exams</u>:
	Make-up exams will only be permitted due to an emergency. If an exam is missed due to a medical or family emergency, the student is expected to make every effort to notify the instructor prior to the due date via e-mail or phone. Requests for make-up exams are required within 24 hours of the original exam administration date and time. Written documents of the emergency from a physician, law enforcement officer, or other professional in which an explanation is given regarding the seriousness of the issue that prevented the student from taking the exam on time is required. Written explanations from family members and friends will **NOT** be accepted.
	
	If you miss an exam due to a reason listed above, you may make it up within 1 week of the scheduled date. If an exam is missed for a reason not listed above, you will receive a "0." In some circumstances, determined by the instructor, a student may make up an exam with a 20% point reduction – same day only.
	
	The instructor reserves the right to determine the acceptability of an absence and the ability to make up an exam.
	
	<u>Accommodations:</u> If you need testing or course accommodations, you must turn in the appropriate paperwork within **2 weeks** of the scheduled assignment.
	
	Alternative exams will not be administered for any reason. If you need additional support for this class (notes or exams), please make an appointment at DRC.

GRADING

Questions on Grading and Assignments: Every attempt will be made to fairly and consistently evaluate student's performance on assignments and exams.

There will be no re-do opportunities. If students would like the instructor to reconsider points that have been deducted from any assignment or exam, the request must be submitted **in writing** within **1 WEEK** from the day the assignment was returned or the grades were posted. Students also understand that a request for a re-grade on any assignment means the entire assignment is re-graded, so they run the risk of losing points in other areas. The request must include the reason why you believe the points should be granted, as well as a full justification of your answer using course material. Anything received past 1 week will not be accepted.

Reviewing Past Exams/Assignments: Exams and Assignments are available for your review for 1 **WEEK** from the day the assignment was returned or the grades were posted. This means you have 1 **WEEK** to discuss and review the content of the exams. Once the 1 week has past, you will not have access to any past exams/assignments.
*When you review, you will be able to write basic concepts, not questions. These will be verified before you can leave the office.

This means that if you have concerns about your grade, you must communicate them to me within **1 WEEK.** I will not respond to requests at the midterm about assignments graded at the beginning of the semester. Likewise, I will not respond to requests at the end of the semester about grades assigned at any point earlier in the semester. These policies are in place to ensure that you stay on top of your grades throughout the semester.

*All grades will be posted to *eLCnew* in a timely manner. A total points column will be provided from the beginning of the semester, so you will always have the information required to understand where you stand in the course. *Please* keep track of your grades and communicate with me in a timely manner. It is your responsibility to check your grades regularly and communicate any issues within the 1 week time frame.

Assignment	Points Possible	Your Points	Percentage
Knowledge Checks	16		3%
Reading Quizzes	36		7%
Written Assignment (s)	100		20%
Exam 1	75		15%
Exam 2	100		20%
Exam 3	75		15%
Exam 4	100		20%
Total	502		100%

Registrar Grading System noted next to grade, as well as my qualification of A-F

502	450	A 90- 100 Excellent	Consistently demonstrates comprehension of the material. • understands relevant issues and course content very well • critical and logical thinking consistently used • organizes, analyzes and synthesizes content • disseminates knowledge clearly
449	400	B 80-89 Good	Demonstrates good comprehension of the material. • understands the relevant issues and course content well • some original, creative, and/or logical thinking demonstrated • some synthesis of the material is demonstrated • disseminates knowledge clearly, sometimes
399	349	C 70-79 Satisfactory	Adequate performance with evidence of: • understands relevant issues and course content on a basic level • minimal amount of synthesis occurs – mainly summary • a moderate ability to examine the material in a critical and analytical manner • disseminates knowledge unclearly
348	299	D 60-69 Unsatisfactory	A barely acceptable performance with evidence of: • some familiarity of relevant issues and content • attempts to synthesize the material is only partially successful • a minimal ability to examine the material in a critical and analytical manner • disseminates knowledge unclearly and without understanding
298	Below	F 0-59 Failing	An unacceptable performance

Adapted from: Berglund, D. (2012). Program planning and evaluation syllabus. Columbus, MS: Mississippi University for Women.

