

## CHFD 3920: Issues in Family Systems Spring 2009

Department of Child and Family Development The University of Georgia Class Location: Dawson Hall Room 208 Class Time: TR 8:00-9:15 a.m.	Instructor: Lindsay Marshall Office: 326 Hoke Smith Annex Email: mzlinz@uga.edu Phone: (706)583-0564 Office Hours: T 9:30-1:30 or by appointment
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### **Required Text**

Anderson, S. A. & Sabatelli, R. M. (2007). *Family Interaction: A multigenerational developmental perspective*. Boston: Allyn and Bacon.

This course syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary. Late additions to enrollment in this course will not be permitted unless exceptional circumstances can be shown. Approval by the Instructor and Department Head are required.

### **Course Description**

An advanced study of family issues over the lifespan with an emphasis on family research and theory, transitions in families, and intergenerational issues.

### **Course Objectives**

1. To examine major theoretical approaches to the study of families.
2. To identify adaptations in family structure and interactional patterns during family transition.
3. To explore the impact of various social issues on American families.
4. To consider the diversity within and between families.
5. To gain an understanding of intergenerational family dynamics.

### **Course Expectations**

1. Students will take three exams (two during the semester and a final exam) that will cover lectures and readings.
2. Students will participate in collaborative group research projects and present findings to the class.
3. Students will complete all assigned readings and come to class prepared to discuss the readings. Students are responsible for all material in the text even though it may not be discussed in class lectures.
4. Students will attend class and participate in class discussion. Discussion, diversity of opinions, and critical thinking are welcome and encouraged.
5. Students will complete in-class and out-of-class assignments that will be graded throughout the semester. These activities will be counted for part of your grade.

Throughout the course, topics in lecture and presented in the readings will be further explored through individual activities and small group activities that will be completed during selected lessons inside or outside of class time. Because assignments build on material covered in class sessions and contribute to class participation, in-class assignments may NOT be submitted late by students who have missed class.

6. Abide by UGA's academic honesty policy. Detailed information about academic honesty at The University of Georgia can be found at: <http://www.uga.edu/honesty/>

WEEK	DATE	TOPIC	READING TO BE COMPLETED BY CLASS	ASSIGNMENT DUE
1	1/8	Introduction: Defining the Family		
2	1/13	The Family as a System <b>Last Day to Drop Undergraduate Courses</b>	Chapter 1	WebCT Quiz 1
	1/15			Potential Topics for Group Presentations
3	1/20	Family Strategies	Chapter 2	WebCT Quiz 2
	1/22			Group Presentation Information
4	1/27	Structural Models	Chapter 3	WebCT Quiz 3
	1/29			
5	2/3	Intergenerational Models and Contextual Models: Family Diversity	Chapters 4 and 5	WebCT Quiz 4  Presentation 1: Sexual Orientation, Marriage, and Children
	2/5	<b>EXAM 1</b>	Chapters 1-5	EXAM 1
6	2/10	The Transition from Adolescence to Adulthood	Chapter 6	WebCT Quiz 5
	2/12			
7	2/17	Mate Selection and Family Development	Chapter 7	WebCT Quiz 6  Presentation 2: Premarital Sex

	2/19			Presentation 3: Cohabitation and Marriage
8	2/24	The Transition to Marriage: The New Marital System	Chapter 8	WebCT Quiz 7  Presentation 4: Mandatory Premarital Counseling
	2/26			
9	3/3	Communication and Intimacy	Chapter 9	WebCT Quiz 8
	3/5			
SPRING BREAK 3/10-3/12				
10	3/17	Conflict in Marriage	Chapter 10	WebCT Quiz 9
	3/19	<b>EXAM 2</b>	Chapters 6-10	EXAM 2
11	3/24	Families with Young Children: The Transition to Parenthood <b>Withdrawal Deadline</b>	Chapter 11	WebCT Quiz 10  Presentation 5: Spanking as a Discipline Strategy
	3/26			Presentation 6: Should children who are at risk for abuse remain with their families?
12	3/31	The Parent-Child Relationship System and The Single-Parent Household	Chapters 12 and 17	WebCT Quiz 11  Presentation 7: Adolescent Pregnancy
	4/2			
13	4/7	Family Tasks during Middle Adulthood	Chapter 13	WebCT Quiz 12  Presentation 8: Maternal Employment
	4/9			Presentation 9: Fathers: What are their roles

14	4/14	The Family in Later Life and Death, Loss, and Bereavement	Chapters 14 and 15	WebCT Quiz 13
	4/16			
15	4/21	Divorce and Remarriage and Stepparenting	Chapters 16 and 18	WebCT Quiz 14  Presentation 10: Is divorce harmful to children?
	4/23			
16	4/28			
	5/5	<b>FINAL EXAM: 8:00-11:00 a.m.</b>	Chapters 11-18	

### Class Policies

1. Attendance is expected and will randomly be taken throughout the semester, as determined each day by a coin toss. Should you be absent and believe it should be excused, you are required to submit written documentation for the absence the following class period.
2. Students are responsible for all material presented in class, as well as assigned readings.
3. All work accepted must be completed on time. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**
4. Students must take all exams at the scheduled date and time.
5. Turn off cell phones before coming to class. Students are not to use cell phones to talk to **OR TEXT** others during class. Be aware that the use of camera phones during exams can result in academic dishonesty reports.
6. You are welcome to use a laptop in class, but it is my expectation that you will be using it to take notes, not to shop, visit social networking web sites, answer email, or work on tasks not associated with the course, etc. Misuse of laptops during class by any student will result in them being banned for the entire class for the remainder of the semester.
7. According to the UGA Academic Honesty policy, cheating and/or plagiarism are not permitted.

