

UC 11812 12F

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

<input checked="" type="checkbox"/> Undergraduate Council
<input type="checkbox"/> New Course <input checked="" type="checkbox"/> Course Change
Core Category: <u>WID</u> Effective Fall <u>2013</u>

or

Graduate/Professional Studies Council
<input type="checkbox"/> New Course <input type="checkbox"/> Course Change
Effective Fall <u>2013</u>

1. Department: EPSY College: EDUC
2. Faculty Contact Person: Shirley Yu Telephone: 3-9822/ 3-0412 Email: slyu@uh.edu  
Andrea Burrridge 3-0412 aburrridge@uh.edu
3. Course Information on New/Revised course:
  - Instructional Area / Course Number / Long Course Title:  
HDFS / 1300 / Development of Contemporary Families
  - Instructional Area / Course Number / Short Course Title (30 characters max.)  
HDFS / 1300 / DEV OF CONTEMPORARY FAMILIES
  - SCH: 3.00 Level: FR CIP Code: 19.0701.00 07 Lect Hrs: 1.5 Lab Hrs: 1.5
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? ☐ Yes ☒ No  
If Yes, please complete:
  - Instructional Area / Course Number / Long Course Title:  
\_\_\_\_ / \_\_\_\_ / \_\_\_\_
  - Course ID: \_\_\_\_\_ Effective Date (currently active row): \_\_\_\_\_
6. Authorized Degree Program(s): HDFS
  - Does this course affect major/minor requirements in the College/Department? Yes ☐ No ☒
  - Does this course affect major/minor requirements in other Colleges/Departments? Yes ☐ No ☒
  - Can the course be repeated for credit? ☐ Yes ☒ No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture laboratory (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
HDFS / 1300 / Development of Contemporary Families
  - Course ID: 24898 Effective Date (currently active row): 8252008
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
Cr: 3. (1.5-). Prerequisites: ENGL 1303 Description (30 words max.): A multidisciplinary integration of historical, psychological, and sociological approaches to the study and understanding of diversity in family forms and influences that shape a family's values, beliefs, and behaviors.

10. Dean's Signature

Date: 10/12/12

Print/Type Name

Elissa Benson

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Educational Psychology/ College of Education

Person Making Request: Shirley Yu

Telephone: 713-743-9822

Email: slyu@uh.edu

Dean's Signature: \_\_\_\_\_

Date: 9/20/12

Course Number and Title: HDFS 1300: Development of Contemporary Families

Please attach in separate documents:

☒ Completed CBM003 Add/Change Form with Catalog Description

☒ Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Explain major concepts in the development of contemporary families, including historical, sociological, and psychological influences on families. This will include describing a diversity of family forms, summarizing family study theories, and identifying the impact of gender, race, ethnicity, and sexuality on the family experience. 2. Formulate and critique points and counterpoints relative to specific issues in family studies. 3. Apply knowledge of concepts in family studies to classify and analyze a diversity of family forms. 4. Integrate and demonstrate social responsibility with respect to academic honesty in writing and student behavior. 5. Critically analyze and evaluate family myths in terms of scientific theory, empirical research and evidence. 6. Effectively communicate through writing including content, grammar, and style in a scholarly manner. 7. Design a research study and effectively communicate it through oral and written presentation. 8. Demonstrate personal responsibility through writing to learn strategies that will facilitate academic success.

Component Area for which the course is being proposed (check one):

**\*Note:** If you check the Component Area Option, you would need to also check a Foundational Component Area.

☐ Communication

☐ American History

☐ Mathematics

☐ Government/Political

Science

☐ Language, Philosophy, & Culture

☒ Social & Behavioral Science

☐ Creative Arts

☒ Component Area Option

☐ Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

☒ Critical Thinking

☐ Teamwork

☒ Communication Skills

☒ Social Responsibility

☒ Empirical & Quantitative Skills

☒ Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

#### Critical Thinking:

1a) Students will write a 3-4 page paper on family functions, including defining 3 functions, classifying, and analyzing their own family in terms of these functions. Included in the prompts are instructions for students to evaluate the usefulness of describing families in terms of functions. This paper assignment (paper 1) is attached.

1b) Students will evaluate a classmate's draft of their family functions paper in order to critically assess the student's work in terms of content, grammar, and style. This peer review will be completed at least one week before the final paper is due in order to provide constructive feedback designed to improve the final versions of the paper. The peer review worksheet for this paper is attached.

2a) Students will write a 3-4 page paper on family myths, including defining 3 myths, analyzing, and evaluating (critiquing) the myths in terms of research and empirical evidence learned in the course. This paper assignment (paper 2) is attached.

2b) Students will evaluate a classmate's draft of their family myths paper in order to critically assess the student's work in terms of content, grammar, and style. This peer review will be completed at least one week before the final paper is due in order to provide constructive feedback designed to improve the final versions of the paper. The peer review worksheet for this paper is attached.

#### Communication Skills:

1) Students will design a research study utilizing one of several empirical research methods, as well as identify the advantages and disadvantages of the research method. Students will communicate their study to the class through a presentation and submit a write-up of their study design. The research methods/design activity assignment is attached.

#### Empirical & Quantitative Skills:

1) During the semester students will take 3 exams. Selected multiple choice test items from the 1<sup>st</sup> exam will be used to assess empirical and quantitative skills. See attached document for the exact test items.

2) Students will design a research study utilizing one of several empirical research methods, as well as identify the advantages and disadvantages of the research method. Students will communicate their study to the class through a presentation and submit a write-up their study design. The research methods/design activity assignment is attached.

Teamwork:

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Social Responsibility:

1) Students will integrate various facets surrounding the issue of academic honesty, including categories of academic dishonesty (including plagiarism), and the consequences of academic dishonesty. Students will complete an academic honesty assignment and sign a pledge of academic honesty. This assignment is attached.

Personal Responsibility:

1) Students will demonstrate personal responsibility in terms of use of effective study strategies that are tied to academic success. For example, students will compose textbook chapter review guides and sample exam questions that will be used to help prepare them for the exams. The review guide assignment is attached.

Will the syllabus vary across multiple section of the course? ☐ Yes ☒ No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: \_\_\_\_\_

**HDFS 1300: Development of Contemporary Families**

**Section XXXXX Term Year**

**Tue./Thur. 10:00-11:30 a.m.**

**101 (Kiva) Farish Hall**

**Professor – Name**

Office Hours – Days/times and by appointment

Office – XXX Farish Hall

Phone – XXX-XXXX

E-mail – via Blackboard Vista: <http://www.uh.edu/blackboard> (click on blue Blackboard Vista button)

Mailbox – Dept. of Educational Psychology, 491 Farish Hall

**Teaching Assistants** (All TA Mailboxes and Offices located in Dept. of Educational Psychology, 491 Farish Hall. All TA e-mail addresses available via Blackboard Vista: <http://www.uh.edu/blackboard>):

TA – Name

Office Hours: Days/times and by appointment

Phone:

Breakout Section # 02-XXXXXX– XXX Farish Hall

TA – Name

Office Hours: Days/times and by appointment

Phone:

Breakout Section # 03-XXXXXX – XXX Farish Hall

TA – Name

Office Hours: Days/times and by appointment

Phone:

Breakout Section # 04-XXXXXX – XXX Farish Hall

TA – Name

Office Hours: Days/times and by appointment

Phone:

Breakout Section # 05-XXXXXX – XXX Farish Hall

TA – Name

Office Hours: Days/times and by appointment

Phone:

Breakout Section #06-XXXXXX – XXX Farish Hall

**Required Textbook**

Schwartz, M. A., & Scott, B. M. (2012). *Marriages and families: Diversity and change* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Textbook is available at the UH Bookstore (ISBN-13 # 978-0-205-84530-9). Make sure you purchase the textbook edition that is mostly black and white on the cover.

