

HDFS 201 Syllabus Fall 2020

HDFS 201: Contemporary Families in the U. S.

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Office hours: By appointment, via phone or google chat

Course Information

Course name: Contemporary Families in the U.S.

Scheduled time/days: online

Number of credits: 3

Prerequisites: None

Required Course Materials

Pearce, L. (2020). *Contemporary Families: An Equity Lens- an open education resource*

Articles/links as posted by Instructor

Access to Moodle

Course Description

This class is an introduction to families with application to personal life. This class focuses on div structure, social class, race, gender, work, and its interaction with other social institutions.

Student Learning Outcomes

Use theoretical frameworks to interpret the role of the family within social process and institution

Describe the nature, value, and limitations of the basic methods of studying individuals and families

Using historical and contemporary examples, describe how perceived differences, combined with the distribution of power across economic, social, and political institutions, result in inequity.

Explain how difference is socially constructed.

Analyze current social issues, including the impact of historical and environmental influences, on family development.

Analyze ways in which the intersections of social categories such as race, ethnicity, social class, sexual orientation, disability, and age, interact with the country's institutions to contribute to different forms of discrimination amongst families.

Synthesize multiple viewpoints and sources of evidence to generate reasonable conclusions.

HDFS 201 Contemporary Families in the United States fulfills the Social Processes and Institutions, Difference, Power, and Discrimination (DPD) requirements in the Baccalaureate Core for Oregon

Human beings are inevitably social, influencing and being influenced by social groups. The social institutions and processes and deal with the human behaviors and values that form and change are essential for an understanding of contemporary society.

The DPD requirement engages students in the intellectual examination of the complexity of the social systems, and ideologies that sustain discrimination and the unequal distribution of power and resources. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices tend to obscure the origins and operations of social discrimination such that this unequal power distribution is viewed as the natural order. Examination of DPD course material is intended to enhance meaningful participation in our college community and our increasingly multicultural U.S. society.

Behavior and Expectations

Maintaining a Safe Learning Environment for all: It is essential that we maintain the classroom as a safe space for students to share their ideas, even if they do not always match our own. Participation in this class is encouraged. Discussion and opinion are crucial to the learning environment. Differences in opinion provide an opportunity to explore new perspectives. However, it is equally as important to be respectful of all opinions, lifestyles, and choices among class members.

Academic Honesty and Integrity: You are held accountable to the [Student Code of Conduct](#), which expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct.

Plagiarism: I take plagiarism very seriously. I understand that sometimes it is not easy to know when to cite or reference something, so feel free to ask me as I am happy to help. The writing center is also a great help with your papers. As well, there are several fantastic online tools for citation guidelines. We will provide citation guidelines for every assignment- including weekly discussion boards. So I would suggest becoming familiar with it if you are not, and consider investing in a style guide as a reference tool.

Plagiarism tutorials will be assigned the first week of class. Students must complete the tutorial before assignments are accepted. You will be expected to follow the rules of citing throughout the entire semester. All papers or long written assignments for this class will be submitted through Turnitin, a plagiarism learning tool that is now integrated with Moodle, to identify the percentage of similarities of your articles, internet sources and other students' papers in its database. Turnitin will generate a report highlighting potentially unoriginal work. The use of Turnitin is subject to the Privacy Pledge and Fair Use Policy at Turnitin.com, and you will retain all rights to your written work. See more about plagiarism under [Turnitin](#).

Guidelines for communication: My email is jonest@linnbenton.edu. Be careful to use this email or another email with my name, but I do not have access to it. I am happy to set up a time for a phone or video chat.

Attendance/Tardiness Policy: As this is an online class, attendance is not like a class on campus. It is crucial that you log in during the week and do the work as the term goes on. Because of the variety of assignments, you cannot put the work off until late in the term. Also, I will post announcements or email students and you should check your email regularly. You will be held responsible for any information that I share through email announcements. If there are any unforeseen circumstances that arise, please contact me and we will discuss how you can participate in the class.

Course work and Class Policies

This is an online class, with all assignments being done through the internet using Moodle. Students are expected to engage in online discussions with classmates as well as complete written assignments. **Assignment discussions are all due on Sunday evenings for each week.** Those assignments and discussions are due by Monday morning, allowing students time to complete them in a timely manner. Work turned in after the evening deadline will receive a penalty for being late unless prior approval was granted. Assignments turned in for one week after the due date, for a late submission window.

Course Work and Evaluation: *There are four main areas of assessment for learning outcomes: 1) Online activities and participation; 2) Term writing assignments; 3) Term writing assignments; 4) Final exam*

1) Quizzes (10% of grade): An online quiz will be posted each week by Monday morning. **St complete the quiz by the following Sunday evening (11:59 p.m.).**

Weekly quizzes will be available on Moodle on the class site.

The quiz will remain open for one additional week for late submission. Once closed a quiz may not be reopened without prior approval.

If you do not like grade on the quiz, you may take it a second time (at least 30 minutes later) and will be recorded. The highest 8 quiz scores are included in your final grade, the lowest two are dropped.

Students are welcome email me questions about the readings. I may respond with an email and / or post a topic in an announcement if several people have the same questions.

2) Online Activities and Participation (40% of grade):

Forum / Discussion:

There will be discussion per week. **Discussion board questions** will be posted no later than Monday morning.

Each discussion will be based on class content for the week or combining previous weeks.

You must make **on substantive response** to the questions and **respond to at least 2 of your classmates** **by midnight on the following Sunday.**

Instructor one on one

Between week 3 and week 6, I will be arranging meetings with students individually via video chat or zoom.

These meetings are mandatory for ALL students, regardless of their performance in class. It is your responsibility to look ahead and find a time that will work for you.