- I adhere to strict cut-offs because rounding is accounted for in the point distribution. Please understand that I cannot bump up your grade, even if it is .5 or 1 point away.
- An assignment offered to one student, must be offered to all students. I am therefore unable to create an extra, special, and unique assignment just for you. I try to provide many opportunities to *earn* points in the course.
- I have found that as human beings, we are all much more likely to say inappropriate or disrespectful comments in e-mail, especially in the wee hours of the morning. Therefore, I am happy to discuss concerns you have about the course or your grades in-person, but please come prepared with all of the information necessary for a thoughtful discussion. Utilize the *eLCnew* grade book and syllabus to help you prepare.
- I am also unable to discuss specific grades through email due to FERPA.
- <u>You must earn a C in this course if it is a major elective.</u>

Please understand that you are responsible for your performance in this course. Although I do develop opportunities for points, it is at your discretion how much work you decide to put forth. Therefore, I merely **record** the points you earn, I do not give them to you.

ACADEMIC HONESTY	All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The policy can be found at the following web site: http://www.uga.edu/ovpi/honesty/culture_honesty.htm Examples include: turning in any portion of another person's work as your own; turning in any portion of work you previously submitted for any courses (including this one); working with another student on an individual assignment; signing an attendance sheet for someone else; giving false information about missing class, assignments, or other required work; providing unauthorized assistance to other students. Please note that if you assist another student in an academically dishonest act, you are in violation of the policy. If you are interested in becoming a student panelist and join the Academic Honesty Council, please honesty@uga.edu. The application can be found here: http://www.uga.edu/honesty/ahcouncil.htm
OTHER IMPORTANT INFORMATION	Withdrawal and incomplete: If you choose to withdraw from this class after drop/add ends (after January 10), please understand the following. According to the Registrar, it is at the discretion of the instructor to decide to assign a WP. Because of this, I want students to make satisfactory progress towards completion in the course to earn this designation. This means that at the time of the withdrawal, you must have attempted ALL possible assignments on-time, as well as been present in class for 90% of the class instruction that has occurred at the time of your withdrawal. The instructor reserves the right to determine whether or not you meet the criteria for a WP. If you do not meet these criteria, you will receive a WF. University policy states that students who withdraw after the semester withdrawal deadline (or those who are withdrawn due to excessive absences) automatically receive a WF. The exceptions are when the withdrawal is recommended by the Office of Student Affairs because of some emergency or health reasons that they have verified. The midpoint for fall 2012 is February 27. The withdraw deadline is March 20. Since you can initiate a withdrawal on-line, be sure you know your progress in the class. Remember that a reduction in your course load may affect financial aid eligibility (including HOPE) and full-time student status. Also, please note that you can have a maximum of 4 WP's. If you withdrawal from a course after meeting your maximum, you will receive a WF regardless of your performance in the course. I encourage you to verify how many you have on file before initiating a withdrawal. Instructor Initiated Withdrawal: It is at my discretion to decide to withdraw students. For example, students may be withdrawn from this course if more than 33% of the class meetings are missed. If students regularly are absent and do not attempt to take exams, they will be automatically withdrawn. Please review the withdrawal policy here:

http://www.reg.uga.edu/faculty-staff-services/student-withdrawal-information

Occasionally some of the class materials can bring personal issues to the surface for some students. If you become distressed, talk to me. Or you may choose to seek assistance from one of the following local services:

ASPIRE Clinic	**542-4486**
Center for Counseling and Psychological Services	542-2273
Women's Clinic (Health Center)	542-8691
UGA Health Center (STD testing)	542-8690
Disability Resource Center	542-8719

CLASS SCHEDULE

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

NOTE: A&S IS YOUR TEXTBOOK. You are expected to read the chapters/articles by the date they appear on the schedule below.

EXAMPLE QUIZ SCHEDULE: "Quiz 1" on 1/16 means that the quiz opened a week before (1/9) and closes at 9.30 a.m. on 1/16. All readings in the same "box" as the quiz will be included (noted in quiz description on eLC*New*).

