

Contemporary Families in the United States Online

CRN 48365

HDFS 201 Spring 2015

Instructor: Liz Pearce, Ed.M.

Office: WOH 204

Phone: 917-4904 (office)

E-mail address: pearcel@linnbenton.edu

Office Hours: TBD. Please call anytime, but especially during office hours.

[Instructor Website](#)

OnLine Peer Mentor: Neil Killion, Killion@linnbenton.edu

Course Description

An introduction to families with application to personal life. Focuses on diversity in family structure, social class, race, gender, work and other social institutions.

Course Learning Outcomes

1. Describe the ways in which diversity in individuals relates to family structure, patterns, and development over time.
2. Describe the impact of historical and environmental influences on individual and family development over time.
3. Analyze how individual characteristics and their socially defined meanings interact with the country's institutions to contribute to individual and family development over time.
4. Synthesize multiple sources of evidence to generate reasonable conclusions.

HDFS 201 Contemporary Families in the United States fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core for Oregon State University.

The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. Examination of DPD course material is intended to enhance meaningful democratic participation in our college community and our increasingly multicultural U.S. society.

Learning outcomes of this requirement include: Explain how difference is socially constructed Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States

Class Structure

This course is taught exclusively online. As class members you will be enrolled on LBCC's e-learning system as a portal to Moodle. Once you have accessed Moodle, you can bookmark it and access it directly from your home computer. **Log on as soon as possible**

and update your password and contact information.

It is our shared responsibility to develop and maintain a positive learning environment for everyone in the class. I take this responsibility very seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal. Below are some specific ways you can help.

1. **Read** assigned material and take the online quizzes **before** the Weekly Wonder for which it has been assigned. The basic pattern to the class is read textbook and Moodle book/lesson, quiz, WW, read textbook and Moodle book/lesson, quiz, WW, etc.
2. Check Moodle frequently. **Post your questions in the class forum.**
3. **Participate** in class discussions (in Moodle) and team (group) activities. I will assign your groups during Week One.
4. When working **in small groups** you are responsible for making sure that **everyone participates** and no one dominates, each member's opinion is respected, and the group stays on task. Be responsive! Make a quick forum post if you cannot participate right away, and let others know when you will get to the tasks.
5. Because this is an online course, all assignments must be submitted through Moodle and Turnitin, and all class discussions will occur using Moodle's forum feature. It is essential that you access Moodle consistently and frequently.
6. You can get technology help using the following methods: Call the **Student Help Desk at 541.917.4630** or email questions to learning.support@mail.linnbenton.edu. Neil (killion@linnbenton.edu) is another source of tech help.

Ultimately, it is **my responsibility to create opportunities** for you to learn; it is **your responsibility to do the work to learn.**

Academic Integrity

Students are expected to be honest and ethical in their academic work and to refrain from *cheating* (use or attempted use of unauthorized materials, information, or study aids), *fabrication* (falsification or invention of information), *tampering* (altering or interfering with evaluation instruments or documents), *plagiarism* (representing the words or ideas of another person as one's own), or *assisting* another person in committing an act of academic dishonesty. Upon documentation of academic dishonesty and after consulting with the department chair and informing the student of the action taken, the instructor may impose any academic penalty up to and including an F grade in the course.

You will be assigned to a group or "team" of two-three students total. The best teams will be willing to work hard both with content and through style differences. Teams typically [move through a cycle](#) of both challenging and rewarding periods. Your Peer Mentor and Instructor will support this work. **It is required that you use your LBCC email account for teamwork on Google Docs and communicate via the Group Moodle Forum; it will facilitate sharing documents with others as well as Instructor Feedback and grading.** If you cannot use this email and/or communicate to coordinate asynchronous work on group

projects, this is not the class for you. Both of these abilities are required to succeed in this class.

Your online peer mentor is Neil Killion. He will play an active role on Moodle, and you may contact him via email as well. Neil is a political science major with foci in writing, public speaking, critical reasoning, and international relations at the University of Oregon. Neil was a successful student in this class, and has served as a peer mentor for two years. Students consistently rate him as very helpful. He knows a lot! Keep in touch with him for questions and advice (killion@linnbenton.edu).

LBCC Comprehensive Statement of Nondiscrimination

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

Required Materials

- Cherlin, A. J. (2010). *Public and Private Families: An Introduction (7th Ed.)*. Boston: McGraw Hill
- Two readings:
 - Rank, Mark R. (2003). [“As American as Apple Pie”](#). *Contexts*, 2 (3). 41-49.
 - Whyte, Martin King (1992). [“Choosing Mates--the American Way”](#). *Society*, 29 (3). 71-77. (links provided in online syllabus and on Moodle).
- Usage of **Google Docs as assigned**, Microsoft WORD (*not microsoft works or word pad*) or an open source internet site such as Google Docs or Open Office to submit electronic assignments.
- Ability to access and utilize Moodle, Turnitin within Moodle, your LBCC email, Google Drive, and LBCC Library databases regularly

Recommended: Access to [The Washington Post](#).

