FAMILY PERSPECTIVES - FCS 2000

Fall 2012

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Office: Klehm Hall 2050 Office Hrs: M-W (11-12) and T, Th (2-3)

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Course Description:

Perspectives for understanding and analyzing family structure and function, interpersonal dynamics, individual family roles, the role of family in society, and the formative influences of heritage and culture.

Prerequisites: Passing grade of C or better in FCS 1000. A passing grade of C or better must be earned in this course in order to fulfill the pre-requisite requirement for future FCS core courses. Please also note that this is a writing intensive course.

Text:

Skolnick, A.S., & Skolnick, J.H. (2009). Family in transition (15th ed.). Boston: Allyn & Bacon.

Smith, S.R., Hamon, R.R., Ingoldsby, B.B., & Miller, J.E. (2009). *Exploring family theories* (2nd ed.). New York: Oxford University Press.

Course Objectives

- 1. Analyze families and family systems from various situational, social, cultural, and professional perspectives.
- 2. Identify theoretical perspectives and their applications related to understanding family dynamics and individual roles.
- 3. Describe how family and community heritage and culture form family roles, traditions, rituals, values, and personal family identity.
- 4. Describe the impact of public policy on individuals and families at different stages of the life cycle.
- 5. Apply ethical professional practice standards.

Course Policies and Procedures: The instructor reserves the right to alter or amend the syllabus and the tentative course schedule.

Students are expected to attend class regularly. If you miss class, it is your responsibility to obtain all notes, assignments, and handouts. If you are tardy to class, it is also your responsibility to catch up on any missed announcements, etc. You will need a valid, EIU e-mail address and regular access to WebCT to receive course announcements and to correspond with me and your classmates. I strongly encourage you to check your WebCT accounts daily for any announcements, materials, etc. related to this class. I will do my best to respond to your emails within 48 hours (excluding weekends and holidays) after your initial email.

Academic dishonesty will not be tolerated by the School of Family and Consumer Sciences. All students are expected to comply with University rules and regulations on academic integrity and honesty. Disciplinary sanctions may be imposed for violations of these rules and regulations. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignments created in this course may be submitted for review to turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database. You will receive the Class ID and Passcode via WebCT.

If you need course adaptations or accommodations because of a documented disability, have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please notify me as soon as possible. Also, contact the Coordinator of the Office of Disability Services at 581-6356.

Classroom Courtesy and Professionalism – Attendance will be taken during the first 5 minutes of class. Students who arrive after that time are welcome to stay for class, but will be counted as absent for the day (unless I am notified BEFORE the start of class). Students are not allowed to leave class until dismissed...in other words, no packing up materials and/or leaving before the end of the allotted class time. Laptops and cell phones (including texting) are not allowed in the classroom. Cell phones must be turned off and put away during class time. IPod/MP3 player use, magazine and/or newspaper reading, and working on materials for classes or projects other than those for this class are prohibited.

Inappropriate dress (such as sagging pants, low-cut tops, "extremely short" shorts) and conversations will not be tolerated in the classroom. Students who fail to follow these requirements may be asked to leave the class and if necessary, face additional disciplinary action.

CLASS ASSIGNMENTS

Unless otherwise noted, ALL assignments are due at the beginning of class time on the date listed on the schedule*. Ten percent will be deducted from late assignments (exceptions may be made at the instructor's discretion), per date late, including the due date. No assignments will be accepted after one week from the due date. Also, I will not accept late assignments via Panthermail or WebCT, unless you have official documentation that would support such a submission. Any concerns, questions, or comments must be addressed to the instructor within one class period after the assignments are graded and returned to the students. Grade appeals will not be entertained after that point.

*I will allow **one free "pass"** (within 24 hours, **including weekends and holidays**) for students who may have issues with submitting an assignment. This pass DOES NOT apply to the FINAL Theoretical Application assignment. I strongly suggest that you use this "pass" wisely.

Assignments prepared out of class are required to be typed using a 12 point font with one-inch margins, double spaced, and proof-read (not just computer spell check) by the student. Grading will be based, in part, on the appearance of the work, including grammatical and typographical errors. APA style is to be used and used correctly. Make sure to staple any submitted work longer than one page. Unstapled papers will not be accepted and are subject to point deductions due to lateness.

1. **In-class Assignments** (varied points) – Students will generally complete these brief assignments during the class period. In-class assignments may include pop quizzes, extra credit, small group work, etc. Typically, students must be in class and counted as "present" when assignments are given in order to receive credit. However, depending on the circumstance, make-up work may be accommodated at the instructor's discretion. Individual assignments will vary in point value.

- 2. **Theoretical Application Paper** (100 points) Each student will complete a theoretical application paper on a self-selected topic related to families and a FCS concentration of study. **Students will submit the application paper assignment to Turnitin.com**. The assignment guidelines are available on WebCT. Points breakdown for assignment:
 - Rough Draft 25 pts.
 - References Review (5 pts.)
 - Introduction/Case Scenario (10 pts.)
 - Application of Theory/Conclusion (10 pts.)
 - Final Draft 75 pts.
- 3. **Powerpoint Presentation Theoretical Application Paper (50 points)** Each student will present highlights of their Theoretical Application Paper to the rest of the class. Assignment guidelines and rubric are available on WebCT
- 4. **Exams 75 points each (midterm and final) -** Students will be unable to make up an exam without documentation of an excused absence.

<u>Grading Scale</u> - The best way to get the grade you want in this class is to: <u>attend</u> every week, <u>read</u> <u>and study</u> the assigned readings, <u>actively</u> participate in classroom discussions, and <u>complete</u> the assignments (correctly and on time).

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% and below

STUDENT RIGHTS:

Having described policies and responsibilities to which you, as a student, will be expected to adhere for this course, I want to emphasize that as an instructor I have responsibilities to you. Cornwell Strickland, writing in *Excellence in University Teaching*, has noted the following student rights:

- 1. the right to be recognized as an individual, even in large classes,
- 2. the right to have a professor interested in teaching,
- 3. the right to instruction based on adequate preparation,
- 4. the right to express opinions and to challenge those of the instructor,
- 5. the right to personalized instruction, relevant to student needs and interests,
- 6. the right to access to the professor at times other than class sessions, and
- 7. the right to know the system by which he or she is graded.

I have received, read, and understand the requirements stated in the class syllabus.	
Signed by:	
Student Signature	Date
Instructor Signature	