DATE	TOPICS	READING
Defining Families – Research and Theories of Family Functioning		
1/7	Introduction & Course Success Defining the Family System	Syllabus
1/9	Defining the Family System	A & S 1 Holtzman (2008)
Week 2		
1/14	Family Strategies	A&S 2
1/16	Family Strategies continued	**Quiz 1 on eLC closes at 9.30 am: content from chapter 2**
Week 3		
1/21	Models of Family Functioning	A&S 3
1/23	Models of Family Functioning	A&S 4 **Quiz 2 on eLC closes at 9.30 am: content from chapter 4**
Week 4		
1/28	Ecological Model	*Due Date: Current Event #1*
1/30	Content Wrap-up *4 week feedback*	**Quiz 3 on eLC closes at 9.30 am: content is a review of all chapters/article** If you are doing the Book Review – book must be approved by this date.
Week 5		
2/4	**Exam 1 – A&S 1-4 and ALL readings**	Chapter 5 will not be on the exam
Transitions into Early Adulthood and Family Development		

2/6	Adolescence to Adulthood	A&S 6
Week 6		
2/11	Mate Selection	A&S 7 Finkel & Eastwick (2009)
2/13	Transition to Marriage	**Quiz 4 on eLC closes at 9.30 am: content from chapter 8** A&S 8
Week 7		
2/18	Mate Selection & Marriage continued	*Due Date: Media Reaction Paper # 1*
2/20	Communication & Intimacy	**Quiz 5 on eLC closes at 9.30 am: content from chapter 9** A&S 9
Week 8		
2/25	Conflict	A&S 10 Elliott & Umberson (2008)
2/27	Guest Lecture MIDTERM point for the semester is 2/27 *8 week feedback*	**Quiz 6 on eLC closes at 9.30 am: content is a review for all chapters/article**
Week 9		
3/4	Wrap-up	
3/6	**Exam 2 – A&S 6-10 and ALL readings**	
Week 10		
3/11	Spring Break	
3/13		
Week 11		
Transitions to *Parenthood (as an option)*		
3/18	The Path to Parenthood	A&S 11 Goldberg, Downing & Moyer (2011)
3/20	Parent-Child Relationship Withdrawal Deadline	**Quiz 7 on eLC closes at 9.30 am: content from chapter 12** A&S 12
Week 12		
3/25	Parenthood Continued	*Due Date: Current Event #2*

3/27	Middle Adulthood *12 week feedback*	**Quiz 8 on eLC closes at 9.30 am: content from Fingerman et al. (2012).** A&S 13 Fingerman et al. (2012)
Week 13		
4/1	Wrap-up	*Due Date: Media Reaction Paper # 2*
4/3	**Exam 3 – A&S 11-13 and ALL readings**	
Week 14		
Alternative Family Developmental Pathways		
4/8	Divorce & Single Families	A&S 16 Anderson & Greene (2011)
4/10	Divorce & Single Families continued	
Week 15		
4/15	Remarriage & Step-parenting	A&S 18 *Due Date:* *Research Paper* *Current Event #3* *Book Review*
4/17	Later Life	**Quiz 9 on eLC closes at 9:30 a.m.: content from chapter 14** A & S 14
Week 16		
4/22	Death, Loss & Bereavement	A&S 15 Huebner, Mancini, Wilcox, Grass & Grass (2007)
4/24	Wrap-up Last Class Day	End of course evaluations **Please note:** Absolutely no exams, quizzes, presentations, make-up work, extra credit, etc. will take place during the last class day.
Week 17		
5/1	**Exam 4 A&S 14-18 (not 17) and ALL readings** **8:00-11:00**	The exam will be administered in Poultry Science 319

TIPS FOR SUCCESS

- Attend every class meeting (and stay for the entire class period).
- Arrive prepared. This means you have read the chapter assigned (with 2-3 questions) for that day and you have paper and pencil/pen for taking notes.
- Before each exam, re-read the chapters, articles and study your notes.
- Recognize that the scientific study of human behavior is NOT "just common sense." You need to understand the theories and the social science research to be able to answer complex questions about family relationships.

- Your experiences are important, BUT they may not consistent with research. Be willing to challenge yourself and preconceived ideas of what this class is all about.

HDFS 3920: Issues in Family Systems – 54-776

Spring

2014

SYLLABUS AGREEMENT

I have closely read the information contained in the HDFS 3920 Syllabus. I am aware and understand what is expected of me in this course. This is due **in class** (no electronic versions) on 1/21; there are no points associated with this activity and it is solely for my records. However, 1 point will be deducted from your total points for each day it is late.

Name: _____

Below, please identify 5 things that you learned after reading the syllabus.

1.

2.

3.

4.

5.

Please record any questions you have in the remaining space. I will do my best to address these during the first weeks of class.