**Optional Study Guide**

[www.myfamilylab.com](http://www.myfamilylab.com). Requires access code. Shrink-wrapped textbook packaged with access code to online study guide is available at the UH Bookstore (ISBN-13 # 978-0-205-87786-7/ISBN-10 # 0-205-87786-9).

### Website for Course

Available via Blackboard Vista (Click on the BLUE Blackboard Vista button):

<http://www.uh.edu/blackboard>. You will need your PeopleSoft ID number in order to log on to Blackboard Vista. The syllabus, assignment handouts, announcements, and your grades will be posted to the course Blackboard site. All e-mail correspondence with the professor and TAs concerning this course should be posted via the course Blackboard site. You can also e-mail your classmates via the Blackboard site. Your paper assignments must be submitted via the Turnitin links within Blackboard. **You should check the course Blackboard Vista site at least twice a week.**

### Description and Goals of Course

From the UH Undergraduate catalog:

“Cr. 3. (1.5-1.5). Prerequisite: ENGL 1303. A multidisciplinary integration of historical, psychological, and sociological approaches to the study and understanding of diversity in family forms and influences that shape a family's values, beliefs, and behaviors.”

This course meets the UH undergraduate core curriculum requirement in Writing in the Disciplines<sup>1</sup> or the UH undergraduate core curriculum requirement in the Social and Behavioral Sciences – Writing Intensive<sup>2</sup>.

*1 Beginning Fall 2007 a separate Writing Intensive category is included in the UH Core Curriculum, and the Social and Behavioral Sciences category no longer includes Writing Intensive courses. Students enrolling at the University of Houston for the first time Fall 2007 and forward will follow the Fall 2007 Core Curriculum requirements.*

*2 Students who first enrolled Fall 1999 through Summer 2007 will continue to follow the Core Curriculum requirements implemented in Fall 1999. Please see the Fall 1999 Core page for reference if your degree plan is anchored to the Fall 1999 Core. (<http://www.uh.edu/academics/corecurriculum>)*

(Will insert new core information here when applicable)

If you have any questions about what the Core Curriculum requirements are for you and your specific degree plan, please see an advisor and/or check the UH website:  
<http://www.uh.edu/academics/corecurriculum>

The general goal of this course is to provide an overview of important concepts, theories, and research in family studies from an interdisciplinary perspective. The content of the course emphasizes three primary influences on the development of contemporary family relationships and experiences over time: intrapersonal, interpersonal, and contextual factors. Throughout the course, particular attention will be given to the diversity of family forms and how they are shaped by race/ethnicity, social class, gender, and sexuality. As a Writing in the Disciplines course, the goals of this course include helping you to learn to write and to write to learn.

Upon successful completion of the course, students will demonstrate the following student learning outcomes:

1. Explain major concepts in the development of contemporary families, including historical, sociological, and psychological influences on families. This will include

- describing a diversity of family forms, summarizing family study theories, and identifying the impact of gender, race, ethnicity, and sexuality on the family experience.
2. Formulate and critique points and counterpoints relative to specific issues in family studies.
  3. Apply knowledge of concepts in family studies to classify and analyze a diversity of family forms.
  4. Integrate and demonstrate social responsibility with respect to academic honesty in writing and student behavior.
  5. Critically analyze and evaluate family myths in terms of scientific theory, empirical research and evidence.
  6. Effectively communicate through writing including content, grammar, and style in a scholarly manner.
  7. Design a research study and effectively communicate it through oral and written presentation.
  8. Demonstrate personal responsibility through writing to learn strategies that will facilitate academic success.

The format of the course will be flexible, including a mixture of lecture, large and small group discussion and collaborative learning activities. Research indicates that students learn better when they are actively involved in learning tasks, so throughout lecture and the class sessions and Breakout Sections, you will be asked questions about the weekly assigned readings and work on in-class participation activities and assignments. This requires you to come to class prepared to take an active role and participate fully in the class session. It is important that students are responsible to their colleagues in the learning community by doing the readings and assignments.

*This course is linked to the College of Education's conceptual framework (Collaboration for Learning and Leading) in the following manner:*

Collaborate. Students will collaborate with instructors and classmates during class activities and discussion.

Learn. Upon successful completion of this course, students will learn the following:

- Knowledge about major concepts and research findings on the development of diverse contemporary families.
- Skills in writing, including learning to write and writing to learn.
- Positive attitudes regarding the diversity of family forms.

Lead. Students will gain leadership experiences in small groups and breakout activities which will help them to become leaders in their chosen fields.

*This course is aligned with the following American Psychological Association Learner-Centered Psychological Principles:*

Cognitive and Metacognitive Factors: 1) Nature of the learning process, 2) Goals of the learning process, 3) Construction of knowledge, 4) Strategic thinking, 5) Thinking about thinking, and 6) Contextual learning.

Motivational and Affective Factors: 7) Motivational and emotional influences on learning, 8) Intrinsic motivation to learn, and 9) Effects of motivation on effort. Developmental and Social Factors: 11) Social influences on learning.

Individual Differences Factors: 12) Individual differences in learning, 13) Learning and diversity, and 14) Standards and assessment.

*This course will help students prepare to meet the following National Association for the Education of Young Children Standards:*

Standard 7: NAEYC Accreditation Criteria for Families Standard: 7a) Knowing and understanding the program's families, 7b) Sharing information between staff and families, and 7c) Nurturing families as advocates for their children.

Breakout Sections: The class is divided into 5 smaller Breakout Sections that will be led by the TAs in separate rooms. The lab section # that you registered for will determine which breakout section you will attend. Typically, we will meet on Tuesdays with all students in 101 (Kiva) Farish Hall for lecture. On Thursdays, we will meet in the five separate rooms for the Breakout Section portion of class. **You will attend the same Breakout Section for the entire semester.**

Please note: This section of HDFS 1300 (Sec. XXXXX) is completely separate from the other lecture section of HDFS 1300 being offered this semester. Only students enrolled in Section XXXXX of HDFS 1300 should attend this class; relatedly, if you are enrolled in Section XXXXX, you should not be attending any other lecture. If you have any questions regarding this section of this course, please consult this syllabus or your instructor.

