LINN-BENTON COMMUNITY COLLEGE

6500 Pacific Blvd SW

Albany, OR 97321

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HDFS 201 (online)  
Contemporary Families in the United States

Fall 2016 Syllabus

**CRN:** 23068 (3 credits)

**CLASS LOCATION:** online

**INSTRUCTOR:** Rachelle G. Saceda, M.S.

**OFFICE HOURS:** By appointment via google hangout

**CONTACT INFORMATION:** sacedar@linnbenton.edu

**COURSE DESCRIPTION**

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

**COURSE LEARNING OUTCOMES**

1. Use theoretical frameworks to interpret the role of the family within social process and institutions.
2. Describe the nature, value, and limitations of the basic methods of studying individuals and families.
3. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in inequity.
4. Explain how difference is socially constructed.
5. Analyze current social issues, including the impact of historical and environmental influences, on family development.
6. 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.
7. Synthesize multiple viewpoints and sources of evidence to generate reasonable conclusions.

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**REQUIRED TEXT & INTERNET SUPPLEMENTS**

Cherlin, A. J. (2010). *Public and Private Families: An Introduction* (**7th Ed.**). Boston: McGraw Hill

Rank, Mark R.  (2003).  [“As American as Apple Pie”.](http://socialstratification.files.wordpress.com/2008/10/poverty_contexts_american_apple_pie.pdf)  *Contexts, 2 (3).* 41-49.

Whyte, Martin King (1992).  [“Choosing Mates--the American Way”.](http://ezproxy.libweb.linnbenton.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9206291808&site=ehost-live) *Society,  29 (3).*71-77. (links provided in online syllabus and on Moodle).

Usage of **Google Docs as assigned,** Microsoft WORD (*not microsoft works or word pad*) or an open source internet site such as Google Docs or Open Office to submit electronic assignments.

Ability to access and utilize Moodle, Turnitin within Moodle, your LBCC email, Google Drive, and LBCC Library databases regularly

**CLASS STRUCTURE**

This course is taught exclusively online. As class members you will be enrolled on LBCC’s e-learning system as a portal to Moodle. Once you have accessed Moodle, you can bookmark it and access it directly from your home computer. *Log on as soon as possible and update your password and contact information. Continue to log on regularly throughout the duration of the term.*

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

1. **Read** assigned material and take the online quizzes ***before*** the Weekly Assignment for which it has been assigned. The basic pattern to the class is read textbook, quiz, Weekly Assignment, read textbook, quiz, Weekly Assignment, etc.
2. Check Moodle frequently. **Post your questions in the class forum.**
3. **Participate** in class discussions in Moodle. Prepare your responses to be in-depth and thorough, going beyond a simple “yes,” “no,” or “I agree with the above response.” Read the [Weekly Forum Guidelines and Grading Rubric](https://docs.google.com/document/d/1X4UNsiZj6F7wHX0JahBbNd4RVjMJ3sWuJilWAAUVC5A/edit?usp=sharing) for additional information.
4. Because this is an online course, **all assignments must be submitted through Moodle and Turnitin**, and all class discussions will occur using Moodle’s forum feature. It is essential that you access Moodle consistently and frequently. *I will not accept emailed assignments or hyperlinks that direct me to a document outside of Turnitin*. Be proactive in troubleshooting how to upload assignments successfully prior to due dates.

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| ***It is a known fact that computers can and will crash the night before an assignment is due, so be proactive and make sure to email yourself assignments and/or download assignments onto a USB drive regularly. Take advantage of the free space you have available on your G drive*!** |

1. You can get technology help using the following methods: Call the **Student Help Desk at 541.917.4630** or email questions to [elearning.support@mail.linnbenton.edu](mailto:elearning.support@mail.linnbenton.edu).

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

**COMMUNICATING WITH INSTRUCTOR.** Email is the best (and recommended) form of communication with the instructor. When emailing, the instructor will only communicate with students via their LBCC gmail email accounts. It is the student’s responsibility to regularly check Moodle and his/her email account for any announcements or supplemental information shared regarding the course. It may take up to 24 hours for responses from the instructor concerning questions about assignments during the week. I rarely check email on the weekend. The student is responsible to plan enough time to get the supplementary help needed and still be able to complete the assignment by the due date. The instructor is also available for online video conferencing via Google Hangout through your LBCC gmail account by appointment. You will need a webcam or camera phone. If you have questions or comments, post them in the class forum. For personal matters, contact me directly. Use your LBCC email address, subject line your e-mails with HDFS 225 and sign with your first and last names for the fastest response.

