



Department of Family Studies
College of Agriculture
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www.uky.edu

February 21, 2011

To: Dr. Larry Jones, Associate Dean, College of Agriculture
Dr. Larry Grabau, Chair, Agriculture Curriculum Committee
Dr. Ron Werner-Wilson, Chair, Family Studies

From: Dr. Donna Smith

A handwritten signature in black ink, appearing to be "DS" or similar initials, written over the name "Dr. Donna Smith".

Re: Course Change Proposal for FAM 252 to 352 – “Issues in Family Science”

Please see the attached application for course change form for FAM 352 – “Issues in Family Science.” The goal here is to change FAM 252 – “Introduction to Family Science” to FAM 352. The new course description and rationale are on page 2 of the course change form.

FAM 352 will now be required for all students in Human Environmental Sciences (HES) and will take the place of the old school-wide requirement HES 400 – “Concepts in Human Environmental Science: Integration and Application.” The revisions in FAM 252/352 meet the accreditation standards required by the American Association of Family Consumer Sciences (AAFCS).

The faculty in HES voted January 7, 2011 to make this school-wide change in requirement. The family studies faculty voted online the week of February 14-18 to support this FAM course change.

We look forward to a favorable reply.

Thank you

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

a. Submitted by the College of: Agriculture Today's Date: 1-27-11

b. Department/Division: Family Studies

c. Is there a change in "ownership" of the course? YES NO

If YES, what college/department will offer the course instead? _____

d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)

e. Contact Person Name: Donna Smith Email: donnarsmith@uky.edu Phone: 257-7733

f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

a. Current Prefix and Number: FAM 252 Proposed Prefix & Number: FAM 352

b. Full Title: Introduction to Family Science Proposed Title: Issues in Family Science

c. Current Transcript Title (if full title is more than 40 characters): Introduction to Family Science

c. Proposed Transcript Title (if full title is more than 40 characters): _____

d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____

Proposed – ADD³ Cross-listing (Prefix & Number): _____

Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.

Current:	<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ⁵	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		
Proposed:	<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		

f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail

Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

g. Current number of credit hours: 3 Proposed number of credit hours: 3

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:

- a. a change in number within the same hundred series⁴;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

⁴...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

- h. Currently, is this course repeatable for additional credit? YES NO
- Proposed to be repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Current Course Description for Bulletin:

Introduction to the scientific study of the family. Topics covered will include the important theoretical frameworks in family science, historical trends in marriage and family life, gender role theory, family life cycle theory, parenthood, communication, economics of family life, conflict, divorce, step families and step-parenting, and family strengths. Students will analyze contemporary family issues and take informed, written positions on these issues. Fam 252 is a University Studies Program course.

Proposed Course Description for Bulletin:

The scientific study of the family. Topics covered will include the important theoretical frameworks in family science, historical trends in marriage and family life, gender role theory, family life cycle theory, parenthood, communication, economics of family life, family wellness, capacity building, resource sustainability, integrative elements in life course development, conflict, divorce, step families and step-parenting, and family strengths. Students will analyze contemporary family issues and take informed, written positions on these issues. This course is required for all Human Environmental Sciences students and meets American Association of Family and Consumer Sciences accreditation standards.

j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: Junior or senior standing

k. Current Distance Learning (DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both

Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO

Proposed to be taught off campus? YES NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES NO

If YES, explain and offer brief rationale:

This course has been significantly revised to address accreditation requirements of the American Association of Family and Consumer Sciences. The course outcomes and objectives have been expanded to include learning outcomes previously addressed in HES 400 "Concepts in Human Environmental Sciences: Integration and Application." An additional text book of issues-based readings has been included and a comprehensive written assignment that requires students to analyze current issues in Family Science has also been added. As a result of these additions, the course requirements now reflect learning outcomes and content appropriate for a 300-level course. See the attached syllabus and chart comparing Family Consumer Science (FCS) accreditation requirements with FAM 352 course content and learning outcomes. Faculty in HES voted in January 2011 to implement this

