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 & Wednesdays 11:00am – 12:00pm, Thursdays 2:00 – 3:00pm

Class days and times: Tues and Thurs 12:35 – 1:45pm

Classroom: Modoc 120

Prerequisites: One of these courses: CD 250, CD 252, CD 255, Psy 355. 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

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 http://portal.csuchico.edu.
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.

Course Description and Goals
This course reviews couple and family life experiences within the United States, and interpersonal relationships between couples and among family members using relevant theories and empirical research. The socio-cultural meaning of family experience and a practical emphasis on family financial resource management in modern U.S. society will also be emphasized.

Child Development Program 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.

Child Development Program 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.

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.

<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>Presentations, Class Activities, Family Research</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, Paper, Class Activities, Exams</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, Presentations, Class Activities</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>Family Research, Exams</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>Discussion, Adult Manual, Paper, Family Research</td>
</tr>
<tr>
<td>f. gain personal experience in conducting research with families to enhance understanding of course topics as they apply to individual families</td>
<td>Developmental Context (SLO 3) Critical Thinking Skills (SLO 4)</td>
<td>Family Research</td>
</tr>
</tbody>
</table>
g. demonstrate writing skills commensurate of students in a senior-level undergraduate course, using appropriate APA Style writing guidelines

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Preparation: Reading Quizzes (10 out of 12)</td>
<td>13</td>
</tr>
<tr>
<td>B. Participation: Class Attendance, discussions, and activities Instructor Ratings of Class Participation</td>
<td>14</td>
</tr>
<tr>
<td>C. Chapter Summary and Presentation</td>
<td>04</td>
</tr>
<tr>
<td>D. Adult Manual for Healthy Relationships Group Paper</td>
<td>08</td>
</tr>
<tr>
<td>E. Financial Planning Activities</td>
<td>05</td>
</tr>
<tr>
<td>F. Family Research Assignment</td>
<td>23</td>
</tr>
<tr>
<td>G. Midterm</td>
<td>14</td>
</tr>
<tr>
<td>H. Final Exam</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-60</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</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>
</tr>
</thead>
<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>
</tbody>
</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 24 hours 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.

Class participation points will be deducted for these violations.

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.
• Class participation points will be deducted for these violations.

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 http://www.csuchico.edu/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.
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.

Quizzes will be posted in the Weekly Quizzes link with Blackboard Learn. They open on Fridays (at noon and close by 3 p.m. the following Monday). The quizzes will contain questions from the class readings for the next topical learning module. They are designed to help students prepare for class discussions by completing the readings before they are discussed in lecture. Each quiz is worth 5 possible points. There will be 10 questions per quiz and 30 minutes to complete each quiz. There will be only one opportunity to take each quiz. Students may use the readings and their own notes during the 30-minute quiz period, but NOT the assistance of other students. 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. Chapter Summaries and Presentations
Seminar courses are designed to provide students with opportunities to practice the dissemination and discussion of scholarly information. Students will work in small groups to thoroughly read their assigned chapter and to prepare an oral and written summary for the class. Each member of the group is to participate in the creation of both (i.e., oral and
written) components of this assignment. Complete instructions are found in the Assignment Instructions link in Blackboard.

**D. Adult Manual for Healthy Relationships Group 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 group paper will be turned in as an electronic Word file through the Assignments Link by the due date.

**E. Financial Planning Activities**
The objective of this assignment is to assess student knowledge of pertinent family financial issues and goals. Information comes from the required class text and guest lectures. There are two parts to these activities. Part 1 is an online assessment of multiple choice and T/F questions primarily from the required textbook. This will open in the Weekly Quizzes link according to the Class Schedule. Students have a week to complete this activity and two opportunities to take this quiz. The highest score will be recorded in the Gradebook. Part 2 is a worksheet that students will print and complete by using class materials. Both activities have the same due date, listed the Class Schedule.

**F. Family Research Assignment**
The objective of this assignment is to provide students with first-hand information about parenting beliefs, behaviors and practices. This information will be compared with empirical studies and a theory that we reviewed during the semester. Another goal is to provide students with experience in conducting data collection with a family. Empirical studies are the basis for our knowledge of couples and family life and students should gain a greater understanding of the research methods used in working with families.

*Your work must be original and independently written.*
Complete instructions for this assignment look are found in the “Assignments” link of BB Learn.

Students will select and request the voluntary participation of parents from two different families who each have a child that is still living at home (parents who have infants through young adults living at home are appropriate). Two parents (from separate families) must be willing to complete a parent interview and a brief demographic survey. Plan about 60-90 minutes to complete the interview and survey with each family. Students must set up a time to meet with the family in order to collect this data and obtain a signed consent form from the parents. I strongly urge you to record the interview, as you will need to transcript (verbatim-word for word) the interview as part of this assignment. In addition, students will write a reflection paper about research with families.

**G & H. Exams**
Two exams will be completed during class period on the scheduled days. The exam format may include: matching items, short answer and summary items. Study Guides will be made available prior to each exam.
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: [http://www.csuchico.edu/sjd/integrity.shtml](http://www.csuchico.edu/sjd/integrity.shtml).

**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](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: [http://www.csuchico.edu/current-students](http://www.csuchico.edu/current-students).

**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 http://www.csuchico.edu/slc.
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: www.csuchico.edu/title-ix