

**School of Human Sciences**  
**HDFS 3341.501 Contemporary Family Issues**  
**Fall 2022**

Instructor: Lynsey Cortines, M.S.	Course Time & Location: HDFS 3341 is an online course
Office: EDAN 119B	Office Hours: T, 9:30-12:30; F, 10:00-12:00
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:**

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.

HDFS 3341 "Contemporary Family Issues" (3 credits). This course will meet online for 15 weeks and culminates with a final exam during week 15. Students in this course receive extensive course content information via online content modules equivalent to 2370 minutes for the 15 week semester. 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/assignments, academic papers, and quizzes.

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

Live Text/Watermark Assignment: HDFS 3341 contains a critical assignment related to accountability and accreditation that must be submitted in LiveText/Watermark. If you do not already have a LiveText/Watermark account, please be on the lookout in your SFA email for information regarding registration instructions. You do not have to purchase your own LiveText/Watermark account. SFA will provide you with a registration code.

Prerequisites: None

**II. Intended Learning Outcomes/Goals/Objectives:**

The mission of the 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.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

1. Academic excellence through critical, reflective and creative thinking
2. Life-long learning
3. Collaboration and shared decision making
4. Openness to new ideas, culturally diverse people and innovation and change
5. Integrity, responsibility, diligence, and ethical behavior, and
6. Service that enriches the community

This course relates to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also 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 (HDFS 3341) emphasizes the specific areas associated with the NCFR Family Life Education Content (#1 & #8). There are a total of ten content areas in all—but primarily only two are 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.

**Area VIII:** Family law and public policy: An understanding of legal issues, policies, and laws influencing the well-being of families

### **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/](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. HDFS 3341 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 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** 590 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 = 100 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 = 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. (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 10

years (2012-2022). 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.

**IMPORTANT: The PowerPoint Assignment must be posted in LiveText/Watermark and the Brightspace/D2L Dropbox no later than Monday, November 7th, by noon (12:00 p.m.).**

**A student's failure to submit the assignment in both LiveText/Watermark and the Brightspace/D2L Dropbox by the due date/time will result in zero points for the assignment.** (PLO's addressed: 1, 2, 5, 6; SLO's addressed: 1, 2, 3, 4, 5, 6, 7).

## 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.**

Date	Readings/Assignments	Points
Week of August 22nd	Introduction and overview of course	
Week of August 29th	<b>Student Introductions due August 29th by noon (12:00 p.m.)</b> Chapter 1-Families and the Sociological Imagination	<b>10</b>
Week of September 5th	Chapter 3-Families Throughout History	
Week of September 12th	<b>Discussion 1 due September 12th by noon (12:00 p.m.)</b> Chapter 5-Social Stratification, Social Class, and Families	<b>20</b>
Week of September 19th	<b>Discussion 2 due September 19th by noon (12:00 p.m.)</b> Chapter 6-Race, Ethnicity, and Families	<b>20</b>
Week of September 26 <sup>th</sup>	<b>Race/Ethnic Group Assignment due September 26th by noon (12:00 p.m.)</b> <b>Exam I (Sept. 26th-Oct. 3rd) Chapters 1, 3, 5, 6</b>	<b>40</b>

	<b>Exam I is available beginning at 8:00 a.m. on Sept. 26th and will close at noon (12:00 p.m.) on October 3rd</b>	
Week of October 3 <sup>rd</sup>	<b>Exam I due October 3<sup>rd</sup> by noon (12:00 p.m.)</b> Chapter 7-Courtship, Intimacy, and Partnering	<b>100</b>
Week of October 10th	<b>Interview Assignment due October 10<sup>th</sup> by noon (12:00 p.m.)</b> Chapter 8-Marriage as a Personal Relationship and Social Institution	<b>40</b>
Week of October 17th	<b>Discussion 3 due October 17<sup>th</sup> by noon (12:00 p.m.)</b> Chapter 10-Raising Children	<b>20</b>
Week of October 24th	<b>Exam II (Oct. 24th-31st) Chapters 7, 8, 10</b> <b>Exam II is available beginning at 8:00 a.m. on Oct. 24th and will close at noon (12:00 p.m.) on Oct. 31st</b>	
Week of October 31st	<b>Exam II due October 31<sup>st</sup> by noon (12:00 p.m.)</b> Chapter 11-Families and the Work They Do	<b>100</b>
Week of November 7th	<b>PowerPoint Assignment due November 7th by noon (12:00 p.m.). (PowerPoint Assignment must be submitted to both D2L Dropbox and LiveText/Watermark)</b> Chapter 12-Aging Families	<b>100</b>
Week of November 14th	<b>Discussion 4 due November 14th by noon (12:00 p.m.)</b>	<b>20</b>



## **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 Other Policy Information:** These policies may be found at [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.

### **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; and/or;
- 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; and/or,
- 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**

Upon the request from student to the instructor of record and at the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH may 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.

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

<https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic>

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:**

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.

**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-certification/cfle-approved-programs>). 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. If you transfer hours toward your major at SFA or if you substitute any major coursework, you may not be eligible for the CFLE without testing. If you have questions, please review the CFLE Credential page of NCFR.org or talk with one of the faculty members.