**TOOLS FOR SUCCESS**

A list of [Tools For Success](https://docs.google.com/document/d/1A2IyZo1-fnk6oJfDT_klnRaVKtE5LGET5rITpGEnSYg/edit?usp=sharing) are posted in Moodle Welcome Page

## STUDENT RIGHTS AND RESPONSIBILITIES

Students are expected to read and adhere to the standards in the *Student Rights and Responsibilities* handbook. You can also find this information on the Linn-Benton Community College website, [Students’ Rights and Responsibilities Conduct.](https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct)

**ACADEMIC INTEGRITY**

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

Assignments are to be typed, double spaced, and edited. Written work will be graded based upon content and presentation. If you need help with spelling, punctuation, sentence structure, etc., the [Tutoring Center and Writing Center](https://www.linnbenton.edu/writing-center) are good resources.

**LBCC COMPREHENSIVE STATEMENT OF NONDISCRIMINATION**

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

**SPECIAL NEEDS**

If there is any student who feels that he or she may need an accommodation for any type of disability, please make an appointment to see me during my office hours or contact the [Center for Accessibility Resources](https://www.linnbenton.edu/cfar).

# GRADING

I. Opening of each week’s content. Assignments/Quizzes/Forums are opened every Monday morning. Often students ask if it's possible to move on to the next week’s Assignments/Quizzes/Forums and proceed through the course at a quicker pace. My answer to this is, "No." Although I believe in individualizing learning, sometimes moving too quickly and too far ahead in an online course will defeat the benefits of online discussion. If you find that you are wanting to "enrich" your experience within a weekly topic with additional activities and readings, just let me know. I can provide supplementary information each week to further emphasize the information to challenge your knowledge of the subject.

II. Weekly Forum Discussion

1. [See Weekly Forum Guidelines & Grading Rubric](https://docs.google.com/document/d/1X4UNsiZj6F7wHX0JahBbNd4RVjMJ3sWuJilWAAUVC5A/edit?usp=sharing) for more information and expectations.
2. Weekly Forums are each worth 10 points. 10 points x 10 weeks = 100 points
3. Weekly Forums are due Tuesdays by 11:59 p.m. each week, with the exception of noted due date change in syllabus.
4. Missed Weekly Forums cannot be made up or reopened.

III. Completion of required reading and related research

IV. Weekly Quizzes

1. Quizzes are multiple choice and based on the assigned textbook chapters for the respective week. Quizzes are due Tuesdays by 11:59 p.m. each week, with the exception of noted due date changes in the syllabus. The quiz is designed to demonstrate your completion of text reading. Understanding the reading will enable you to take part in class forums and Weekly Assignments. Best prep for quizzes is reading and notetaking focused on the terms that that the author highlights and/or that I emphasize in the Weekly postings in Moodle. You get two tries on each of the first two quizzes; one try on the rest.
2. Quizzes are open-book, but not "open friend." That is, you are permitted to consult your text, your notes, or the video for quiz answers. Please do not consult your friends or other classmates.
3. Quizzes are worth each worth 10 points. 10 points x 8 weeks = 80 points
4. Missed quizzes cannot be made up or reopened.

V. Weekly Assignments

1. Weekly Assignments will involve application of text concepts and critical thinking.
2. Weekly Assignments may involve you interviewing friends or family members.
3. Weekly Assignments are due Tuesdays by 11:59 p.m. each week.
4. Missed Weekly Assignments have a one (1) week grace period to turn in. Late assignments will receive an automatic 10% point deduction. After one (1) week grace period, assignments are no longer accepted and students will receive a zero.
5. *E-mailed Weekly Assignments are not accepted, you must use Turnitin*, a tool to educate students about using too much similarity (plagiarism) in written work.
6. Weekly Assignments are each worth 20 points. 20 points x 10 weeks *=* 200 points.
7. I will send feedback on assignments and post grades within 7 - 10 business days after the due date. Be sure to regularly look at your assignments and quizzes after they have been graded in order to receive feedback. Be timely about inquiring about grades. For example, do not wait until Week 8 to ask about how an assignment for Week 2 was allocated points. It is your responsibility to track your points and progress in the course accordingly.

