

***Welcome to***  
**HDFS 201: Contemporary Families in the US**  
Winter 2022

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**Office hours:** Zoom, by appointment

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**I. Course Description**

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

**II. Course Outcomes**

*Students will be able to:*

- Use theoretical frameworks to interpret the role of the family within social process and institutions.
- Describe the nature, value, and limitations of the basic methods of studying individuals and families.
- Analyze current social issues, including the impact of historical and environmental influences, on family development.
- Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in inequity.
- Explain how difference is socially constructed. Analyze ways in which the intersections of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, interact with the country's institutions to contribute to difference, power, and discrimination amongst families.

**III. Required Texts:**

**Using the Textbook**

Textbook: [Contemporary Families: An Equity Lens](#) (online)

Print copy: [Contemporary Families: An Equity Lens](#) (\$18.84 + Shipping)

**Your small group will choose a book Week 3:** [There There](#) by Tommy Orange, 2018 (novel); [Just Mercy](#) by Bryan Stevenson, 2014 (memoir); [The Hate U Give](#) by Angie Thomas, 2017 (novel); [What Night Brings](#) by Carla Trujillo, 2003 (novel); or [Dear America. Notes of an Undocumented Citizen](#) by Jose Antonio Vargas, 2018 (memoir). [Muslim Girl: A Coming of Age](#), by Amani Al-Khatahtbeh, 2017 (memoir) - ebook & audiobook available. No other copies at our library partners, [Killers of the Flower Moon](#), David Grann, 2017 (nonfiction) - ebook &

audiobook available. 9 other copies at our library partners, including one in Spanish.

## **Turnitin**

We will be using Turnitin to submit assignments and track grades.

**Class ID: 32913636**

**Enrollment Key: Equity (this is case sensitive)**

For those of you that are new to 'Turnitin' please go to this [link](#). There is a link on how to set up an account (Item #7). You will submit the majority of your assignments on Turnitin, unless otherwise indicated by me.

Additional resources:

Video: [How to Register for a Turnitin Account](#)

Links: : [Answer to top Questions Students ask about Turnitin](#)

### **IV. How to be SUCCESSFUL in this course:**

- Participate in weekly class “collaborative experience”
- Actively Participate in your small group weekly meetings
- Turn in completed Weekly Checklist & Class Exercises to Turnitin.
- Use the course outline or the Moodle page to know when assignments are due.

### **VI. Expectations about your skills and abilities as a student:**

- Use the weekly checklist and class exercises to guide your learning.
- Participate as a supportive teaching team member. Help others learn and grow.
- Complete assigned reading & submit chapter organizer notes to Turnitin.
- Connect with your assigned group regularly. You will be evaluated on your group participation. Do your share of your work as a team member for your group project.
- Stretch a bit beyond your ‘comfort zone’.
- Ask questions for clarity. You are responsible for your own learning. Be proactive.
- Schedule an appointment with me if you need additional support.

### **VII. Advice:**

- Apply what you are learning to the people in your life. Practice communication strategies.
- Be open-minded. Consider alternative perspectives.
- Be respectful of different opinions and values.
- If you are angry or upset, refrain from posting to the group. Write out your email and come back when your mind is settled and edit, then send.

### **VII. Grades will be based on the following required assignments:**

<b>Assignments</b>	<b>Total Points</b>	<b>Your Points</b>
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Checklist & Class Exercises (30 pts wk x 10 weeks)	300	
Weekly Chapter Organizer notes (20pts wk x 9 weeks)	180	
Small Group Weekly Participation (10 pts wk & 20 pts comm with your group)	100	
Collaborative Experiences Sharing Forum	50	
Family Introduction Slideshow Assignment	60	
Social Construction of Difference (Wk 2 Checklist)	30	
Studying Families Assignment	65	
Individual Book Essay	65	
Small Group Project: Book Slideshow	50	
Family & Social Identity Slideshow & Reflective Essay	100	

**1000 pts**

**Written assignments** will be evaluated on the following:

\* Creativity; Detail and description; Clarity & Quality & Application of educational content to classroom experience and/or reading reflections.