## Course Requirements and Grading

### 1) **Three Exams** (Exam 1 = 15%, Exam 2 = 15%, Exam 3 = 15%)

Three exams are scheduled. **Exam 1** will cover chapters 1-5 (skip pp. 152-155). **Exam 2** will cover chapters 7-10. **Exam 3** will cover chapters 11 (& pp. 152-155) -14. The format of these exams will be multiple choice and will cover material from the lectures, Breakout Sections, class sessions and activities, and textbook. You will be responsible for material covered in class that is not in the textbook, as well as material in the textbook that is not covered in class. You are encouraged to form study groups to review material and prepare for the exams. You are also encouraged to use the online study guide ([www.myfamilylab.com](http://www.myfamilylab.com)) to review your knowledge and prepare for the exams. The exams will be administered in the **Breakout Section rooms** on the dates listed, unless otherwise instructed. All students are required to bring a scantron form (Form # 4521) for each of the exams. This is the only blue form available for purchase at the UH bookstore, and they cost 38 cents each.

Please note: You must have scantron form #4521 with you in order to take the exam. The exams will only be administered on the dates and times listed, so plan accordingly. If you arrive late to the exam, you will still need to turn in your exam at the end time indicated. NO make-up exams will be scheduled, except in the case of *extreme* emergency (e.g., personal illness, death in the family). Students requesting a make-up exam must obtain approval from your instructor *prior to* the exam and provide official written documentation verifying the emergency.

### 2) **Papers** (2 @ 15% each = 30%)

These papers (3-4 pages each) will give you an opportunity to demonstrate your understanding of the research, concepts, and ideas in the textbook, lecture and class sessions and apply your knowledge to "real world" situations and issues. Your papers should demonstrate how your knowledge of contemporary families informs real life experiences or issues, and they will be graded according to content, grammar, and style. There will be more information regarding these papers given in class.

You will turn in your final versions of your papers in **two formats** by the beginning of class on the due dates indicated: a hard copy of your paper in person to your TA **and** the electronic copy of your paper to the Turnitin assignment links in Blackboard Vista.



Please note: Your paper in the **two formats** (hard copy in person **and** electronic copy to the Turnitin assignment link in Blackboard Vista) is due at the beginning of class on the day due (10:00 am). Papers turned in after the beginning of class or not turned in on time will be dropped a grade of 5 POINTS EACH CALENDAR DAY IT IS LATE, with the latest date that both formats are submitted counted as your actual submission date. PAPERS WILL ONLY BE GRADED WHEN BOTH FORMATS HAVE BEEN SUBMITTED. Papers not submitted in person to Dr. Yu or the TAs must be initialized by a member of the Dept. of Educational Psychology staff with the time and date received. If your paper is going to be more than one week late, you must make arrangements with your course instructor, or else it may not be accepted.

### 3) Class Participation Activities and Assignments (20%)

Active, meaningful participation is an important aspect of this course. Consider carefully the fact that everyone has had some sort of experience in families (right?!) and that your participation assists both you and your classmates in understanding the subject matter presented.

You will be graded on your class participation, including your role in the successful completion of class activities and assignments. There will be several in-class activities and assignments throughout the semester. This includes peer review of the paper drafts, short quizzes, small group work, breakout section discussions, “5-minute essays” or other brief assignments requiring students to apply or expand upon something they read or learned in class, reflect upon their own personal experiences or ideas, etc. The in-class activities and assignments are designed to help you learn the course material in a more meaningful manner. In addition, they are also an incentive to attend class – your instructor and the TAs may collect activity assignments on any given day and use them toward the calculation of this portion of your grade, and activities/assignments **cannot** be made up or substituted for any reason. Because sometimes things happen and you have to miss class, everyone will earn 4 bonus participation points that will be added in when this portion of your grade is calculated. This will help counter a missed activity or two, with the exception of the polished draft and peer review activities which can earn up to 6 points each time.

This is what I hope everyone’s participation in this class will look like:

On-time and prepared to participate in entire class session; demonstrates understanding of the readings for the day by using concepts from course and readings to help explain or justify verbal or written comments; actively involved in class activities *without dominating*; asks good, thoughtful questions when appropriate; responds to other students’ comments and opinions in a respectful, constructive manner; good leadership in small groups; helps keep small groups on task; respects instructors and classmates by not talking off-task or engaging in non-course related activities (e.g., cell phone, e-mail, sleeping, etc.), or leaving class early.

Please note: There are no make-ups allowed for missing class when an in-class activity/assignment is collected. If you miss class, you were not able to participate. It will be your responsibility to find out what you missed from your classmates. It is not appropriate to ask the professor or TAs to re-teach the class to you individually. If there is a legitimate reason for repeated attendance problems, please come see Dr. Name and/or your TA.

### 4) Research Participation (5%)

Students are required to complete **4 hours** of research participation. The approved research studies must be conducted this semester within the Department of Educational Psychology or Department of Psychology and tracked by the online Sona system. Social and behavioral science researchers rely on volunteers to participate in their studies in order to discover new knowledge, so you will learn a little more about the research process and help further science. Only approved research studies that are tracked by Sona and/or announced in this class or via our course Blackboard Vista site are eligible. There will be more instructions regarding this requirement posted on the course Blackboard Vista site. Credit for research participation is done electronically via the Sona system, and the last day to allocate credit is **TIME DATE**. Please note: No partial credit will be given. Students **not** completing 4 hours will receive a **0** for their research participation grade.

**Extra Credit.** There are OPTIONAL opportunities to earn extra credit for this class. You may complete up to **four** extra credit activities for a total possible of up to **12 points** added to your Exam 3 grade. You can earn extra credit in two ways: (1) In addition to the 4 **required** hours, you may volunteer for **additional** research studies for extra credit. For each hour of research participation, you may earn up to **3 points** on your Exam 3 grade. (2) As a second option, you may attend a free **learning strategies workshop** offered through Learning Support Services and get signed verification of your attendance. Only approved workshops announced in this class or via our course Blackboard Vista site are eligible. For each hour of workshop participation, you may earn up to **3 points** on your Exam 3 grade.

There will be more instructions regarding these extra credit options posted on the course Blackboard Vista site. Credit for research participation is done electronically via the Sona system, and the last day to allocate credit is **TIME DATE**.

The signed verification of your learning strategies workshop attendance is due in person or to your TA's mailbox no later than **TIME DATE**. *There will be no extensions to these due dates and no points will be given for late submission of extra credit participation.*

### Grading Scale

In determining your grade for the course, the following straight scale will be utilized. This means that you are not in competition with your classmates, only yourself. For example, if everyone earns 95%, then everyone will earn an "A."

Grade	%
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66

D-	60-62
F	< 60

Sample Course Grade Calculation: The following is an example of how grades will be calculated at the end of the semester. Use the example of final grade points to see the grade this “student” would earn.

Activity	Points Earned	x	Percentage	=	Final Points Toward Grade
Exam 1	72		.15		10.80
Exam 2	80		.15		12.00
Exam 3	82 (+ 6 extra credit) = 88		.15		13.20
Paper 1	85		.15		12.75
Paper 2	90		.15		13.50
Participation	32 accumulated out of a possible 40 (this is for example purposes only) + 4 bonus pts (36/40 x 100 = 90)		.20		18.00
Research Participation	4 hours = 100		.05		5.00
					<b>85.25 = “B”</b>

### **Additional Course Policies and Procedures**

The following information is designed to help the class run smoothly. The instructor reserves the right to make additions and adjustments as necessary.

Statement on Course Material. Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with Dr. Name at your earliest convenience.

