SOSC 430: Family Relations Capstone Seminar (3.0 units)
SPRING 2017 – COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Section:</th>
<th>SOSC 430 – 01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>Tuesday &amp; Thursday 5:00 – 6:15pm</td>
</tr>
<tr>
<td>Classroom:</td>
<td>Butte 505</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Heather Werner, MSW</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Mondays 12-2pm &amp; By Appointment</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Trinity 144</td>
</tr>
<tr>
<td>Office Telephone:</td>
<td>n/a</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Hwerner1@csuchico.edu">Hwerner1@csuchico.edu</a></td>
</tr>
</tbody>
</table>

I. Textbooks

Required Textbooks for ALL STUDENTS:

Why Do I Love These People? (Bronson): All students will read family stories from this text.


Family Stories Book (varies): You will select three books that interest you the first week of class and be assigned ONE by the second week of class. You will need to purchase the ONE book you are assigned. You can view a list of potential selections on Bb Learn.

Required Textbooks PER GROUP ASSIGNMENT (please see your assignment on Bb Learn):

Family Perspectives: Past, Present, & Future “FPPPF”: This book should be purchased by A & B members who will read 7 sections each from this book. It is recommended that C & D members borrow and photo copy the 3-4 sections they will read from this book.


Diversity in Family Communication “DIFC”: This book should be purchased by C & D members who will read 8 sections each from this book. It is recommended that A & B members borrow and photo copy the 2 sections they will read from this book.
II. Student Learning Objectives and Course Learning Outcomes

Course Description:
This capstone seminar integrates interdisciplinary approaches to family studies through the examination of topics such as cohabitation, marriage, alternative family forms, parenting, sexuality, child development, personality, gender, and aging. Family policy issues are also emphasized.

Course Goals:
Upon successful completion of this course, each student shall:

1. Have an increased knowledge and awareness of the complex dynamics and public policies that influence a variety of different family structures, including: nuclear families, single parent families, blended families, step families, LGBTQ families, multigenerational families, grandparent headed families, teen parent families, foster families, and adoptive families.
2. Be able to recognize how the influence of culture, ethnicity, spirituality, economic class, gender, and sexuality affect individual family systems.
3. Understand dynamics affecting married couples that as well as for those couples that may transition through stages of cohabitation, parenthood, infidelity, infertility, divorce, re-marriage, aging, and/or the choice not to have children.
4. Understand how certain challenges (such as family violence, child abuse, substance abuse, parenting children with special needs, and others) may affect family members individually and as a whole.

5. Have an increased knowledge and awareness of the day-to-day issues facing modern families in regards to parenting, work and family life, childcare and education, and family roles.

6. Be able to identify, reflect, and analyze how the structure, influences, challenges, and other dynamics apply to their own family of origin, three families interviewed, and numerous other written families stories.

III. Computer Use & Blackboard (Bb) Participation

Blackboard (Bb) Learn:
Bb will be used regularly for this course. Copies of the course syllabus, major assignments, grades and additional readings can be found on Bb. Weekly journals and other assignments will be submitted through Bb.

To ensure that you are always prepared be sure that you print and follow the class schedule! The class schedule contains the weekly class topics, required readings, as well as due dates for assignments and presentations. This schedule is subject to change at the discretion of the professor. Updates or changes to the class schedule will be announced on Bb. Students are responsible for regularly checking the Bb online resources, which is accessed through the Chico State Portal.

Software requirements:
- All electronically submitted assignments must be in Microsoft Word or Power Point. The University supports Microsoft Word 2013. 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.
- Download a free copy of Adobe reader for required electronic readings from www.adobe.com
- For MAC users, if you use Google Chrome as your browser, the pdf files for this course should open within the course instead of an outside window.

IV. 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. Students who regularly come in late or leave early will lose participation points.
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, unless you have a documented disability; such requests are unfair to your fellow students and are contrary to University policies.

Cell phones, texting, and laptop classroom rules:
• Turn off your cell phone or put it 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 will lose participation points. Phone use MAY be made for LAB times specified by the instructor.
• Laptop use in CLASS in not preferred. Being on or behind a computer during class time gives the impression that you are not invested in the class discussion. If you feel you need to use a computer during class time to improve your learning (such as having a documented disability), please come discuss this with me privately in office hours.
• Laptop and computer use in LAB in necessary. You are permitted to use your personal computer during LAB times (Monday 2-3:50pm).
• Class participation points will be deducted for violations.