*(Please see rubric below for additional guidance on assignment quality)*

**Late assignments** will have a total of 10% deducted for each week unless you use a late coupon. You **have 2 late coupons** that can be used to turn in assignments a week after the due date without 10% deduction. **Email me before or on the due date to use your late coupon.**

**Week 1-4 assignments will not be accepted after Week 5.**

**Week 5-9 assignments will not be accepted after week 10.**

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94-11	90-93	87-89	84-86	80-83	77-79	74-76	70-70	67-69	60-66	<60
Excellent		Good			Satisfactory			Passing		Fair
<b>What this means:</b> Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes.		<b>What this means:</b> Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes.			<b>What this means:</b> Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed.			<b>What this means:</b> Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes.		<b>What this means:</b> Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or less

900-1000

800-899

700-799

600-699

590 or less

*Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations. LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status. (See Administrative Rule No. E029 and Board Policy Series No. 6090.)*

### **Academic integrity**

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC.

**Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others.** LBCC students are responsible for understanding and abiding by the [College's academic integrity policy](#).

**If I become aware of academic misconduct, I will meet with the student(s) in question to discuss the matter and may assign a consequence of an "F" or "NP" for part of the assignment, the entire assignment, or the course overall.** I will also report the matter to the Manager for Student Conduct and Retention, and the College may take further disciplinary action. When in doubt if something constitutes academic misconduct, please contact me and ask for clarification.

### **VII. Calendar /Course Outline**

<b>Small Group Weekly Mtg Information</b>	<b>Topic</b>	<b>Readings Due Today</b>	<b>Assignments Due Today</b>
<b>1</b>	<b>Brain Development; Socialization &amp; Culture</b>	Only the weekly checklist & class exercises this week.	<b>Due January 9</b> * Weekly Checklist & Exercises <b>Get textbook</b> <b>Register for Turnitin</b> <b>Review Moodle Page</b>
<b>2</b> contact small group members	<b>Social Constructions</b>	Chapter 1	<b>Due January 16</b> * Weekly Checklist & Exercises * Weekly chapter organizer notes <b>+ Assign: Family Introduction Slideshow</b>
<b>3</b> 1st small group meeting/ Group chooses book	<b>Studying Families</b>	Chapter 2	<b>Due January 23</b> * Weekly Checklist & Exercises * Weekly chapter organizer notes <b>+ Assign: Studying Families</b>
<b>4</b>	<b>Health and Health Care</b>	Chapter 3	<b>Due January 30</b> * Weekly Checklist & Exercises * Weekly chapter organizer notes

<b>5</b> Book check-ins	Housing	Chapter 4	<b>Due February 6</b> * Weekly Checklist & Exercises * Weekly chapter organizer notes <b>+ Assign: Individual Book Essay</b>
<b>6</b>	Connection and Love	Chapter 5	<b>Due February 13</b> * Weekly Checklist & Exercises * Weekly chapter organizer notes
<b>7</b> Start small group Projects	Visual Culture: Art and Beauty	Chapter 6	<b>Due February 20</b> * Weekly Checklist & Exercises * Weekly chapter organizer notes
<b>8</b> Continue Start small group Projects	Representation and Belonging	Chapter 7	<b>Due February 27</b> * Weekly Checklist & Exercises * Weekly chapter organizer notes
<b>9</b> Finalize small group project & submit	Justice	Chapter 8	<b>Due March 6</b> * Weekly Checklist & Exercises * Weekly chapter organizer notes <b>+ Assign: Small Group Book Slideshow</b>
<b>10</b> final small group meeting	Food and Water	Chapter 9	<b>Due March 13</b> * Weekly Checklist & Exercises * Weekly chapter organizer notes <b>+ Assign: Family &amp; Social Identity Slideshow</b>

**The instructor reserves the right to make changes in the course schedule**

Every week activities and learning experiences are in purple. Additional class assignments are in black.

Here is a link to a [Visual](#) of how the class is organized and what your weekly responsibilities are.