Lectures and Class Notes. Lectures, class notes, and PowerPoint presentations are not posted online or handed out to students by the professor or TAs. All students are expected to attend class in order to take notes and learn the course material.

Academic Honesty and Plagiarism. All students are expected to conform to the University of Houston Academic Honesty Policy [http://www.uh.edu/provost/stu/honesty\\_faq\\_stu.html](http://www.uh.edu/provost/stu/honesty_faq_stu.html) In particular, “Representing as one’s own work the work of another without acknowledging the source (plagiarism)” and cheating on exams are specifically prohibited. Any infraction of academic honesty will result in a grade of F for the assignment and may result in a grade of F for the entire course. All students should familiarize themselves with these policies to avoid any possible misunderstandings and/or infractions.

Cell Phones, iPods, Headphones, etc. Please turn off or place on silent mode all electronic devices and put away headphones/headsets during class time and refrain from using them.

Exceptions to this policy include laptops used only for taking notes during class; surfing the internet is not allowed during class.

University Sanctioned Activities. Students who will miss class due to participation in university sanctioned activities must identify themselves to Dr. Name and their assigned TA at the beginning of the semester (prior to the absence), provide a copy of their travel schedule/letter, and make arrangements to complete missed work.

Visitors to Class. Persons who are not registered students in the course may not attend class (e.g., children, friends, relatives).

Incompletes. I **do not** allow students to take an Incomplete in a course because they were too busy (e.g., took too many courses and/or had a job) to complete the course requirements. If you find you do have a legitimate reason for needing to request an Incomplete, please come talk to Dr. Name as soon as possible to discuss the situation and to identify the documentation that will be required to support your request. Please review the University of Houston catalogue to review conditions under which an Incomplete can be granted.

Students with Disabilities. When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please call the Center for Students with DisABILITIES (CSD) at 713-743-5400 for more assistance. Students requesting accommodations must be registered with CSD and provide Dr. Name with a current, official accommodation form as soon as possible in order to allow enough time to make the proper arrangements.

Information from the Provost. Important information about Academic Honesty, the Academic Calendar, etc. can be found at [http://www.uh.edu/provost/stu/stu\\_syllabsuppl.html](http://www.uh.edu/provost/stu/stu_syllabsuppl.html).

### **Outline of Course and Assignments**

Readings should be completed **before** class each week. This is the schedule we will follow unless it seems prudent to make adjustments. Any changes will be announced in class.

<b><u>CLASS</u></b>	<b><u>TOPIC</u></b>	<b><u>ASSIGNMENT DUE</u></b>
WK 1 T	Introduction to Course; Intro. to Marriages & Families	This syllabus Ch. 1
WK 1 Th	<i>Breakout Section – meet at classroom according to your enrolled lab section #</i>	
WK 2 T	Intro. to Marriages & Families	Ch. 1
WK 2 Th	<i>Breakout Section – Syllabus Quiz</i>	
<i>DATE Last day to <u>drop a course or withdraw</u> without receiving a grade.</i>		

WK 3 T	Research Methods and Theories in Family Studies	Ch. 2
WK 3 Th	<i>Breakout Section</i>	
WK 4 T	Gender Roles	Ch. 3
WK 4 Th	<i>Breakout Section</i>	
WK 5 T	Love, Dating and Mate Selection	Ch. 4 & 5 (skip pp. 152-155)
WK 5 Th	<i>Breakout Section</i>	
WK 6 T	Non-marital Lifestyles	Ch. 7
WK 6 Th	<b>Exam 1 10:00-11:00 a.m.</b> <b>Location – Breakout section rooms, unless otherwise instructed</b>	
WK 7 T	Marriage	Ch. 8
WK 7 Th	<i>Breakout Section</i> Polished draft due (1 participation pt. possible) Peer review Paper 1 (5 part. pts possible)	<b>PAPER 1 POLISHED DRAFT (2 HARD COPIES)</b>
WK 8 T	Marriage	Ch. 8
WK 8 Th	<i>Breakout Section</i>	<b>PAPER 1 (2 FORMATS: HARD COPY in class &amp; ELECTRONIC COPY to the Turnitin assignment link in Blackboard Vista)</b>
WK 9 T	Reproduction and Parenting	Ch. 9
WK 9 Th	<i>Breakout Section</i>	
WK 10 T	Work and Family Life	Ch. 10
WK 10 Th	<i>Breakout Section</i>	
<i>DATE Last day to drop a course or withdraw with a 'W'.</i>		
WK 11 T	Family Violence	Ch. 11 & pp. 152-155
WK 11 Th	<b>EXAM 2 10:00-11:00 a.m.</b> <b>Location – Breakout section rooms, unless otherwise instructed</b>	
WK 12 T	Divorce	Ch. 12

WK 12 Th	<i>Breakout Section</i>	
WK 13	<b>No class – Thanksgiving break - work on your papers</b>	
WK 14 T	Remarriage	Ch. 13
WK 14 Th	<i>Breakout Section</i> Polished draft due (1 participation pt. possible) Peer review Paper 2 (5 part. pts possible)	<b>PAPER 2 POLISHED DRAFT (2 HARD COPIES)</b>
WK 15 T	Marriages and Families in Later Life	Ch. 14
WK 15 Th	<i>Breakout Section</i>	<b>PAPER 2 (2 FORMATS: HARD COPY in class &amp; ELECTRONIC COPY to the Turnitin assignment link in Blackboard Vista)</b>
<b>TIME DATE</b>	<b>RESEARCH PARTICIPATION DUE</b> <b>Deadline to allocate research credit in Sona.</b>	
<b>TIME DATE</b>	<b>OPTIONAL Extra Credit</b> learning strategies workshop attendance due. In person or to your TA's mailbox.	
<b>DATE</b>	<b>EXAM 3</b>	<b>TIME (NOTE TIME CHANGE FROM CLASS)</b> <b>Location – Breakout section rooms, unless otherwise instructed</b>

**HDFS 1300: Development of Contemporary Families**  
**Core Application Assessments**  
**Writing in the Disciplines**  
**Foundational Component Area – Social and Behavioral Science**

**Submitted by Dr. Shirley Yu**  
**9-20-12**

**HDFS 1300: Development of Contemporary Families**  
**Section 10628/Fall 2012/Dr. Yu**

**Paper 1 Assignment**

This paper (3-4 pages) will give you an opportunity to demonstrate your understanding of the research, concepts, and ideas in the textbook, lecture and class sessions and apply your knowledge to “real world” situations and issues. Your papers should demonstrate how your knowledge of contemporary families informs real life experiences or issues, and they will be graded according to content, style, and grammar. **Paper 1** is due at 10:00 a.m. on October 18, 2012 with 2 copies of your polished draft due at 10:00 a.m. on October 11, 2012.

**General Format Instructions**

- You may discuss ideas for your paper with each other, although each student must submit a separate written paper based upon his/her own family written in his/her own words, with appropriate citations in APA style. Plagiarism will not be tolerated.
- Papers should be type-written or computer printed in a basic 10 or 12-point font like this one (Times New Roman), double-spaced between lines with 1-inch margins all around.
- Papers should be 3-4 pages, not including the cover page and References page. Please create a Header in the upper right hand corner with your last name and number your pages there. Make a simple cover page that includes the title of your paper, your name, HDFS 1300 (Sec. 10628)/Fall 2012, and your Breakout Section instructor's name. Staple your paper in the upper left corner; please do not use any fancy binding, folders, or plastic covers.