Class Attendance, Readings, and Participation:
Attendance will be critical for student success and weekly reading assignments are an important part of this course. A significant part of your grade will depend on your ability to keep up with assigned readings and then be able to reflect or apply your learning in class discussion, activities, and weekly journaling assignments. You must come to each class prepared with lined notebook paper for in class activities.

Writing Assignments:
All written assignments (not lab assignments) are expected to be Arial, Times New Roman, or Calibri 12pt font, double spaced, 1” margins, and APA format with proper citations. This includes a title page, reference page, and any other attachments. Please visit http://www.apastyle.org for help with these guidelines.

Please use the outline and/or grading rubric provided to help organize your paper. Please have your paper proof read more than once. This cannot be stressed enough! Group assignments should flow well and have been proofread by ALL group members before submission.

Weekly Reading Groups (WRG):
You have been divided into weekly reading groups of approximately four group members. Reading assignments will be specific to your “letter” (A, B, C, or D) within your group. In other words, you will NOT be responsible for reading ALL the material assigned each week, you will ONLY be responsible for the specific readings assigned to your “letter.” As a result, different group members will often be responsible for different readings and will contribute to group discussions in relation to THEIR reading material as well as sharing their specific knowledge with their group. This helps us cover more material, while keeping individual readings down. In
addition, this can reduce the need to purchase all the textbooks for the course. Sharing textbooks is strongly encouraged. Please see Bb Learn for your “letter” assignments and a weekly breakdown of specific reading assignments.

Presentations:
Students are expected to wear “business casual” attire for ANY presentations. This specifically means: NO jeans, “tee shirts”, or tennis shoes! No short skirts, low cut tops, or undergarments showing! Individual points will be deducted for unprofessional attire.

V. Course Assignments & Grading
The final course grade will be based on completion of the following:

Class Attendance, Readings, and Participation: 150 points
As stated, preparation and class participation are a critical part of your learning and success in this course. While attendance will not be formally taken, almost all class meetings will involve class and/or small group discussions that explore topics and apply concepts. Weekly in class activities are 25% of a student’s overall course grade. Often you will be asked to write a response or to take notes of a group discussion, which will be collected for participation credit. These activities may vary from week to week. It is critical that you carefully read YOUR assigned textbook readings prior to coming to class and are prepared to participate in discussions regarding those readings. The instructor will assess each student’s level of class preparation and participation and adjust their weekly credit accordingly. 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. There are NO makeups for ANY in class activities.

Each week (for a total of 16 weeks, including attending the final) is worth 10 points (total 160 possible). These 10 points will often be divided between two different class periods. At the end of the semester your participation points will evaluated out of 150 points, allowing you to miss approximately TWO classes (IF 5 points each) FOR ANY REASON – excused or unexcused – without it directly effecting your grade. Be cautioned that an absence MAY fall on a day where all weekly points could fall on the day you are or are not there.

Weekly Journals 150 points
Each week (beginning Monday morning) there will be prompt questions and/or a discussion topics posted on Blackboard (Bb). Please reflect on the questions/topics throughout the week. Between the END OF CLASS THURSDAY and MIDNIGHT ON SUNDAY EACH WEEK, please submit a response on Bb to the prompt question/s. At the end of the semester, you will use the compilation of your journals (and any instructor feedback) to help develop your final Personal Family Reflection paper.

Journal responses should be thoughtful, well organized, and include AT LEAST TWO specific references to reading material or classroom discussion topics that week. In addition, they
should include some personal insight and reflection of your life’s experiences. Journal responses can included bulleted points in addition to paragraph format, if helpful. The length of the post is not as important as the ability to cover the question posed, however, a general guideline could be approximately 3-4 paragraphs (or 1-2 double spaced pages) per post.

Journal assignments are worth 12 points per week. There are a total of 14 weeks of journal assignments, equating to 168 points available. At the end of the semester, your LOWEST WEEK’S assignment will dropped from your grade for this assignment (resulting in 156 points available, and only up to 150 will counted). This accounts for any missed points due to poor development of journal responses OR a missed assignments FOR ANY REASON. As a result, there are NO MAKE UP OR LATE JOURNALS ACCEPTED.