Please allow 20-30 minutes

Students will receive assignment points for the meeting.

Current Event Post:

Every week each student **will find and share one current event to a forum board, with a short paragraph explaining how the article/event is relevant to the current week's course content.**

The events posted need to be related to family issues and current events. Examples of posts could be news articles on social and family policy, or news articles or research articles related to families. Song lyrics, etc... could be used if the post includes how the post exemplifies course content.

Editorials or personal opinions are not appropriate for this post. As an example, an article about the SNAP program would be appropriate, an editorial condoning or condemning the proposed cut.

Students will also respond to one other student's article.

Student submissions and peer responses are due by Sunday night at 11:59pm.

Weekly Submission of Content Discussion Question

Each week students will submit a question to me for further discussion. The question should be specific to the readings and lecture notes, which you are seeking clarity and deeper understanding.

I will respond to these questions with video chats.

You are graded on:

the timely and quality submission of your question

your viewing and responding to my answer to at least two submitted questions.

3) Term Writing Assignments (30% of grade):

A. Weekly writing assignments

Every week there will be 2-3 assignments that will require deep thought on the subject of the week following the readings, lecture notes, and any other resource.

The assignments will be posted by Sunday evening. Students are expected to give substantive thought to the topic.

Assignments must be completed by Sunday night of the following week.

Assignments include: participating in an online discussion with your classmates, writing a short response to a video, or larger assignments using outside resources.

B. Term Film Assignment:

You will be given a list of films from which you are to choose and then write a short paper.

The paper will be expected to include how themes and concepts learned in class are visible in the film.

More details will be in the third week of the term. The assignment description, grading rubric, and assignment is in the Term Film Review Assignment section of the course Moodle home page. The film paper is due by Sunday night of week 9 by 11:59pm.

C. Application of Theory Paper

Students will select from a list of pre-approved research topics related to family studies.

Topics are due on Sunday October 11.

Papers are due at the end of week 7.

4) Final Exam (20% of grade)

The final exam will be a “take home” exam.

You will access the final by using Moodle.

The exam will be available for 24 hours on the day that the school has assigned for our final exam

Grading

Points from the class will be distributed by category.

CATEGORY	PERCENT OF FINAL GRADE
Quizzes	10
Weekly Online Participation: Includes discussion board, weekly discussion questions and responses and current events	40
Term Writing assignments (Film analysis and theory paper	30
Final Exam	20

Letter grades will be assigned by the following criteria:

Letter Grade Percentage Performance

A	90-100%	Excellent Work
B	80-89%	Good Work
C	70-79%	Average Work

D 60-69% Poor Work

F 0-59% Failing Work

College Policies

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You use your LBCC provided email account for all email communications at the College. You may access student email account through Student Email and your Moodle account through Moodle.

Disability and Access Statement

You should meet with your instructor during the first week of class if:

You have a documented disability and need accommodations.

Your instructor needs to know medical information about you.

You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [Online Services webpage](#) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, visit the [CFAR Website](#) for steps on how to apply for services or call 541-917-4789.

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspective exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in a changing community and diverse workforce.

Title IX Reporting Policy

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can report our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a campus member, who is required to notify the Coordinator, or you may make an appointment to speak with the Advising and Career Center by calling 541-917-4780.

More on Plagiarism

(taken from the LBCC Student Handbook)

Plagiarism is a type of academic dishonesty. It is recommended that students review the definition according to Webster's New World Dictionary, which states that to plagiarize means to take writing from another and pass them off as one's own. This includes information taken from websites, print materials, and conversations. Plagiarism is stealing someone else's work or thoughts (or intellectual property) to cover the theft. It is a serious offense.

Not all plagiarism is intentional, deliberate theft or deceit. Some plagiarism results from forgetting what plagiarism is. Plagiarism, one form of cheating or dishonesty, it is not just the failure to give proper quotation. It is also the failure to mark all kinds of borrowings correctly. Plagiarism includes both unintentional acts, such as:

1. obtaining a paper on the Internet and turning it in as the student's own work; this obviously is plagiarism
2. copying sections of another's original document or electronic file and putting the text into one's own work without documentation, as if it was one's own original work;
3. copying a sentence or an important, exact phrase of two words or more, or a coined word (which cannot be copyrighted) without the use of quotation marks and credit;
4. copying the structure of another's argument and merely substituting key words to match one's own argument;
5. using another's results in one's own words without giving him or her credit;
6. failing to document any borrowing when quoting, paraphrasing, summarizing, or importing a graphic

An instructor may recommend the consequence for plagiarism, including, but not limited to issuing a failing grade on a paper, assignment, test or course. (see Administrative Rule No. C602) Further, an instructor may file a complaint through the dispute resolution process as outlined in this document. Students violating student conduct may be subject to sanctions as outlined in this document.

[Public Safety/Campus Security/Emergency Resources:](#)

In an emergency, call 911. Also, call LBCC Campus Security/Public Safety at [541\)20926-6855](tel:541209266855) and [541\)20917-4440](tel:541209174440).

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a [public safety app](#) free. We encourage people to download it to their cell phone.

phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety. Visit them to learn more.

Campus Resources

The Writing Center (Albany location)

The Writing Center is on the 2nd floor of Willamette Hall. At LBCC's Writing Center, our goal is to become more confident, effective, and expressive writers – and to make the writing process a more enjoyable one. Students can meet with Writing assistants one-on-one in drop-in sessions, make an appointment for a writing session, or submit their writing online to the Online Writing Lab (OWL) to discuss any paper in any stage of the writing process – from brainstorming to revising final drafts. Students also have access to writing handouts, and texts that will offer additional writing support.

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