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

COURSE CHANGE FORM

<i>change (see minutes attached)</i>	
5. Course Relationship to Program(s).	
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If YES, identify the depts. and/or pgms: <u>Nutrition and Food Science; Merchandising, Apparel, and Textiles</u>	
b. Will modifying this course result in a new requirement ⁷ for ANY program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If YES ⁷ , list the program(s) here: <u>All students in Human Environmental Sciences are now required to take this class (see attached HES minutes)</u>	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and you must include the <i>differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

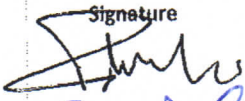
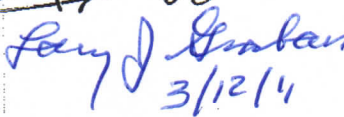
General Information:

Course Prefix and Number: FAM 352
 Proposal Contact Person Name: Donna Smith Phone: 257-7733 Email: donnarsmith@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Family Studies Faculty	2/22/11	Donna Smith / 257-7733 / donnarsmith@uky.edu	
College of Agriculture Curriculum Committee	2/25/11	Larry Grabau / 257-1885 / lgrabau@uky.edu	 3/12/11
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ^a
Undergraduate Council	4/12/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

^a Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**School of Human Environmental Sciences
Spring Retreat 2011
January 7, 2011**

**Business Meeting Minutes
56 HES Faculty and Professional Staff in Attendance
Dr. Ann Vail, Director of the School, Presiding**

- 1) HES 100 – “Introduction to Human Environmental Sciences” – course change form approved. The course description is being changed to update the concepts in the common body of knowledge, required by the redesigned accreditation standards for 2010 by the American Association of Family and Consumer Sciences. In addition to student learning outcomes, course requirements, topics to be discussed, and reference information has been updated to reflect these redesigned standards.

Dr. Maggie Cook-Newell made the motion to approve this course change proposal.
Dr. Vanessa Jackson seconded.
Vote was unanimous.

- 2) HES 400 – “Concepts in Human Environmental Sciences: Integration and Application” – HES 400, a junior/senior level core course in HES (meaning all students in the school take this common body of knowledge) will be dropped as a requirement and a redesigned FAM 352 – “Issues in Family Science” – to include “family wellness, capacity building, resource sustainability, and integrative elements in life course human development” in its course description and student learning outcomes, will be developed. By doing so, this course, already taken by the majority of students in HES will reflect the required and redesigned accreditation standards for 2010 by the American Association of Family and Consumer Sciences.

(See attached---FCS Core Requirements and FAM 252 Content and Learning Outcomes Comparison Table)

Dr. Kim Miller-Spillman made the motion to approve this curricular change.
Dr. Kwaka Addo seconded the motion.
Vote to approve this motion was unanimous.

- 3) A motion was made by Dr. Donna Smith to accept the merger proposed between Merchandising, Apparel, and Textiles (MAT) and Hospitality, Management, and Tourism (HMT) with an amendment to revisit the proposed name of the merged departments.

Steve Perry seconded the motion.
Vote to approve the merger proposal was unanimous.

Respectfully Submitted,

Dr. Donna Smith---Family Studies

FCS Requirements

FAM 352 Content and Learning Outcomes

Core Concepts

Basic Human Needs

Individual Well-being

Family Strengths

Community Vitality

The role of the family as a mechanism for meeting basic human needs is embedded throughout FAM 352. Family strengths are a specific focus of this course. Intimacy, couple and individual well-being, and social well-being in the context of parenting and child rearing are important components of the curriculum. Psychological well-being and spirituality are also discussed and recognized as essential components of family well-being. Community vitality is addressed in the context of a changing social environment. Specific FAM 352 learning outcomes that are related to core concepts include:

- *Explain and demonstrate roles and issues related to contemporary marriages and families*
- *Articulate and evaluate personal values related to marriage and family*
- *Evaluate personal readiness for marriage based on course readings and materials*
- *Discuss the role of sexual intimacy in relationships and marriage*