**PLEASE NOTE:** Your paper is due in **two formats** (HARD COPY in class & ELECTRONIC COPY to the Turnitin assignment link in Blackboard Vista) at the beginning of breakout on October 18, 2012 at 10:00 a.m. See the Turnitin instructions handout in our Blackboard Vista site for instructions. Papers turned in after the beginning of class or not turned in on time will be dropped in grade – 5 POINTS EACH CALENDAR DAY IT IS LATE, with the latest date that both formats are submitted counted as your actual submission date. PAPERS WILL ONLY BE GRADED WHEN BOTH FORMATS HAVE BEEN SUBMITTED. Papers not submitted in person to Dr. Yu or the TAs must be initialized by a member of the Dept. of Educational Psychology staff with the time and date received. If your paper is going to be more than one week late, you must make arrangements with Dr. Yu or else it may not be accepted.

***Papers will be evaluated on the following dimensions***

**a) Content** Your papers will be evaluated on the extent to which you appropriately use the different ideas and concepts from the textbook (Schwartz & Scott, 2012) and class in your explanations and analysis. To clarify, you should use relevant **concepts, terminology, definitions, and research findings from the course** in the discussion of your family. Please remember that it is more important to show an accurate and precise understanding of particular course material through your application of them to your family experience than to just “shotgun” a bunch of concepts and copy out ideas straight from the readings (e.g., instead of repeatedly directly quoting the textbook, you should strive to paraphrase and give examples of what is discussed in the textbook.) You will not be judged on the specific details of your family situation; rather, we will examine how well you explain it, analyze it, and relate it to the course material, with emphasis on your use and explanation of the course concepts. Note: If you are uncomfortable sharing a particular detail regarding your family, select a different aspect to



discuss. If this poses a great problem for you, please discuss your concern with your Breakout Section instructor.

**b) Style** Your papers will be evaluated on how consistent you are in your response and the thoughtfulness and depth of your discussion. For example, your analysis should be consistent with the course concepts and should cite course material that is clearly important or relevant to your analysis. We will examine the logic of your paper to see if your points follow a coherent structure. We hope to see that you are thoughtful in your response and really try to address the issue in a careful, scholarly manner. Remember that although you are discussing your personal experience, it should still be presented in a professional manner. Finally, we will examine your use of APA style to appropriately reference materials.

**c) Grammar** Your paper should be clearly written, organized, and easy to follow. It is important to write with correct spelling, grammar, punctuation, paragraph construction, etc. You are expected to spell check and proofread your paper, but do not rely solely on spell check and grammar checking software to do all the work for you. In addition, you should read the General Format Instructions (above) and make sure you follow those guidelines in the presentation of your paper.

### **Paper 1 Assignment Questions**

In the textbook (Schwartz & Scott, 2012) and in class, **definitions of family** and **family functions** were discussed. In this paper, please discuss your own family (either family of orientation or family of procreation) in terms of these definitions and **three (3)** of the functions of families. Give specific examples to support your explanations.

- a) How do you define your family? Who is in your family?
- b) Explain three of the family functions **and** describe how you have experienced them within your own family.
- c) Explain how well you think your family addressed/addresses these functions and why.
- d) Comment briefly on how helpful or informative it is to think about families in terms of the functions it fulfills.

Reviewer's Name \_\_\_\_\_

Paper Writer's Name \_\_\_\_\_

**HDFS 1300**  
**Peer Review #1 Worksheet**

*Be sure to turn in this worksheet and your peer-reviewed draft (from today) with your final paper due next week.*

The **first step** is to read through the paper from beginning to end, not stopping for anything. Do that now.

**Next**, respond to the following questions regarding the paper, writing on the draft and this worksheet when directed. If anything seems to be missing, indicate what is missing.

**Introduction.**

- a) Does the opening paragraph introduce the subject of the paper? Circle your response. Yes      No
- b) Write the word "**Introduction**" next to the appropriate paragraph in the draft.
- c) Find the thesis statement and write "**thesis**" next to it.

**Organization**

Read the paper paragraph by paragraph and write a one-sentence phrase/summary of each paragraph here, starting with the first paragraph.

¶1.

¶2.

¶3.

¶4.

¶5.

¶6.

### Organization (continued)

- a) Look at the list of paragraph topics you compiled above. Are all of the paragraphs in logical order? Circle your response. Yes No
- b) On the list above, mark any sections that are underdeveloped.
- c) Write any suggestions for improving organization in the space below.

### Content and Style

Look at the list of paragraph topics you compiled above. Indicate (on the draft) with the appropriate letters and phrases where the writer addresses each part of the questions asked in the assignment:

- a) definition of family and who is in family
- b) explanation of 3 of the family functions and description of how those functions have been experienced in the writer's family
- c) explanation of how well family addresses the functions and why
- d) brief comments on helpfulness of thinking of families in terms of functions it fulfills.

### Use of course concepts, terminology, definitions, research findings

- a) Go back to the draft. Underline the course material that is utilized in the paper.
- b) Is course material cited throughout all parts of the paper? Yes No  
Circle your response.
- c) Does the writer clearly explain and define course concepts/material? Yes No  
Circle your response.
- d) In which sections, if any, does the writer need to incorporate more information from the textbook and/or lectures? Note the sections and your ideas for inclusion on the draft.

### Use of APA Style

- a) On the draft, mark any errors in APA style that you see.
- b) Count how many direct quotations the author uses. Write the number in the space to the right (Note: no more than 2 should be used). \_\_\_\_\_
- c) Does the writer provide a separate References page at the end of the paper in correct APA style? Circle your response. **Yes No**
- d) Is there any material that needs to be paraphrased more into the writer's own words because it reads as if lifted straight from the textbook? **Yes No**  
Mark those sections by writing "Paraphrase" beside them.
- e) On the draft, circle any errors in spelling, grammar, or punctuation that you find.
- f) Go through each of the General Format Instructions on the original Paper 1 Assignment handout (heading, title page, font size, etc.) and remind the writer in the space below of any that he/she may have missed.

### Conclusion

- a) Does the last paragraph provide a conclusion to the paper? **Yes No**
- b) Does it provide a restatement of the thesis? **Yes No**
- c) Write the word "**Conclusion**" next to the appropriate paragraph in the draft.
- d) Find the restatement of the thesis statement and write "**thesis**" next to it.

### Praise

What did you like best about this paper? Write down something nice to say to the writer regarding his/her work on the paper thus far.

**HDFS 1300: Development of Contemporary Families  
Section 10628/Fall 2012/Dr. Yu**

**Paper 2 Assignment**

This paper (3-4 pages) will give you an opportunity to demonstrate your understanding of the research, concepts, and ideas in the textbook, lecture and class sessions and apply your knowledge to “real world” situations and issues. Your papers should demonstrate how your knowledge of contemporary families informs real life experiences or issues, and they will be graded according to content, style, and grammar. **Paper 2** is due at 10:00 a.m. on December 6, 2012, with 2 copies of your polished draft due at 10:00 a.m. on November 29, 2012.

