CHLD 455, Seminar in Family Relations

**Instructor:** Dr. Shepherd

**Office location:** Modoc 103

**Telephone:** 530.898.4696 (do not leave voicemails)

**E-Communication:** Use Class Email in Blackboard Learn.

**Office hours:** Mondays and Thursdays 2:00 – 4:00pm
                   Wednesdays 11:00 am – 12:00 pm

**Class days and times:** Tues and Thurs 12:30 – 1:45pm

**Classroom:** Modoc 120

**Prerequisites:** CHLD 252 or CHLD 255 or PSYC 355, and junior standing

This requirement will be enforced strictly. For courses taken outside CSUC, course verification (a copy of your grade card or your unofficial transcript) must be submitted by first week of classes to prevent disenrollment.

**Required Texts/Readings**


**Other required readings (or supplemental readings)**
Available in the Learning Modules of BB Learn

**Course Description and Goals**

Through readings, discussion, presentations, and written assignments students will learn about couple and family experiences within the United States. More specifically we will study interpersonal relationships between couples and among family members applying relevant theories and empirical research. The socio-historical meanings of couple
relationships, family experience, as well as effective communication, child guidance strategies, and family financial resource management in modern U.S. society will be emphasized.

The following quote highlights some of the key objectives of this course.

I have never understood the importance of having children memorize battle dates. It seems like such a waste of mental energy. Instead, we could teach them important subjects such as How the Mind Works, How to Handle Finances, How to Invest Money for Financial Security, How to be a Parent, How to Create Good Relationships, and How to Create and Maintain Self-Esteem and Self-Worth. Can you imagine what a whole generation of adults would be like if they had been taught these subjects in school along with their regular curriculum?”

Louise L. Hay, *You Can Heal Your Life*

**Blackboard Learn**
Copies of the course syllabus and Class Schedule may be found on the Welcome and Course Content Page of BB Learn. You are responsible for regularly checking the online resources, through the Chico State Portal at: [Portal](#).

**Notifications – Every Time you Log In**
Every time you enter the BB Learn section for this course, be sure to check the first link on the left “Notifications”. In here you’ll see My Announcements (for all students) and Class Email (email communication for specific students). To ensure that you are always prepared be sure that you print and follow the Class Schedule!

**The Class Schedule**
Contains a weekly schedule of topics that will be covered in class, required readings, and due dates for activities, assignments, and exams. This schedule is subject to change at the discretion of the professor. Updates or changes to the class schedule will be announced if needed.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Preparation: Weekly Quizzes (10 out of 12)</td>
<td>25</td>
</tr>
<tr>
<td>B. Participation: Class Attendance, discussions, and activities</td>
<td>20</td>
</tr>
<tr>
<td>C. Discussion Posts for the Class Books (3 posts worth 25 points each)</td>
<td>25</td>
</tr>
<tr>
<td>D. Case Study Theory Presentations</td>
<td>08</td>
</tr>
<tr>
<td>E. Adult Manual for Healthy Relationships Partnered Paper</td>
<td>11</td>
</tr>
<tr>
<td>F. Final Exam</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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**Grading Policy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>A-</td>
<td>92-90</td>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>B</td>
<td>86-83</td>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>C</td>
<td>76-73</td>
<td>C-</td>
<td>72-70</td>
</tr>
</tbody>
</table>
Grading Policy
All assignments are due BEFORE the start of class on their due dates.

- Students will receive credit (points) for class activities only on the days that they are scheduled to be turned in or worked on in class.

- The Theoretical Research Paper and the Family Research Assignment will be accepted after their due dates, but will be penalized 10% per day late, up to a maximum of 20%, weekend days are counted. No paper will be accepted after 48 hours beyond the due date.

<table>
<thead>
<tr>
<th>How Late?</th>
<th>Penalty</th>
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<tbody>
<tr>
<td>Up to 24 hours</td>
<td>10%</td>
</tr>
<tr>
<td>25-48 hours</td>
<td>20%</td>
</tr>
<tr>
<td>49 hours +</td>
<td>No Credit</td>
</tr>
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</table>

- Make-up for midterm will be allowed if students can provide a documented, legitimate reason for being unable to take the midterm on the scheduled day. Arrangements must be made in advance of the exam date, not afterwards.