Integrative Elements

Life Course Development

Human Ecosystems

Life course development is a primary emphasis of FAM 352 as indicated by the major written assignment which is the Family Life Cycle paper. Students are required to use their family of origin to illustrate each stage of the family life cycle with an emphasis on individual differences and how social factors affect families throughout the life cycle. Further, ecological theory and family development framework are both utilized throughout the course. Learning outcomes related to these integrative elements include:

- *Describe and analyze the institutions of marriage and family from a historical perspective*
- *Describe and explain the dominant theories utilized in the discipline of family science*
- *Outline the family life cycle and discuss the typical stages of family development*

Cross-cutting Themes

Appropriate Use of Technology

Capacity Building

Resource Development &

Sustainability

Wellness

Current themes in FCS are embedded in FAM 352 in multiple ways. The appropriate use of technology is discussed in the context of communication and in the context of reproductive technologies and the ethical issues related to alternatives to biological parenting. Wellness is an important focus throughout FAM 352, especially as it relates to healthy couple and family relationships. Challenges to wellness such as stress, alcohol and substance abuse, and family violence are also discussed. Global interdependence and cultural competence are addressed in this course. Diversity both within the US and in a global context increases student awareness and prepares them to function in an increasingly complex world. Capacity building and resource development and sustainability are incorporated into the course in multiple ways. Successful management of economic resources and policy issues related to families are discussed throughout the semester. Specific learning outcomes that are related to these cross-cutting themes include:

- *Demonstrate an awareness of family variations based on race, ethnicity and socioeconomic differences and articulate how these factors affect family experiences and outcomes*
- *Compare and contrast "melting pot" and "salad bowl" approaches to cultural diversity*
- *Recognize and describe the concepts of global interdependence and cultural diversity*

Issues in Family Science
FAM 352
Spring 2012
T/TH 9:30 – 10:45

Instructor: Diana L. Haleman, Ed. D.
Office Location: 305A Funkhouser
Office Hours: Monday & Tuesday, 11-12, or by appointment

Telephone: 323-0064
Email: diana.haleman@uky.edu

- I. **COURSE DESCRIPTION:** The scientific study of the family. Topics covered will include the important theoretical frameworks in family science, historical trends in marriage and family life, gender role theory, family life cycle theory, parenthood, communication, economics of family life, family wellness, capacity building, resource sustainability, integrative elements in life course development, conflict, divorce, step families and step-parenting, and family strengths. Students will analyze contemporary family issues and take informed, written positions on those issues. This course is required for all Human Environmental Sciences (HES) students and meets American Association for Family Consumer Sciences accreditation standards.

II. REQUIRED TEXT:

Olson, D. H., DeFrain, J. & Skogrand, L. (2008). *Marriages and Families: Intimacy, diversity, and strengths* (6th ed.). New York: McGraw-Hill. ISBN 13 9780073380049

Taking sides: Clashing views in family and personal relationships (8th edition). (2010) New York: McGraw-Hill. ISBN 139780073515403

TurningPoint Technologies Radio Frequency Clicker

BLACKBOARD participation is REQUIRED for this class—you can enter the course Blackboard site through your MyUK account. Grades are available on Blackboard.

III. LEARNING OUTCOMES

Students who successfully complete the course will be able to:

- Describe and analyze the institutions of marriage and family from a historical perspective
- Demonstrate an awareness of family variations based on race, ethnicity and socioeconomic differences and articulate how these factors affect family experiences and outcomes
- Compare and contrast “melting pot” and “salad bowl” approaches to cultural diversity in US
- Explain and demonstrate roles and issues related to contemporary marriages and families
- Describe and explain the dominant theories utilized in the discipline of family science
- Articulate and evaluate personal values related to marriage and family
- Evaluate personal readiness for marriage based on course readings and materials
- Outline the family life cycle and discuss the typical stages of family development
- Describe and explain the major characteristics of the discipline of family science and their relationship to responsible citizenship in a diverse world
- Discuss the role of sexual intimacy in relationships and marriage