**General Format Instructions**

- You may discuss ideas for your paper with each other, although each student must submit a separate written paper written in his/her own words, with appropriate citations in APA style. Plagiarism will not be tolerated.
- Papers should be type-written or computer printed in a basic 10 or 12-point font like this one (Times New Roman), double-spaced between lines with 1-inch margins all around.
- Papers should be 3-4 pages, not including the cover page and References page. Please create a Header in the upper right hand corner with your last name and number your pages there. Make a simple cover page that includes the title of your paper, your name, HDFS 1300 (Sec. 10628)/Fall 2012 and your Breakout Section instructor’s name. Staple your paper in the upper left corner; please do not use any fancy binding, folders, or plastic covers.

PLEASE NOTE: Your paper is due in **two formats** (HARD COPY in class & ELECTRONIC COPY to the Turnitin assignment link in Blackboard Vista) at the beginning of breakout on December 6, 2012, at 10:00 a.m. See the Turnitin instructions handout in our Blackboard Vista site for instructions. Papers turned in after the beginning of class or not turned in on time will be dropped in grade – 5 POINTS EACH CALENDAR DAY IT IS LATE, with the latest date that both formats are submitted counted as your actual submission date. **PAPERS WILL ONLY BE GRADED WHEN BOTH FORMATS HAVE BEEN SUBMITTED.** Papers not submitted in person to Dr. Yu or the TAs must be initialized by a member of the Dept. of Educational Psychology staff with the time and date received. If your paper is going to be more than one week late, you must make arrangements with Dr. Yu or else it may not be accepted.

***Papers will be evaluated on the following dimensions***

**a) Content** Your papers will be evaluated on the extent to which you appropriately use the different ideas and concepts from the textbook (Schwartz & Scott, 2012) and class in your explanations and analysis. To clarify, you should use relevant **concepts, terminology, definitions, and research findings from the course** in your paper. Please remember that it is more important to show an accurate and precise understanding of particular course material through your application of them than to just “shotgun” a bunch of concepts and copy out ideas straight from the readings (e.g., instead of repeatedly directly quoting the textbook, you should strive to paraphrase and give examples of what is discussed in the textbook.) **PLEASE NOTE THAT YOU MUST INCLUDE INFORMATION FROM MORE THAN JUST CH. 1 OF THE TEXTBOOK IN ORDER TO DO THIS EFFECTIVELY AND DO WELL ON THIS PAPER.** You will not be judged on the specific details of your family situation; rather, we will examine how well you explain it, analyze it, and relate it to the course material, with emphasis on your use and explanation of the course concepts. Note: If you are uncomfortable sharing a

particular detail regarding your family, select a different aspect to discuss. If this poses a great problem for you, please discuss your concern with your Breakout Section instructor.

**b) Style** Your papers will be evaluated on how consistent you are in your response and the thoughtfulness and depth of your discussion. For example, your analysis should be consistent with the course concepts and should cite course material that is clearly important or relevant to your analysis. We will examine the logic of your paper to see if your points follow a coherent structure. We hope to see that you are thoughtful in your response and really try to address the issue in a careful, scholarly manner. Remember that although you are including your personal experience and position, it should still be presented in a professional manner. Finally, we will examine your use of APA style to appropriately reference materials.

**c) Grammar** Your paper should be clearly written, organized, and easy to follow. It is important to write with correct spelling, grammar, punctuation, paragraph construction, etc. You are expected to spellcheck and proofread your paper; don't rely solely on spellcheck and grammar checking software to do all the work for you. In addition, you should read the General Format Instructions (above) and make sure you follow those guidelines in the presentation of your paper.

### **Paper 2 Assignment Questions**

In the textbook (Schwartz & Scott, 2012) and in class, **myths regarding families** were discussed. In this paper, please provide a scholarly analysis of **three (3)** of these myths in terms of what you have learned throughout this course regarding those myths, as well as a scholarly reaction to the myths, which can include your personal experience. **PLEASE NOTE THAT YOU MUST CHOOSE FROM THE MYTHS COVERED IN CHAPTER 1 OF THE TEXTBOOK AND/OR COVERED DURING THE FIRST DAY OF CLASS. IF YOU ANALYZE MYTHS FROM ANOTHER CHAPTER (I.E., MYTHS ABOUT SINGLES, SEXUAL ABUSE MYTHS), YOU WILL BE PENALIZED.**

Your **primary and most important task** (parts a & b) is to provide an explanation, analysis, and evaluation of each myth according to information provided throughout the various chapters in the textbook and/or lectures. **PLEASE NOTE THAT YOU MUST INCLUDE INFORMATION FROM MORE THAN JUST CH. 1 OF THE TEXTBOOK IN ORDER TO DO THIS EFFECTIVELY AND DO WELL ON THIS PAPER.** Your **secondary task** (part c) is to provide an educated and scholarly reaction to the myths, which can include your experience with your own or others' families. Please remember that these reactions should be thoughtful and analytical commentary, not merely emotional reactions based upon your personal experience. For example, you could evaluate how your personal family experience fits with and/or contrasts with the myths and the course-related information regarding them, while *avoiding* unsupported statements such as, "I liked learning about this myth" or "This myth is correct/wrong because this is/is not what I experienced."

- a) Explain the three myths. What are the myths and what do they mean?
- b) Analyze and evaluate the myths in terms of information from throughout the course (textbook and class). That is, describe and explain concepts, terminology, information, research findings, etc. from the course that relate to/address/dispel/support the myths.
- c) Discuss your educated and scholarly reaction to the myths.

Reviewer's Name \_\_\_\_\_

Paper Writer's Name \_\_\_\_\_

**HDFS 1300**  
**Peer Review #2 Worksheet**

***DUE**, with your peer-reviewed draft when you turn in your final paper.*

The **first step** is to read through the paper from beginning to end, not stopping for anything. Do that now.

**Next**, respond to the following questions regarding the paper, writing on the draft and this worksheet when directed. If anything seems to be missing, indicate what is missing.

**Praise**

What did you like best about this paper? Write down something nice to say to the writer regarding his/her work on the paper thus far.

**Introduction.**

a) Does the opening paragraph introduce the subject of the paper?

Circle your response.

**Yes**

**No**

b) Write the word "**Introduction**" next to the appropriate paragraph in the draft.

c) Find the thesis statement and write "**thesis**" next to it.

**Organization**

Read the paper paragraph by paragraph and write a one-sentence phrase/summary of each paragraph here, starting with the first paragraph.

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#### Organization (continued)

- a) Look at the list of paragraph topics you compiled above. Are all of the paragraphs in logical order? Circle your response.      **Yes    No**
- b) On the list above, mark any sections that are underdeveloped.
- c) Write any suggestions for improving organization in the space below.

#### Content and Style

Look at the list of paragraph topics you compiled above. Indicate with the appropriate letters and phrases where the writer addresses each part of the questions asked in the assignment:

- a) Explain the 3 myths chosen. What are the myths and what do they mean?
- b) Analyze and evaluate the myths in terms of information from throughout the course.
- c) Discuss your educated and scholarly reaction to the myths.