If you would like to have full content access to our website and you have a valid email address that ends in .edu, .gov, or .mil, while outside of your school or workplace network, [click here and follow the instructions](#).

Once you have verified your email address through the link on the confirmation email message, you will be able to access The Washington Post content from anywhere on any device. Just be sure that you are signed in with your .edu, .gov or .mil email address.

If further assistance is needed, you may contact our Digital Department at (202)334-9900 or 1-800-477-4679.

Evaluation

1. **Quizzes: Quizzes based on the assigned textbook chapters and the online Moodle book/lesson are due by 1:00 p.m. Monday each week, except for the**

first week of the term, when the quiz is delayed until Friday. The quiz is designed to demonstrate your completion of text reading and Moodle lesson/screencast. Understanding the reading will enable you to take part in class forums and Weekly Wonders with the base-line knowledge (understanding and remembering as defined on [Bloom's Taxonomy](#)) needed in order to contemplate the material with higher-level thinking. Best prep for quizzes is reading and notetaking focused on the terms that Cherlin highlights and/or that I emphasize in the Weekly Lessons in Moodle. You get two tries on each of the first two quizzes; one try on the rest. Quizzes will not be made up or reopened; take your quiz early! (*10 points per week x 10 = 100 points*).

2. **Weekly Wonders:** Each week you will earn up to 25 or 50 WW points. Some will be individual grades and some will be team grades. (*25-50 points per week x 8 = 300 total points*).

Important points to keep in mind:

- Weekly Wonders (and quizzes) will focus on **the readings/lectures of the current week with an expectation that material from previous weeks has been understood and retained.** Most WWs will involve [critical thinking](#) and the [higher levels of thinking as defined by Benjamin Bloom's Taxonomy](#) (analyzing, evaluating, synthesizing, creating).
- Some Weekly Wonders can be fully made up, others not.
- I do not accept any e-mailed assignments.
- I use Turnitin, a tool to educate students about using too much similarity (plagiarism) in written work.

3. **Midterm Question:** At midterm time (WW 4) you will answer a question. You may answer in essay, presentation, or matrix format. The question will be posted Monday of Week 4, and will be due the Monday of Week Five. It will be heavily focused on the Difference, Power, and Discrimination and Social Processes and Institutions aspects of this course. You are expected to use resources (textbook, articles, websites) to answer the question. Answering this question and the feedback that I provide you will prepare you for the Final Exam

4. **Final Exam:** The Final Exam will demonstrate your understanding of current issues, how social processes and institutions influences families, and the variations in power and discrimination they experience based on their differences. Doing this requires you to evaluate and to synthesize class material. You may answer in essay, presentation, or matrix format. The final question will be posted the Wednesday of Week 10 and due the Monday of Week Eleven. (*100 points*).

Evaluation Totals

Quizzes	100
WWs 1-3,5, (25 each)	100
WW 4, 6, 7, 8 (50 each)	200
<u>Final Question</u>	<u>100</u>
Total	500

Instructor's Notes

It is my purpose to help you understand the concepts in this class as deeply as possible. I want you to retain these concepts in your long-term memory, as opposed to your short-term memory. To reach this goal, we will all engage in critical thinking. What is critical thinking? [Take a look at this article and pay attention especially to numbers one, two, and five.](#) I'll be looking for you to question and think in a critical manner throughout the course. If you are unfamiliar with this kind of thinking, there will be exercises to help you learn how to approach materials critically.

The assignments are intended to help you make personal and cultural connections to the course content, and to support the development of your *sociological imagination*. How is what we are studying relevant to your daily life? Making these kinds of connections is both more challenging and more rewarding than merely memorizing content.

I work hard, and I expect you to as well. *You are the person who has the greatest impact on your learning and on your grade.* If you have questions or comments, post them in the class forum. For personal matters, contact me directly. I will check e-mail most week days and occasionally on weekends. Use your LBCC email address, head your e-mails with HDFS 201 and sign with your first and last names for the fastest response. I am also available for f2f, skype, or telephone appointments. I enjoy talking with students about course questions, future education, and career plans.

To be successful in this class you should read **diligently** and be prepared to think, “listen”, and participate. It is essential that you seek clarification, deeper learning, or assistance when you have a question as you work with course materials. I **expect** you to have questions and thoughts about the course content; articulating these thoughts and questions will help you hone your critical thinking skills.