- Identify and describe unhealthy relationships, marriages, and family processes
- Describe and analyze parental roles in childrearing with special attention to variations
- Describe and critique the strengths and challenges facing various family forms including single parent families, blended families, intergenerational families, and adoptive and foster families
- Summarize and critique the process of relationship, marriage and family dissolution and their effects on family members, including an understanding of the impact of diversity on divorce
- Apply family principles as related to civic engagement in personal decisions-making and roles
- Discuss the interaction, interrelatedness, and capacity building opportunities of individuals, families, consumers, and communities using a systematic, lifespan approach
- Recognize and describe the concepts of global interdependence and cultural diversity of individuals, families, consumers, and communities

IV. COURSE REQUIREMENTS AND GRADING

- **In-class Exams (3 exams worth 100 points each—See the course calendar for dates):** Three exams that address course materials (readings and discussions) are indicated on the course calendar. Each exam includes both true-false and multiple choice questions. Test bank questions will be provided on Blackboard for each assigned chapter and 80% of the exam questions will be taken DIRECTLY from the test banks! Reviewing these questions and looking up the answers is by far your best way to prepare for the exams. The answers are all in the text—don't ask me for the correct answers! **Bring a #2 pencil to each exam!** The final exam is NOT cumulative—it includes only the materials addressed after the second exam. Exams CANNOT be made up without an excused absence documented in writing and submitted at the beginning of the class period immediately following the missed exam. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY!**
- **Clicker participation (50 points):** Clicker activities will be used randomly throughout the semester for class participation. You **must be present (and have your clicker available, registered, and in working order) to earn these points!** It is NOT possible to make up clicker participation without an excused absence documented in writing and submitted at the beginning of the class period immediately followed the missed activity. At least ten participation dates will be distributed throughout the semester and these are worth 5 points each. Clicker participation dates will **not be announced in advance.** To earn these points you need to be in class! You have to **register** your clicker and have it with you in order to receive credit. Keeping your clicker in working order is YOUR responsibility—not mine.
- **Family Life Cycle Paper (50 points):** Each student will prepare a **2 page maximum** type-written paper that describes the stages of the family life cycle (see attached handout) and specifically applies the family life cycle to their family of origin. Specific attention should be paid to individual family differences! The scoring rubric for this assignment is attached to the syllabus. **Late papers will ONLY be accepted with attached excused absences and will be penalized five points for each DAY (24 hours) they are late.**
- **Current Issues Articles (100 points):** Each student will select two current (within the time frame of the semester) news articles that demonstrate opposing viewpoints related to a specific aspect of family diversity addressed in the course. These articles should be attached to your paper. Both articles should be briefly summarized, related to course readings, and compared. Students will indicate which perspective they most closely agree

with and indicate WHY this is the case. Students should also identify specific opportunities for civic engagement related to this issue. This paper is limited to no more than 3 typewritten pages. The scoring rubric for this assignment is attached. **Late papers will ONLY be accepted with attached excused absences documented in writing.**

GRADES: These graded assignments will determine your course grade.

Exams: 3 @ 100 points each	300 points
Clicker Participation	50 points
Family Life Cycle Paper	50 points
Current Issues Articles	<u>100 points</u>
TOTAL	500 points

The grading scale is as follows:

90 – 100 %	A
80 - 89%	B
70 - 79%	C
60 – 69%	D
Below 60%	E

Please ask questions well in advance of due dates. No opportunities for extra credit will be provided. As indicated above, late assignments will **ONLY** be accepted in the case of excused absences submitted in writing. This is also the case for missed exams. If you have an official school responsibility that conflicts with an exam or paper due date, you need to make arrangements to take the exam or submit your assignment **BEFORE** (not after) the scheduled date. Making alternate scheduling plans is **YOUR** responsibility—not mine. By far the best policy is to turn in your papers in on time and to take the exams as scheduled!

Acceptable reasons for excused absences may be found at the Academic Ombud's website:
<http://www.uky.edu/Ombud/policies.php>

RIGHTS & RESPONSIBILITIES

The classroom is an ideal setting for sharing ideas and developing critical thinking skills. As a student, you have the right to voice opinions that differ from those of the instructor and other students. The instructor has the right and responsibility to ensure that all academic discussion remains on a professional level and respects the dignity and diversity of the class as a whole. Lively debate that is sensitive to others' views is highly encouraged.