#### Use of course concepts, terminology, definitions, research findings

- a) Go back to the draft. Underline the course material that is utilized in the paper.
- b) Is course material cited throughout all parts of the paper?      **Yes    No**  
Circle your response.
- c) Does the writer clearly explain and define course concepts/material?      **Yes    No**  
Circle your response.
- d) In which sections, if any, does the writer need to incorporate more information from the textbook and/or lectures? Note the sections and your ideas for inclusion on the draft.

#### Use of APA Style

- a) On the draft, mark any errors in APA style that you see.



b) Count how many direct quotations the author uses. Write the number in the space to the right (Note: no more than 2 should be used). \_\_\_\_\_

c) Does the writer provide a separate References page at the end of the paper in correct APA style? Circle your response. **Yes No**

d) Is there any material that needs to be paraphrased more into the writer's own words because it reads as if lifted straight from the textbook? **Yes No**  
Mark those sections by writing "Paraphrase" beside them.

e) On the draft, circle any errors in spelling, grammar, or punctuation that you find.

f) Go through each of the General Format Instructions on the original Paper 2 Assignment handout (heading, title page, font size, etc.) and remind the writer in the space below of any that he/she may have missed.

### **Conclusion**

a) Does the last paragraph provide a conclusion to the paper? **Yes No**

b) Does it provide a restatement of the thesis? **Yes No**

c) Write the word "**Conclusion**" next to the appropriate paragraph in the draft.

d) Find the restatement of the thesis statement and write "**thesis**" next to it.

**HDFS 1300**  
**Grading Rubric for Papers**

**I. Content – Addressing parts of question in depth**

A	This essay has a clear purpose. It treats the subject as complex and makes it interesting for an identifiable audience. It presents substantial arguments or well developed ideas, as appropriate for its purpose. It addresses all parts of the question.
B	This essay has a clear purpose. It presents developed arguments or ideas as appropriate for its purpose, but some of these arguments may provide better support than others. It may miss a part of the question.
C	This essay may lack a thesis or the thesis may be faulty or illogical. Not all of the arguments or supporting ideas bear a clear relationship to the purpose, and some are left undeveloped.
D	It is not clear what this essay is about. There may be individual segments which present coherent arguments or interesting details, but there is little coherence to the ideas of the essay as a whole.
F	This essay is a collection of undeveloped ideas or the ideas are not the writer's own.

**II. Content – Course material**

A	This essay brings in substantial course material (terminology, concepts, research findings) and explains/defines that course material in depth and accurately.
B	This essay brings in substantial course material (terminology, concepts, research findings) but some of the course material may not be explained/defined in much depth or well.
C	This essay brings in some course material (terminology, concepts, research findings) but most of the course material is not explained/defined or it is utilized incorrectly.
D	This essay brings in very little course material (terminology, concepts, research findings) and most of the course material is not explained/defined or it is utilized incorrectly.
F	This essay brings in no course material (terminology, concepts, research findings).

**III. Organization**

A	This essay has a clear structure both at the level of the essay as a whole and within individual paragraphs. The writer uses appropriate rhetorical devices to signal the structure and prevent the reader from being confused.
B	This essay shows evidence of planning by the writer. There may be some rough transitions or occasional redundancies. More evidence may be needed in some areas.
C	The organizational structure of this essay breaks down in places. There may be paragraphs which stray from their stated purpose or ideas presented at inappropriate moments. Transitional expressions may be inappropriate or absent. The reader may be forced to infer the writer's plan.
D	The overall organizational structure of this essay is not clear. There may be paragraphs that exhibit some organization, but the structure as a whole makes it difficult to determine the writer's plan.
F	This essay makes numerous abrupt and/or illogical transitions. The writer's plan cannot be inferred.

**IVa. APA Style**

A	Correct APA style used for both the in-text citations and the References page.
B	Correct APA style used for most of the documentation; only a few mistakes.
C	Multiple mistakes in documentation. Audience can still match the quotes and paraphrases with the source but overall the documentation is confusing.
D	Poor effort made on documentation. It is unclear to the audience what quotes or paraphrases came from which sources.
F	No documentation attempted or the little that is there is wrong.

**IVb. Language Control**

A	The language chosen represents an appropriate level of formality for the intended purpose and audience. Although there may be occasional language errors, the reader is not constantly aware of them.
B	The language in this essay may be more basic or conversational in tone, although not overly so. Language errors may be slightly more common, but the reader is still not constantly aware of them.
C	This essay has more frequent and distracting language errors, some of which make it difficult to determine the writer's intentions. The language chosen also may be inappropriate at times for the complexity of topic.
D	This essay has frequent language errors that make it difficult to determine the writer's intentions. The language is often simplistic and inappropriate for the topic.
F	Language errors in this paper make it impossible to determine the writer's intentions or the grader feels the language is not the writer's own.

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**OVERALL GRADE FOR PAPER**

## **Research Methods & Design Activity**

This is a group activity, so make sure everyone in the group has the opportunity to contribute ideas and suggestions

Read the description of the research question your group will address and the suggested research method/design. Decide how you will go about conducting the study. Describe who you would like to include as the participants. What will be the specific independent and dependent variables under study? What is your hypothesis? What are the advantages and disadvantages of the method/design?

Group 1 How effective is a certain family counseling program at decreasing at-risk (or other) behaviors among teenagers? (Experiment)

Group 2 What are college students' perceptions of how certain career goals or paths might impact their marriage and family life? (Survey)

Group 3 How do couples' interaction styles (e.g., communication skills, etc.) change during pre-marital (or marital) counseling? (Observation)

Group 4 What happens during the course of a relationship that arises from an on-line dating service (e.g., kind/quality of early interaction, what prompted the decision to meet face-to-face, etc.)? (Case Study)

Group 5 Where/how do parents from a particular social group obtain advice/support for solving parenting issues? (Ethnography)

### Possible Answers for Research Methods Activity:

> **Group 1** How effective is a certain family-counseling program at decreasing at-risk (or other) behaviors among teenagers? (Experiment)

> IV counseling program DV # of at risk behaviors

> Specify how to determine at risk behaviors

> Two time point data assessment: self report, parent measures, counselor, teacher report. Drug testing. Truancy. Ticket.

> Construct – concepts that can be measured

> **Group 2** What are college students' perceptions of how certain career goals or paths might impact their marriage and family life? (Survey)

> Word it as level of importance. Career goals are more important or family life is more important.

> Perceptions of impact on marriage and family life  $\leftarrow \rightarrow$  Career Goals

> **Group 3** How do couples' interaction styles (e.g., communication skills, etc.) change during pre-marital (or marital) counseling? (Observation)

> IV Marital or Premarital Counseling DV Increased communication skills.

> Explain how to measure increased communications skills. Verbal vs. nonverbal cues.