VI. Midterm & Final (50 points Midterm, 50 points Final)

1. Both the Midterm and Final will have 50 multiple choice questions. You will have one attempt for the Midterm and the Final. The midterm will be opened the Monday of Week 5 and due the subsequent Tuesday by 11:59 p.m.. The Midterm will cover reading and lectures from week 1 through week 5. The Final will be opened the Monday of Finals Week. The Final will cover all reading material and lectures for the entire 10 week term. Similar to quizzes, the Midterm and Final cannot be made up or reopened.

**EVALUATION TOTALS**

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| Weekly Forums | 100 |
| Weekly Quizzes | 80 |
| Weekly Assignments | 200 |
| Midterm | 50 |
| Final | 50 |
| **Total Points Possible** | **480** |

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| **% of Total Points Possible** | **Grade** |
| 90 - 100% | A |
| 80 - 89% | B |
| 70 - 79% | C |
| 60 - 69% | D |
| 59% and below | F |

# **COURSE SCHEDULE**

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| **WEEK #** | **TOPICS** | **Readings** | **Assignments Due**  **(due by 11:59 p.m. of stated date, unless otherwise specified)** |
| 1  9/26 - 9/30 | Introduction to the Study of Families and theoretical perspectives; Variation in Families. | Syllabus, Chapters 1 & 2 | Mock Schedule, Due Sept. 28  Week 1 Quiz, Due Sept. 30  Week 1 Forum, Due Sept. 30  Week 1 Assignment, Due Sept. 30 |
| 2  10/3 -10/7 | Gender | Chapter 3 | Week 2 Quiz, Due Oct. 11th  Week 2 Forum, Due Oct. 11th  Week 2 Assignment, Due Oct. 11th |
| 3  10/10 -10/14 | Social Class and Poverty | Chapter  4 & [Rank article](http://socialstratification.files.wordpress.com/2008/10/poverty_contexts_american_apple_pie.pdf) | Week 3 Quiz, Due Oct. 18th  Week 3 Forum, Due Oct. 18th  Week 3 Assignment, Oct. 18th |
| 4  10/17 - 10/21 | Race and Ethnicity; Social Policy | Chapters 5 & 14 | Week 4 Quiz, Due Oct. 25th  Week 4 Forum, Due Oct. 25th  Week 4 Assignment, Due Oct. 25th |
| 5  10/24 - 10/28 | Sexualities, Dating, Union Formation & Dissolution | Chapter 6, [Whyte article](http://ezproxy.libweb.linnbenton.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9206291808&site=ehost-live) | No Week 5 Quiz  Week 5 Forum, Due Nov. 1st  Week 5 Assignment, Due Nov. 1st  Midterm, Due Nov. 1st |
| 6  10/31 - 11/4 | Continued | Chapter 7 | Week 6 Quiz, Due Nov. 8th  Week 6 Forum, Due Nov. 8th  Week 6 Assignment, Due Nov. 8th |
| 7  11/7 - 11/11 | Continued | Chapters 12, 13 | Week 7 Quiz, Due Nov. 15th  Week 7 Forum, Due Nov. 15th  Week 7 Assignment, Nov. 15th |
| 8  11/14 - 11/18 | Working Families | Chapter 8 | Week 8 Quiz, Due Nov. 22nd  Week 8 Forum, Due Nov. 22nd  Week 8 Assignment, Due Nov. 22nd |
| 9  11/21 - 11/25 | Parent-Child Relations, the Elderly, and Families | Chapters  9 & 10 (up to p.327) | Week 9 Quiz, Due Nov. 29th  Week 9 Forum, Due Nov. 29th  Week 9 Assignment, Due Nov. 29th |
| 10  11/28 - 12/2 | Continued | Review of all Chapters | No Week 10 Quiz  Week 10 Assignment, Due Dec. 6th  Week 10 Forum, Due Dec. 6th |
| Finals11 12/5 - 12/9 | Final opens at 8:00 a.m. on 12/5 |  | Final Due 12/8 |

**Instructor’s Notes**

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

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| ***The Instructor reserves the right to make changes in the course schedule. Changes will be announced***  ***in class forum.The instructor reserves the right to modify course content and/or substitute assignments***  ***and learning activities in response to institutional, weather, or class situations.*** |