SPECIAL ACCOMMODATIONS

If you have a documented disability that requires accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (2 Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. This documentation must be received as soon as possible to meet your needs.

SCHOLASTIC HONESTY

Cheating or plagiarizing the work of others is irresponsible behavior for which you will receive a minimum penalty of zero points for the assignment. **This policy is strictly enforced.** A second occurrence will lead to an automatic “E” for the course and possible suspension or dismissal from the University. Students caught cheating or plagiarizing will be referred to the academic ombud for disciplinary action. For cheating and plagiarism definitions and guidelines please see UK’s Student Rights and Responsibilities Handbook at <http://www.uky.edu/StudentAffairs/Code>. If you have further questions or concerns, an online tutorial on plagiarism is also available at http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html.

The following statement specifically reflects the College of Agriculture position on plagiarism:

Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own – intellectual theft), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty.

Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course.

For more information, see Part II, Section 6.3.0 of “The Code of Student Conduct” which can be viewed online at <http://www.uky.edu/StudentAffairs/Code/part2.html>. You may also want to visit the Academic Ombud’s website: <http://www.uky.edu/Ombud>. There you will find a paper “Plagiarism: What is it?” and an online tutorial entitled “How to avoid plagiarism.”

Using someone else’s clicker (or asking them to click in for you) is evidence of academic dishonesty and will result in a zero for your 50 point clicker participation grade. Cheating on exams includes looking at another person’s paper, making YOUR paper available to another person, and using any kind of notes during the exam. Any of these behaviors will result in a zero grade for the exam. Please don’t make the mistake of thinking I will tolerate academic dishonesty—you will be very upset to discover I will NOT.

WRITING SKILLS

All written assignments for this class, including citations, should follow **APA format**. The following online resources may be useful for those unfamiliar with APA style requirements: <http://www.apastyle.org>. **All written assignments must be typed and submitted as hard copies.**

It is assumed that all students enrolled in the course can communicate effectively using standard written English. The written assignments are in part designed to assess and improve academic writing skills. Therefore, all assignments will be evaluated for grammar, spelling, sentence structure, punctuation, capitalization, and organization of ideas. The writing requirements for this course meet the standards expected of entry-level college students. If you have concerns about your writing skills, you are encouraged to take advantage of the resources available at the

University Writing Center. The Writing Center is located on the 5th floor of the W.T. Young Library; appointments can be scheduled by phone at 257-1368 or online at <http://www.uky.edu/AS/English/wc/> . Please seek out help with your writing if you need it.

FINALLY—In order to make the most of our time together, students are expected to:

- **Turn in type-written hard copies of all written assignments at the beginning of the class period on stated due dates**
- **Complete the readings and any outside assignments prior to class meetings**
- **Come prepared to actively participate in all class activities**
- **Silence cell phones, pagers, etc. and stay focused on class discussions and activities**
- **Be responsible for both reading assignments and lecture/discussion materials**
- **Use laptops only for note-taking (no Internet or email!)**
- **Be respectful of others by not talking or otherwise disrupting class discussions**
- **Give your best effort and display a positive attitude to the course content and process**
- **Inappropriate behaviors will result in you being asked to LEAVE the class!**

Do not hesitate to ask for help if necessary. If you are not available during regularly scheduled office hours, please feel free to call or email to set up an appointment that fits your needs. Take responsibility for your own learning experience so that this class can be a valuable one for you.