> Videotaped, as the counselor, two way mirror (need consent)

> **Group 4** What happens during the course of a relationship that arises from an on-line dating service (e.g., kind/quality of early interaction, what prompted the decision to meet face-to-face, etc.)? (Case Study)

> IV Point within relationship DV quality of relationship

> **Group 5** Where/how do parents from a particular social group obtain advice/support for solving parenting issues? (Ethnography)

> IV Social Group DV advice given for parenting issues

### HDFS 1300 - Sample Exam Questions Assessing Empirical and Quantitative Skills

1. The Hawthorne Effect refers to
  - a. the distortion of research as a result of the researchers' bias
  - b. the deliberate or subconscious modification of behavior by those being studied
  - c. the use of a non-random sample
  - d. subjects having to withdraw from a study
2. \_\_\_\_\_ is a research technique for describing a social group from the group's point of view.
  - a. Ethnography
  - b. Case study
  - c. Content analysis
  - d. Cross-section
3. In a research study, the researcher looks at the effect that gender of babysitters (female or male) has on the amount of time spent reading to children they are in charge of watching. In this study, gender is the \_\_\_\_\_ and time is the \_\_\_\_\_.
  - a. dependent variable; independent variable
  - b. constant; dependent variable
  - c. constant; independent variable
  - d. independent variable; dependent variable
4. A particularly useful research method for learning the attitudes and perceptions of single parents would be
  - a. a variable study
  - b. a survey
  - c. an experiment
  - d. a content observation
5. Empirical evidence is information
  - a. that is based on personal opinions of right and wrong
  - b. that is gathered via the scientific method
  - c. that is supported by common sense
  - d. that is supported by expert opinion

6. A major advantage of an observation study is that this method
  - a. yields useful information on nonverbal behavior
  - b. saves time and money
  - c. allows for high levels of researcher control
  - d. provides valuable reflective time for the researcher
7. One of the criticisms of developmental family life cycle theory is that it
  - a. underemphasizes larger factors affecting family life
  - b. is too negative and too narrow with its emphasis on power and conflict
  - c. assumes that humans are rational, calculating beings
  - d. assumes that most families are nuclear families with children
8. Bob and Sue have an 18-year-old son, John, who lives with them. John recently got a job and started paying rent to his parents in order to help them financially. No one in the family realized how proud Bob would be of his son's efforts, and how much John's self-esteem would rise because of his contributions. According to structural functionalism, feelings of pride and self-esteem would be described as \_\_\_\_\_, and paying rent to help the family finances would be described as \_\_\_\_\_.
  - a. manifest; latent
  - b. latent; manifest
  - c. instrumental; expressive
  - d. expressive; instrumental
9. Researchers guided by \_\_\_\_\_ focus on the micro patterns of how people interact and communicate.
  - a. exchange theory
  - b. structural functionalism
  - c. conflict theory
  - d. symbolic interactionism
10. A feminist researcher on family issues would most likely use which of the following methods?
  - a. emotive
  - b. quantitative
  - c. qualitative
  - d. analytical

11. In a research study in a lab on a university campus, married couples come in and the researcher manipulates different types of conflict situations to make them angry. Using a stopwatch, the researcher records how long it takes the couple to resolve the conflict depending on type of situation. One potential advantage of this type of research is that
  - a. the researcher can claim causality
  - b. the researcher can provide marital counseling
  - c. the research is artificial
  - d. the research is limited in generalizability of results
12. A teacher uses the analogy of the body, with its various parts all working together, when explaining one of the theoretical approaches in studying marriages and families. This would be the \_\_\_\_\_ perspective.
  - a. social exchange
  - b. structural functionalism
  - c. conflict
  - d. symbolic interactionism
13. In attempting to find out how a particular family copes with the loss of a family member, a researcher used interviews and observations of each family member to get a detailed and in-depth understanding of their experience. This method is called a
  - a. case study
  - b. instrumental study
  - c. experiment
  - d. trauma study

## HDFS1300 - ACADEMIC HONESTY

1. What is your understanding of academic honesty? Be specific.
2. A) What is plagiarism? B) Name 3 examples that would be considered plagiarism on the paper assignments.
3. Describe 3 possible consequences of violations of academic honesty.

**I understand that academic dishonesty, including, but not limited to, sharing answers on exams, cheating, or any form of submitting work that is not my own (e.g., using written material from the internet or another student's paper and representing it as my own words) is unacceptable. I understand the consequences of violations of academic honesty. I pledge to be committed to academic honesty throughout the semester.**

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Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Student Name (Printed) \_\_\_\_\_

ID

TA Name \_\_\_\_\_



### Academic Honesty Activity Grading Rubric (for TA use ONLY)

Each response is worth 1 point (4 POINTS TOTAL).

#### Question 1:

1 point response: Definition included discussion of overarching ethical ideals and integrity or a variety of concrete examples.

½ point response: Definition included a single concrete response, such as “cheating on an exam”. May be grammatical errors.

0 point response: Definition was incorrect or unintelligible.

#### Question 2A:

1 point response: Definition included something similar to representing another’s work as their own, or claiming authorship of material they did not write.

½ point response: Vague definition (e.g. “cheating”).

0 point response: Definition was incorrect or unintelligible.

#### Question 2B:

1 point response: Student gave 3 appropriate examples. Grammar was correct.

½ point response: Student gave 1 or 2 appropriate examples. May be a few grammatical errors.

0 point response: Student gave 0 appropriate examples or response was unintelligible.

#### Question 3:

1 point response: Student gave 3 appropriate consequences. Grammar was correct.

½ point response: Student gave 1 or 2 appropriate consequences. May be a few grammatical errors.

0 point response: Student gave 0 appropriate consequences or response was unintelligible.

**\*\*Examples of Plagiarism:** Failure to cite sources of information properly, copying from someone else’s paper or the internet, purchasing a paper from the internet, having someone else write all or part of your paper.

**\*\*Consequences:** Reported to the Department Chair, Letter of violation mailed home; name filed with Dean of Students, F on paper, F in course, suspension, expulsion, loss of financial aid or scholarships, lowered self-regard.

**\*\***These examples were taken from the lecture material. Students may have other appropriate responses; use your best judgment and consult with a colleague/instructor if you are unsure.

### HDFS 1300 - Exam Study Guide Sign Up Sheet:

Place your name next to the chapter that you will create an outline/study guide for your Exam 1 preparation, along with 2 possible test questions from that chapter with answers and page numbers (does not have to be multiple choice format). This study guide will be distributed to your group in 2 weeks (9/27/2012). Please incorporate material from the textbook and your notes from lecture. Make sure to bring **6 copies! (1 copy for each group member and the 6<sup>th</sup> one will be handed in to your TA at 10:00AM:)**

Group \_\_\_\_:

Chapter 1: \_\_\_\_\_

Chapter 2: \_\_\_\_\_

Chapter 3: \_\_\_\_\_

Chapter 4: \_\_\_\_\_

Chapter 5 (skip 152-155): \_\_\_\_\_

\*\*\*\*\*

Group \_\_\_\_:

Chapter 1: \_\_\_\_\_

Chapter 2: \_\_\_\_\_

Chapter 3: \_\_\_\_\_

Chapter 4: \_\_\_\_\_

Chapter 5 (skip 152-155): \_\_\_\_\_

\*\*\*\*\*

Group \_\_\_\_:

Chapter 1: \_\_\_\_\_

Chapter 2: \_\_\_\_\_

Chapter 3: \_\_\_\_\_

Chapter 4: \_\_\_\_\_

Chapter 5 (skip 152-155): \_\_\_\_\_

(Form continues with additional groups)