Weekly Journal Grading Rubric: (12 points per week)
- Integration of Week’s Reading & Class Discussion (IR): 4 points
- Personal Insights (PI): 4 points
- Depth of Application (DA): 2 points
- Grammar/Directions (GD): 2 points

Family Interviews / Midterm Assignment 100 points

DUE: Tuesday, March 21 at 5pm

Regardless of your major, in your future career, you will more than likely be in a situation where it is your responsibility to interview someone else (teachers, social workers, doctors, nurses, psychologists, therapists, researchers and many other professions require this skill). The purpose of an interview is to gain information and knowledge about someone else’s prior experiences and/or lifestyle in order to better serve this individual within the function of your job. Interviews often require the interviewer to ask personal questions that may be uncomfortable for the interviewee to share as well as for the interviewer to listen to. Being respectful as well as a good listener are important professional qualities for successful interviewing. In addition, following the interview, your ability to organize and apply the information you received as well as reflect on yourself during the interview process are also valuable professional qualities. This assignment will give you an opportunity to practice all of these skills.

This assignment requires that you find three different families to interview. These need to be families that you do not know well. Each interview should last approximately 1-2 hours. You will be gathering “demographic” information about the family as well as asking approximately 10 questions to each family. Ideally these questions should be the same (or similar in topic area) for each family you interview in order to help you writing your analysis paper afterward. Following the interview, you will be reflecting on how you personally felt during the interview. Further details about selecting families to interview, the questions you will be asking the families as well as those you will be personally reflecting on, can be found on Bb.

After you have conducted all three of your interviews, please summarize and reflect on your interviews in a 5-7 page (double spaced, 12 point font, one inch margins, APA) paper.
Include the following information in your paper:

- Briefly, how did you find each of these three families? (3 points)
- Give an overview of each family's ethnicity/culture/structure. (12 points)
- In what ways were the families similar? (5 points)
- In what ways were the families different? (5 points)
- Which family was most similar/relate to and different/not able to relate to from your own? How/Why/In what ways? (10 points)
- Apply a theoretical framework to each family you interviewed (at minimum select two different frameworks). (25 points)
- Were there any parts of the interviews that made you feel uncomfortable? Any ideas why? Did this relate at all to how comfortable you perceived the families to feel during their interviews? Please use specific examples. (15 points)
- What did you learn about conducting interviews (and yourself as an interviewer) from this assignment? (15 points)
- Make sure you have proofread your paper well! (Grammar, APA, etc = 10 points)

Extra Credit: You may attach a genogram and/or overlapping spheres, to compare each of the three families for up to 10 points extra credit.

Family Story Analysis / Final Group Project

- Group Contract Due: Tuesday, February 14 at 5pm
- Power Point Due: Tuesday, May 9 at 5pm
- Written Reflection: Friday, May 19 at 5pm (Finals Week)

At the beginning of the semester, you will select three books you are interested in from the “Family Story Book List” (found on Bb Learn). You will then be assigned to a group of 3-4 based on ONE of the books you are interested in. Over the course of the semester, you and your group members will read the novel or memoir selected/assigned. You should agree on a reading schedule and meeting times and will submit a Group Contract (see Bb Learn, worth 10 points) early on in the semester.

During the last two weeks of the semester your group will give a 20 minute presentation, using Microsoft PowerPoint, based on the following areas (outlined below) as they pertain to the book you have read. This assignment is not simply a “book report,” but the application of what you have learned over the course of this semester to the family. It is important that all group members participate in the presentation. You will submit your PowerPoint file through Bb Learn prior to your presentation on the assigned due date AND bring ONE PRINTED ONLINE (3 slides to a page, with line for notes) of your PowerPoint to class. All groups’ PowerPoints are due on the same day, however groups will be selected at random to present. Please remember to dress professionally for your presentation!