**SCORING RUBRIC
FAMILY LIFE CYCLE PAPER
(50 points possible)**

	Unacceptable	Meets minimum Expectations	Exceeds Minimum Expectations	Outstanding!
<p>Content: Does your paper provide a clear discussion of all eight stages of the family life cycle and examples to illustrate each stage? Does the paper address diversity issues related to the family? (40 points possible) Note: If you do not discuss all 8 stages listed on the handout, you will be automatically penalized 10 points on this section!</p>	<p>Paper is incomplete—it does not include all 8 stages and does not provide sufficiently detailed examples from the family of origin; does not adequately address diversity</p>	<p>Paper includes all stages of the family life cycle but includes incomplete or incorrect information and/or insufficient examples; only a few specific issues related to family diversity or uniqueness are listed and discussed</p>	<p>All stages are included and illustrated but some of the information and examples are unclear or poorly written; diversity issues are not adequately discussed or related to course readings</p>	<p>All stages of the family life cycle are clearly discussed and illustrated with accurate and useful examples. Diversity issues are clearly discussed and related to class readings in appropriate ways. Way to go!</p>
	<p>SCORE: (0-23)</p>	<p>SCORE: (24-31)</p>	<p>SCORE: (32-35)</p>	<p>SCORE: (36-40)</p>
<p>Mechanics: Is your paper typed, well written, and in appropriate APA format? Does your paper adhere to the 2-page maximum page limit? If not—you will be penalized up to 5 points! (10 points possible) Note: If your paper is hand-written you will receive a ZERO on this section.</p>	<p>Paper contains numerous grammar and/or spelling errors; inconsistent use of APA format</p>	<p>Paper is typed, somewhat well written with minimal errors, but does not use APA format correctly or consistently</p>	<p>Paper is typed, well written with very few errors, and uses APA format consistently</p>	<p>Top notch! Paper is typed, well written without errors, uses APA format throughout, and is virtually error-free!</p>
	<p>SCORE: (0-5)</p>	<p>SCORE: (6-7)</p>	<p>SCORE: (8)</p>	<p>SCORE: (9-10)</p>
<p>TOTAL SCORE:</p>				

COMMENTS:

**SCORING RUBRIC
CURRENT ISSUES ARTICLES
(100 points possible)**

	Unacceptable	Meets minimum Expectations	Exceeds Minimum Expectations	Outstanding!
<p>Content: Does your paper include two current news articles that demonstrate family diversity issues? Do you compare and contrast the articles with specific references to course readings? Do you clearly indicate which perspective is closest to your own & why? Does your paper specifically identify opportunities for civic engagement related to the chosen articles/issues? (80 points possible)</p> <p>Note: If your articles are not attached to your paper it cannot be graded!</p>	<p>Paper is incomplete—it does not include all required components of the assignment: articles are inappropriate or do not provide opposing views; comparison is inadequate and lacks references to course readings</p>	<p>Paper includes two articles that provide opposing viewpoints on a specific aspect of family diversity but your discussion lacks sufficient details and specific references to course readings; your perspective (and justification) is not adequately articulated</p>	<p>You have selected appropriate articles that provide opposing viewpoints and compare and contrast them on some aspects. Although you have included a few references to course readings, your paper would be stronger with more specific examples and more clearly articulated views. Room for improvement</p>	<p>You did a good job of selecting articles that discuss opposing views on a relevant aspect of family diversity. Your comparison includes clear examples from the course readings. You clearly articulated which position most adequately reflects your views and why. Way to go!</p>
	SCORE: (0-55)	SCORE: (56-64)	SCORE: (65-71)	SCORE: (72-80)
<p>Mechanics: Is your paper typed, well written, and in appropriate APA format? Does your paper adhere to the stated 3 page limit? If not, you will be penalized 5 points on this section! (20 points possible) Note: If your paper is hand-written you will receive a ZERO on this section.</p>	<p>Paper contains numerous grammar and/or spelling errors; inconsistent use of APA format</p>	<p>Paper is typed, somewhat well written with minimal errors, but does not use APA format correctly or consistently</p>	<p>Paper is typed, well written with very few errors, and uses APA format consistently</p>	<p>Top notch! Paper is typed, well written without errors, uses APA format throughout, and is virtually error-free!</p>
	SCORE: (0-14)	SCORE: (14-16)	SCORE: (16-17)	SCORE: (18-20)
TOTAL SCORE:				

COMMENTS:

The Family Life Cycle

Based on the work of Evelyn Duvall, this original version of the family life cycle consists of a series of stages that characterize most families. For purposes of this assignment, you need to discuss **your family of origin** (the family you grew up in) and your family's progress through these stages of the family life cycle. Provide specific examples to illustrate each stage listed here. Make specific references to the course readings and discussions as you discuss each stage of the family life cycle.