### Assignments

#### *Exams*

There will be two exams and a final in this class, each worth 100 points. Exams consist of multiple choice and written response questions and will be based on required readings, guest lectures, and class activities. No make-up exams will be given except in the case of a *serious illness or emergency*. Documentation of such a circumstance must be submitted and a make-up will be arranged within one-week of the regularly scheduled exam.

All exams should be written in blue or black ink or dark pencil. Remember, if it can't be read, it can't be graded.

### *Quizzes*

You must complete 14 quizzes on WebCT. Each quiz will close at 7:30am on the day of the class for which the reading is first discussed. This is shown on the schedule above. With the exception of the first quiz, each quiz will open one week prior to the class for which the reading is first discussed, so you will have one full week to complete the reading and take the quiz. The quizzes will consist of 5 multiple choice questions and you will have 10 minutes to complete the quiz. Note that when you take a quiz you will receive 5 randomly selected questions drawn from a large pool. It is very unlikely that two students will receive the same set of questions.

This exercise is to ensure that you have sufficient knowledge of class topics to be able to contribute to class discussions and gain the maximum learning from the class experience. You may discuss readings in groups if you wish, but the quizzes must be your own work. They are open book quizzes. No make-up quizzes will be allowed except in the case of a *serious illness or emergency*.

If you are unhappy with your score you may take it again, but you are very unlikely to get the same questions again. WebCT is set up to record the highest quiz score, so if you take it twice, you will get the higher of the two scores. **NOTE: You may need to disable any pop-up blocker on your computer for the quizzes to appear.**

### *Attendance Policy/Participation Points for Class Lectures*

Throughout the semester, topics will be explored through activities that will be completed in-class or as homework assignments. Assignments will build on material covered during class sessions and contribute to class participation. With the exception of documented excuses, students who have missed class may not submit in-class assignments late. The participation grade will consist of attendance, class participation, small group participation, and homework assignments.

Beginning the second full week of class, attendance will be taken at random, as determined by a coin toss. At the beginning of each class period, the instructor will flip a coin. If it lands on heads, attendance will be taken. At the end of the semester, the instructor will divide the number of classes in which attendance was taken into 100, in order to determine how many points attendance in each class was worth. For example, if attendance is taken during 12 classes, you will receive 8.33 points for each of those 12 classes you attended.

Tardiness will be penalized on days attendance is taken. If you are late to class on a day attendance is taken, see the instructor after class to make sure you sign the roll. You will receive half the attendance points for that day.

## *Collaborative Small Group Debate Presentation*

### Debate Presentation Information

Students will participate in small group presentations of Family Issues. Groups will be determined by the instructor during the first full week of class. The purpose of this project is to critically analyze current family issues, summarize the information from research of empirical studies, and present findings to the class. Each topic will be presented in a debate format, with EACH group presenting both sides of the issue. Groups will be graded on their ability to critically think about the issues and their impact on families and individual members. Groups will be determined by matching students' interests as closely as possible.

### Group Guidelines

Students are required to **meet several times** with their group members outside of class to form debate structure, manage responsibilities, conduct research, create and plan the presentation. Each group will then orally present their findings to the class (15 minutes) in a debate format, facilitating class discussion around the provided evidence supporting each side of the particular family issue. Group members will choose one chairperson/representative. Each student will be graded on their participation in the group project as well as how the group works together to research, organize, and present an informative and though provoking debate and report to the class. You are required to inform the instructor of the name of the chairperson and the related responsibilities (roles) agreed upon by the group.

The following information should be emailed to the instructor by 7:30 a.m. on January 22: Name of the chairperson, weekly scheduled group meeting time, chairperson responsibilities.

### Chairperson

Each group will choose a chairperson and decide on the chairperson's responsibilities. At the very least, the chairperson would be the communication liaison between the instructor and the group. Potential responsibilities are: organizing and facilitating group meetings, sending out reminders, making sure dress rehearsal happens, keeping track of responsibilities, among others.

- Equal participation among group members is expected, and members will be asked to evaluate each other's contribution. Each person should participate in the planning, research (e.g., each person is responsible for finding at least one source), preparation and presentation. Members should meet as a group several times to plan the project.
- Once the research has been conducted each group will type a one to two page outline.
- Prepare a handout of findings based on empirical objective information from research that describes the evidence supporting each side (i.e., pro and con) of the issue as well as an annotated reference document (handout and references described below).
- Each individual will create a Source Summary (described below).