I make it a high priority to grade your work promptly. Late work is an exception, and will be graded at the Instructor's discretion, following the grading *of all on-time work from all of my classes*. **If you submit late work, be advised that you may not see the evaluative grade until Finals Week.** (Note the late work deadlines on the course calendar).

Additional Credit

Additional credit is at the discretion of the Instructor. Any additional credit available to one student must be available to all students. In this course, the following opportunities exist for additional credit. All are due by Monday, June 1st, but may be submitted at any time during the course.

1. [Domestic Violence Essay Question](#). (up to 10 points).
2. Dick Weinman [documentary](#) and [response](#) (up to 15 points).
3. [Transgender TED talk](#) and [response](#) (up to 10 points).

Campus Resources

Many resources such as the Library, Learning Center, the Writing Desk, and Family Connections, are available to you as a student. They are described on the LBCC website.

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, or
- You need special arrangements in the event of an emergency.

If you have not accessed services and think you may need them, please contact Disability Services at 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

Tools for Success

- Read and take the quiz by 1:00 p.m. Monday (except Week 1 due Friday).
- Set aside a regular weekly time to participate on Moodle, and a way to work asynchronously with your group.
- Come to Moodle each time prepared to question, think, and discuss the material.
- Complete your WW by 1:00 each Friday starting Week 2.

Course Schedule HDFS 201 Spring 2015 Online

- **Weekly Reading (Text and Moodle Book/Lesson), and Quizzes due every Monday at 1:00 p.m.(except for Week 1 when Quiz is due Friday).**
- **WWs due at 1:00 p.m. Friday, but of the following week.**

Week	Topic	Reading	Work Due
1 <i>30 Mar- 5 Apr</i>	Introduction to the Study of Families and theoretical perspectives; Variation in Families.	Syllabus, Chapters 1 & 2 (quiz 1)	Quiz 1 due by 1:00 p.m. Friday.
2 <i>6 - 12 Apr</i>	Gender	Chapter 3 (quiz 2)	Quiz 2 due 1:00 Monday as are all remaining quizzes. WW 1 (Individual + Forum) due 1:00 p.m. Friday as are all remaining WWs.
3 <i>13 -19 Apr</i>	Social Class and Poverty	Chapter 4 & Rank article (quiz 3)	Quiz 3 WW 2: Individual/Writing
4 <i>20 -26 Apr</i>	Race and Ethnicity; Social Policy	Chapters 5 & 14 (quiz 4, etc.)	Quiz 4 WW 3:Forum (first post by Thursday at 1:00 p.m.)+

5 27 Apr - 3 May	Sexualities, Dating, Union Formation & Dissolution	Chapter 6, Whyte article	Quiz 5 (All late work from weeks 1-4 is due Apr 27 1:00 p.m.)
6 4 -10 May	Continued	Chapter 7	Quiz 6 WW 4: Midterm Question (no late extension/no make up)
7 11 -17 May	Continued	Chapters 12, 13	Quiz 7 WW 5: Online Forum (first post by Thursday at 1:00 p.m.)+
8 18 - 24 May	Working Families	Chapter 8	Quiz 8 WW 6: Team Project
9 25 - 31 May	Parent-Child Relations, the Elderly, and Families	Chapters 9 & 10 (up to p.327)	Quiz 9 WW 7: Online Forum (first post Thursday at 1:00 p.m.)+
10 1 - 7 June	Continued		WW 8 due by Friday at 1:00 p.m.; (no late work/no make up). Interview with Liz will be completed by June 8th at midnight. (All late work from weeks 5-9 and any additional credit is due June 1 at 1:00 p.m.)
11 8 - 14 June			Final Exam and Course Questionnaire due Monday June 8th at midnight (no late work/no make up)

The Instructor reserves the right to make changes in the course schedule. Changes will be announced in class and posted in the live link to this syllabus (from Moodle).

+See Forum Rubric for specific grading policies regarding posting dates. The early posting deadline is for those of you who strive for an “A “ on this assignment and are willing to get your voice out there early as an example/leader. It is fine to complete all of your posts “early”, but I realize this will not work for all schedules, and that is why the longer posting

period is allowed.

**My Moodle course page will be “under construction” this term. Weekly quizzes and WWs are based on the reading (of the text or assigned articles) and the Weekly “Lesson” or “Book” and/or screencast. I am in process of changing books into lessons as well as creating screencasts, so sometimes you will see a book icon (green) and sometimes a “lesson” that has a white icon with little rectangles. Be sure to view the screencast, if applicable. The icon will vary week to week, based on my progress, but the content is the same. *Liz*