24-Hour Question and Answer Deadline
I will respond to questions about assignments and exams up until 24 hours before their due date. If students email questions with less than a 24 hour notice, they probably won’t get a response in time. Plan accordingly, plan ahead, and don’t leave questions or concerns about assignments until the night before.

Classroom Protocol
You are expected to be considerate of others at all times by being on time and seated when class begins; remaining in your seat until class is dismissed (except in the event of an emergency); and refraining from talking or causing distractions when others are speaking.

Cell phones, texting, and laptop classroom rules
- Turn off your cell phones or set them on silent mode when you come to class.
- Text messaging will not be tolerated in class; any student found to be sending or checking text messages during class will be invited (publicly) to make a choice either to cease the texting or leave the classroom.
- DO NOT use your laptop in class unless you have permission from the instructor and then laptops can only be used for activities directly related to this class.

Incompletes
A student must have a “serious and compelling reason” to account for their inability to finish coursework. The University requires that a student who seeks a grade of incomplete must be passing the course at the time of the request.
Dropping and Adding
You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found: Catalog. You should be aware of the new deadlines and penalties for adding and dropping classes.

Please Note: Your enrollment in this class implies that you agree to these requirements. Do not ask for these requirements to change due to your personal circumstances; such requests are unfair to your fellow students and are contrary to University policies.

Software requirements

- All electronically submitted assignments must be in Microsoft Word or Power Point. The University supports Microsoft Word 2007. University computers are unable to read documents created in any other program. Late points will be deducted for assignments sent in file formats the instructor cannot open. If your computer does not support this format, then you can submit your file in Rich Text Format (.rtf). Do not submit documents in .wps or .pages; these formats are not supported by the University and submissions in these formats will not be graded and will receive "O" points.
- Download free copy of Adobe reader for required electronic readings from www.adobe.com
- If you experience computer problems contact the Student Computing help desk: (530) 898-Help. You can email me through class email, but they are probably better able to address technical issues you may be having

Student Learning Objectives and Course Learning Outcomes
The five Student Learning Outcomes (SLOs) of the Department of Child Development are:

SLO 1: Foundations of Child Development
Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.

SLO 2: Child and Environmental Assessment and Study Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.

SLO 3: Developmental Context
Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children’s well-being.

SLO 4: Professionalism
Students will engage in professional behavior appropriate to the discipline in professional contexts.

SLO 5: Critical Thinking
Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children’s well-being.

This course focuses on three primary Child Development Student Learning Outcomes. Of primary importance in this course are: SLO1: Foundations of Child Development, SLO 3: Developmental Context and SLO 4: Critical Thinking Skills.
### Course Objectives

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Learning Objective (SLO)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. learn how scientific methods of thinking are applied to understanding and assisting intimate relationships and families</td>
<td>Critical Thinking Skills (SLO 4)</td>
<td>Discussion Posts, Presentations, Class Activities</td>
</tr>
<tr>
<td>b. differentiate between personal, subjective theories and beliefs about family life and scientific theories and empirical research about family life</td>
<td>Developmental Context (SLO 3) Critical Thinking Skills (SLO 4)</td>
<td>Adult Manual, Discussion Posts, Presentations</td>
</tr>
<tr>
<td>c. discuss the primary theories and scholarly works used in family studies and related fields (e.g., child development, psychology and sociology)</td>
<td>Foundations of Child Development (SLO 1) Developmental Context (SLO 3)</td>
<td>Discussion Posts, Presentations</td>
</tr>
<tr>
<td>d. evaluate theories and research studies in terms of their strengths and weaknesses, validity, reliability, and generalizability</td>
<td>Critical Thinking Skills (SLO 4)</td>
<td>Adult Manual, Presentations</td>
</tr>
<tr>
<td>e. learn how theories can be applied to couple and family relationships and problems</td>
<td>Developmental Context (SLO 3)</td>
<td>Adult Manual, Presentations</td>
</tr>
<tr>
<td>f. demonstrate writing skills commensurate of students in a senior-level undergraduate course, using appropriate APA Style writing guidelines</td>
<td>Critical Thinking Skills (SLO V)</td>
<td>Adult Manual, Discussion Posts</td>
</tr>
</tbody>
</table>

### Assignments and evaluation criteria

**A. Preparation**

In a senior-level course, students have the responsibility for completing assigned readings and some activities outside of class, prior to their discussion in class. Reading quizzes are designed to assess students’ knowledge of required class materials. Students who complete the readings in advance are better prepared to understand and contribute in meaningful ways to class lecture and discussion.