Stage I: Beginning Families: Married couple with no children—Transition to marriage

Stage II: Childbearing Families: Beginning childrearing—Parenting issues

Stage III: Families with Preschool Children: Oldest child is 30 months to 6 years

Stage IV: Families with School Children: Oldest child is between six and 13 years old

Stage V: Families with Adolescents: Oldest child is 13 to 20 years old

Stage VI: Families as Launching Centers: Oldest child leaves home

Stage VII: Families in the Middle Years: Commonly referred to as the “empty nest”

Stage VIII: Aging Families: Working members of the family have retired

**ISSUES IN FAMILY SCIENCE
FAM 352**

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
Week 1 (Th)	Introduction and Overview	Syllabus
Week 2 (T)	Defining Intimate Relationships Same-Sex Marriages—Issue 10	Chap 1 <i>Taking Sides</i>
(Th)	Marriage—or NOT?	
Week 3 (T)	Diversity and Families Video: 28 Women	Chap 2
(Th)	Marriage and Family Dynamics Interracial Adoptions—Issue 2	Chap 3 <i>Taking Sides</i>
Week 4 (T)	Family Life Cycle Overview Think about it: <i>How “typical” is your family?</i>	Handout
(Th)	He Said/She Said: Couple Communication	Chap 4
Week 5 (T)	Video: Gender, Language & Communication Family Life Cycle Paper DUE	
(Th)	Conflict and Resolution	Chap 5
Week 6 (T)	Sexual Intimacy Is Pornography Harmful to Teens? Issue 16	Chap 6 <i>Taking Sides</i>
(Th)	Video: Gay Man, Straight World Exploring Gay, Lesbian, Bi- and Transsexual Lifestyles	
Week 7 (T)	Exam 1 Chapters 1-6, <i>Taking Sides</i> Issues 2, 10 & 16	
(Th)	Gender Roles & Power Working Mothers—Issue 5	Chap 7 <i>Taking Sides</i>

Course Calendar, Continued

<u>DATE</u>	<u>ASSIGNMENT</u>	<u>READINGS</u>
Week 8 (T)	Show me the money! Economic Issues	Chap 8
(Th)	Video: Waging a living	Please Note: Midterm grades will be assigned by:
Week 9 (T)	Friends, Lovers & Other Intimates Teen Abortions—Issue 9	
(Th)	Dating & Mate Selection Sex Education—Issue 6	Chap 10 <i>Taking Sides</i>
Week 10	SPRING BREAK! No Classes	
Week 11(T)	Making Marriage Work Unhappy Couples—Issue 3	Chap 11 <i>Taking Sides</i>
(Th)	Becoming Parents	Chap 12
Week 12 (T)	Parenting Styles & Child Outcomes Should Same-Sex Couples Adopt? Issue 12	<i>Taking Sides</i>
(Th)	Video: Grandparents raising grandchildren	
Week 13 (T)	Exam 2--Chapters 7-12, <i>Taking Sides</i> Issues 3, 5, 6, 9 & 12	
(Th)	Older Couples & Families in Later Years Video Clip: <i>Aging in America</i>	Chap 13
Week 14 (T)	Issues & Problems Facing Families Is Cybersex Cheating? Issue 14	Chap 14 <i>Taking Sides</i>
(Th)	D-I-V-O-R-C-E!	Chap 15
Week 15 (T)	Strengthening Marriages & Families Current Issues Articles DUE	Chap 16
(Th)	Building Healthy Families Are Open Relationships Healthy?—Issue 15	<i>Taking Sides</i>

Course Calendar, Continued

<u>DATE</u>	<u>ASSIGNMENT</u>	<u>READINGS</u>
Week 16 (T)	Family Science Research : How we learn what we know about families	
(Th)	Last Class! The Future of Families	
Finals Week	Chapters 13-16, <i>Taking Sides</i> Issues 14 & 15	