You presentation should include information on the following areas:
Setting: Where and during what time frame does the story take place? What affect does this have on the family? (5 points)

Describe family: Who were the members of this family? What was the family structure? How are the main characters related? (5 points)

Influences: What influences effect the family members and/or individuals? How/in what ways? (Class, Culture, Gender, Others) (10 points)

Dynamics: What interactions/communication patterns existed within the family? How could you tell? Give an example. (10 points)

Timeline/Plot: What were the major events this family experienced? (5 points) It’s okay if you do not want to reveal the ending of the story! 😊

Challenges: What challenges, hardships, crises, or problems occurred for the family? This could time in with your timeline above. (5 points)

Functioning: How did the above issues have an effect family/individual functioning? (5 points)

Resolution: How did this family overcome its challenges, grow, and or change? (5 points) Again, it’s okay if you do not want to specifically reveal the ending of the story! You can often describe HOW without giving away what actually happened! 😊

Application: How does this family situation relate to what you have learned so far? What particular theory can you apply to this family story? (10 points)

Brochure: Create a tri-fold brochure to accompany your presentation, see more information about this on Bb. (10 points)

You will be evaluated on the content and application of the above sections as well as your presentation. The overall quality of your presentation and PowerPoint are worth an additional 10 points. After your presentation, each group member will provide a written reflection of how they felt the assignment and group process went (worth 10 points).

Personal Family Reflection Final Individual Assignment 100 points

OPTIONAL Draft or Outline Due: Thursday, March 9
Due: Finals Week – TBA

Your final paper will be composed of a reflection on your our family system and relationships. To complete this assignment, you will integrate course concepts, readings, and a reflection from your weekly journal assignments. You may also want to consider interviewing other family members to broaden your view and depth of reflection. This paper is broken down into specific elements (see below). Subheadings may be useful to separate sections, but are not required. You are not required to follow these topics in order, but you may find this helpful, particularly if you do not use subheadings. Total paper should be 10-15 pages of content.

There are nine subject areas (each worth 10 points, plus another 10 points for grammar/technical issues). Please see additional details and considerations on Bb Learn.

1) Family Structure, Members, and Timeline
2) Family History and Cultural Elements
3) Social Economic Class
4) Gender Roles and Expectations
5) Parenting Styles and Communication
6) Daily Family Life (Work, Childcare, & Education)
7) Family Challenges and Resolutions
8) Future Family Wishes
9) Self-Reflection, Awareness & Growth
10) Grammar, Structure, Following Directions
11) Extra Credit: (genogram, overlapping spheres, timeline of major events optional attachments, max 10 points extra credit)

VI. Grading

Due Dates:
All in class activities will be completed and turned in by the end of class. All weekly journals are due by midnight each Sunday. All other assignments are due before class begins on the date listed, unless otherwise specified (this means at 5:00 PM when class starts). This includes an uploaded copy of your paper through Bb AND a PRINTED hard copy in class (only ONE needed per group for group projects), unless explicitly stated otherwise.

Late Policy:
Assignments turned in late will lose points. Late assignments (papers and projects only) are accepted at any point during the semester, including finals week. The late policy below applies to both online and physical assignments. Weekend days are counted as individual days. Point/grade deductions will be made as follows:
- Up to 24 hours 10%
- 25-48 hours 25%
- 49 hours+ 50%

Grading Overview:
Weekly Journals (Individual Online Posts) 14 weeks, 12 points each, drop 18 points = 150
In Class Participation Activities (Varies) 16 weeks, 10 points each, drop 10 points = 150
Family Interviews (Individual Midterm Paper) = 100
Family Stories (Group Presentation Project) = 100
Personal Family Reflection (Individual Final Paper) = 100
TOTAL POINTS AVAILABLE = 600

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>93-100</td>
<td>90-92.9</td>
<td>87-89.9</td>
<td>83-86.9</td>
<td>80-82.9</td>
<td>77-79.9</td>
<td>73-76.9</td>
<td>70-72.9</td>
<td>67-69.9</td>
<td>60-66.9</td>
<td>59 or less</td>
</tr>
</tbody>
</table>
VII. University Policies and Campus Resources

Academic Integrity
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 on the Student Judicial Affairs website.

Dropping and Adding
You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc., found in the CSU Chico University Catalog. You should be aware of the new deadlines and penalties for adding and dropping classes.

IT Support Services
Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through the ITSS website. Additional labs may be available to students in your department or college.

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 on the current student page of the CSU Chico website.

Americans with Disabilities Act
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 Accessibility Resource Center (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.

Accessibility Resource Center
530-898-5959
Student Services Center 170
arcdept@csuchico.edu
**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 University Writing Center has been combined with the Student Learning Center. You can also visit the Student Learning Center web site.