**Weekly Quizzes (10 points each)** within Blackboard Learn. There are no formal exams for this course, thus to assess student understanding of class readings and lecture materials, weekly quizzes will be given. They open on Fridays (at noon and close by 3 p.m. the following Monday). Each quiz is worth 10 possible points. There will be 10 questions per quiz and 25 minutes to complete each quiz. Students may use the readings, lecture overviews, and their own notes during the quiz period, but NOT the assistance of other students. Each student must work independently (alone) during the quiz. If students miss the time period in which each quiz is available, they cannot be made up.
B. Participation

1. Class Activities
Students will complete activities sheets on pertinent topics, current readings, or materials covered in class lecture and discussion. If students are absent or come to class late on the day of an activity, they will forfeit the points associated with that activity. Students may use any class materials (lecture notes, your notes, readings, etc) to complete them. Some activities may be completed individually, outside of class, or with others students working in groups. In order to earn credit for these assignments, each student must have their name on a completed activity sheet on the day they are given in class.

2. Instructor Ratings of Class Participation
A seminar course is designed to focus on particular topics, in which everyone present is requested to actively participate. It is essentially a forum in which assigned readings are discussed, questions can be raised, and debates can be conducted. At U.S. universities, seminar classes are generally reserved for junior and senior-level students and your active and informed (by class materials) comments are welcome and encouraged. I will be rating your class participation throughout the semester. In CHLD 455, class discussion will supplement lecture, not replace it.

C. Discussion Posts
Seminar courses are designed to provide students with opportunities to practice the dissemination and discussion of scholarly information. Students will post to Discussion Forums in which they summarize key information from selected class readings. To receive full credit, students will also need to respond to another other students’ posting.

D. Case Study Theory Group Presentation
This assignment provides an opportunity to practice theory application, evaluation, dissemination, and discussion of theoretical information. Working in small groups, students will prepare an oral presentation on an assigned theory and accompanying case study. Key concepts and premises/proposition from the theory will be presented and applied to the case study to illustrate how theories can be used to describe and explain relationships. Theory evaluation criteria will also be presented.

E. Adult Manual for Healthy Relationships Partnered Paper
This assignment corresponds with two course objectives: 1) evaluate theories and research studies and 2) learn how theories can be applied to couple and family relationships. The assignment is to create a manual for healthy adult relationships based on current research and an appropriate theory. Complete instructions for this assignment are within the BB Learn “Assignment Instructions Links”. The completed paper will be turned in as an electronic Word file through the Assignments Link by the due date.

F. Final Exam
The exam format may include: matching items, short answer and summary items. A study guide will be made available prior to the exam. Your work must be original and independently written. Complete instructions for this assignment look are found in the “Assignments” link of BB Learn.
**Department of Child Development Mission statement**

Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience.

Specifically, the program centers on learning the foundations of child development (prenatal through adolescence); assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

**Department of Child Development Vision Statement**

Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students’ professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

**University Policies and Campus Resources**

**Academic integrity**

All written work is to be individually produced unless otherwise noted in the assignment.

Plagiarism occurs when a [student] deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” (EM04-36).

Misuse of sources is defined as “carelessly or inadequately citing ideas and words borrowed from another source. […] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (EM04-36)

When there is evidence that a student has committed plagiarism, misused sources of information, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: Student Judicial Affairs.
Accessibility Resource Center (ARC)
If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact ARC as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The ARC website is http://www.csuchico.edu/arc

Student Services
Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: Student Services.

Student Learning Center
The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at: Student Learning Center. The University Writing Center has been combined with the Student Learning Center.

Title IX: Confidentiality and Mandatory Reporting

As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.

Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: Title IX