### Source Summaries

Each person in the group will locate at least one scholarly source supporting either the pro or the con side of the issue, make copies of the source, and type the reference for each source (current APA style manual), along with a "Source Summary" (e.g., a one page outline summarizing the relevant information from each source). Each person in the group must write a source summary

on one scholarly source that is not being used as sources by anyone else in the group. Source summaries will be handed into the instructor on the day of the presentation. One copy of the full original source is to be handed in with the summary.

### Handout

- Once the research has been conducted each group will create a handout for classmates.
- The handout consists of two parts: summary and annotated references
  - Summary should include a one to two page outline of findings based on empirical objective information from the research that describes the evidence supporting each side (i.e. pro and con) of the issue.
  - Annotated References: \*\* a reference sheet of all citations included in the handout and in the presentation. This document of resources used in the presentation should include annotations (a brief descriptive paragraph following each reference citation) and be typed in accordance with the current APA style manual.
    - *\*\*Evidence to support your conclusions should come from at least four scholarly sources (e.g. **peer-reviewed** research studies published as articles in professional journals such as Journal of Marriage and Family, Journal of Family Psychology, Journal of Family Issues). Non-research based Internet information, newspaper articles, and other types of periodicals (e.g. Psychology Today) **may only be used for “extra” or supplemental sources.***

**Due BEFORE Presentation:** One MS-Word copy of the outline handout as well as the annotated reference document should be posted separately on the Discussions page of CHFD 3920 WebCT as attachments. This is **due at 7:30 a.m. one CHFD 3920 class period prior to the presentation** (make sure all group members’ names are on the paper). One hard copy is due to the instructor during that class period. Students in the audience should print out a copy of the outline and bring it to class on the day of the presentation. Printing out the annotated references is optional.

**Due ON THE DAY OF the Presentation:** A folder with: (a) copy of the PPT presentation, (b) source summaries, (c) handout, (d) evaluation of group members (WebCT), and (e) copy of rubric (WebCT)

### Grading

Assignment	Points	Your Points
Exam 1	100	
Exam 2	100	
Final Exam	100	
Collaborative Presentation	100	
Quizzes	140	
Participation/Attendance/Homework	100	
Total	640	

Points	Grade	Percentage
595-640	A	93-100%
576-594	A-	90-92%
556-575	B+	87-89%
531-555	B	83-86%
512-530	B-	80-82%
492-511	C+	77-79%
467-491	C	73-76%
448-466	C-	70-72%
384-447	D	60-69%
<383	F	<60%

NOTE: To be fair to all students, grade point cutoffs are final. I know it is painful to miss getting a higher grade by only 1-2 points (or maybe even a few tenths), but these cutoffs will be held to strictly. Sorry, no exceptions.

### **University Policies**

#### *Academic Honesty*

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty at The University of Georgia can be found at: <http://www.uga.edu/honesty/>

#### *Final Exams*

Final Exam Schedule: University policy requires that final examinations be held for courses as scheduled and listed in the University final examination schedule for each semester.

Final Exam Conflicts: University examination policy pertaining to students with three final examinations scheduled on the same calendar day or two examinations at the same time – students in this situation may petition an instructor to reschedule one exam at a different time. If one of the conflicting final examinations is a “mass” exam, than that examination should be rescheduled first. The policy providing for this, including links to the petition and what the student must include in it may be found at:

<http://www.curriculumsystems.uga.edu/FinalExamConflicts/FinalExamConflicts.html>

#### *FERPA*

Protection of Private Information: If you have requested a restriction of your personal information, please contact the instructor as soon as possible. An alternative method of taking role and distributing tests and assignments will be determined by the professor and student.

### *ADA*

In accordance with the American with Disabilities Act of 1990, students who need special accommodations should notify their instructor.

### *Withdrawal*

Should you choose to withdraw from this class after drop/add ends (noon on Tuesday, January 13th ), a WP (Withdrawal Passing) only can be assigned if you are passing the course at the time you withdraw. If you are failing the course, you will receive a WF. Also, according to university policy, students who withdraw after the semester mid-point (or those who are withdrawn due to excessive absences) automatically receive a WF. The only exceptions are when the withdrawal is recommended by the Office of Student Affairs because of some emergency or health reasons that they have verified. The midpoint withdrawal deadline for Spring 2009 semester is Tuesday, March 24th. Since you can initiate a withdrawal on-line, be sure you are aware of your progress in the class prior to doing taking that action. Also remember than a reduction in your course load may affect financial aid eligibility (including HOPE) and full-time student status. Also, for undergraduates, there is now a limit of four (4) career withdrawals at UGA. Beginning with the 5<sup>th</sup> withdrawal, all subsequent withdrawals receive an automatic WF. The count began Fall 2008 semester. Exceptions will be made for Hardship Withdrawals, Withdrawals from Audited Courses, and Military Withdrawals.

### *Incompletes*

The UGA Undergraduate Bulletin states that a grade of Incomplete “indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. If an I is not satisfactorily removed after three semesters, the symbol will be changed to the grade of F.” This is the policy regarding receiving a grade of ‘incomplete’ for this class. Circumstances leading to an incomplete will require documentation.