Course Information

Date Submitted: 2/5/2013

Current Prefix and Number: FAM - Family Studies , FAM 544 - CULTURAL DIV IN AMER CHILDREN &FAMILIES

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

   Major – Add Distance Learning

Should this course be a UK Core Course?   No

1. General Information

a. Submitted by the College of: School of Human Environmental Sciences

b. Department/Division: Family Sciences

c. Is there a change in 'ownership' of the course?   No

   If YES, what college/department will offer the course instead: Select...

e. Contact Person

      Name: Donna R. Smith

      Email: donnarsmith@uky.edu

      Phone: 257-7733

   Responsible Faculty ID (if different from Contact)

      Name:

      Email:

      Phone:

f. Requested Effective Date

   Semester Following Approval: No OR Effective Semester: Summer 2 2012

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: CULTURAL DIVERSITY IN AMERICAN CHILDREN AND FAMILIES

   Proposed Title: same

c. Current Transcript Title: CULTURAL DIV IN AMER CHILDREN &FAMILIES

   Proposed Transcript Title: same

d. Current Cross-listing: none

   Proposed – ADD Cross-listing :

   Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

   Proposed Meeting Patterns

   LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

   Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

   Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit?   No

   Proposed to be repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: Study of cultural and linguistic diversity in American children and families, with special emphasis on Kentucky children and families. Consideration of implications for working with young children and families in educational settings. Study of the variations in beliefs, traditions, values and cultural practices within American society, and their effects on relationships between child, family, and school.

   Proposed Course Description for Bulletin: same

2j. Current Prerequisites, if any: Prereq: FAM 352; declared major or minors in Dept. of Family Sciences or consent of instructor

   Proposed Prerequisites, if any: same

2k. Current Supplementary Teaching Component:

   Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus?   No

   Proposed to be taught off campus?   No

   If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

   If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

   If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Judy van de Venne

Instructor Email: jgvalo2@uky.edu

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? This course includes a syllabus with office hours, instructions on timed readings, discussion posts, project, and test deadlines. The instructor will utilize Blackboard technology and Adobe Connect software to facilitate course-related, interactive discussions amongst students and/or between students and the faculty member.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Discussion topics, online tests, and course research projects mirror those which would be utilized or assigned in an in-class setting. For discussion posts, I will encourage varying opinions / feedback from students that are supported by textbook information and other materials. Tests will have a similar length and style (multiple choice, short essay, etc.) and research papers will have similar guidelines for production and grading. Also, students will be required to share their research projects with other students through PowerPoint presentations uploaded to Blackboard. Information from these materials will then be used as a basis for later student discussions and / or for test questions.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Penalties for cheating and plagiarism are noted on the syllabus. Blackboard and Adobe Connect, password protected sites will be used to conduct the class discussions / test offerings, etc. Papers will be submitted through Safe Assignment to guard against plagiarism.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? n/a

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The syllabus gives information to students regarding where to find technical support, distance learning library services, the writing center, and disability services. They are also encouraged to contact the instructor if they have questions about the materials or assignments, etc.

6.How do course requirements ensure that students make appropriate use of learning resources? Students exercises require the use of a required textbook, review of videos and PowerPoints on the Blackboard site, and distance learning resources such as peer-reviewed articles downloaded from UK's library journal website. Students are also encouraged to contact the Distance Learning Librarian if they have further questions about acquiring research information and are encouraged to access the Writing Center for help with writing skills needed for the class.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   Students in this course, are required to configure their computers to use Adobe Connect and Blackboard programs and are encouraged to use distance learning resources (as stated above) which are described in detail in the syllabus.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   Yes. Students are given URLs and phone numbers for the distance library service, writing center, and other types of technical support in the syllabus. The course's technical requirements will also be listed on the syllabus. They will also be required to contact me if they have technical problems that require my services to reset tests or uploads.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.   n/a

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Judy van de Venne

SIGNATURE|WF-BATCH|Batch User|Get College Approvers|20130103

SIGNATURE|KCROUCH|Kathryn F Crouch|Dept approval for ZCOURSE_CHANGE FAM 544|20130103

SIGNATURE|KCROUCH|Kathryn F Crouch|College approval for ZCOURSE_CHANGE FAM 544|20130103

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_CHANGE FAM 544|20130103

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE FAM 544|20130117

Cultural Diversity in American Children and Families
FAM 544-001
Summer 2012
Online Distance Learning Course

Instructor: Judy van de Venne, Ph. D.   **Telephone: (c:) 859-420-2935**
Email: jgvalo2@uky.edu
Office Hours: By appointment

I.   **COURSE DESCRIPTION: A study of cultural and linguistic diversity in American children and families, with special emphasis on Kentucky children and families. Consideration of implications for working with young children and families in educational settings. Study of the variations in beliefs, traditions, values and cultural practices within American society and their effects on the relationship between child, family, and school. (UK Bulletin)**

Students are expected to comply with all requirements stated in the Student Code of Conduct.

II. REQUIRED TEXTS:

Zinn, M. B., Eitzen, D. S., & Wells, B. (2011). *Diversity in families* (9th edition). Boston, MA: Allyn & Bacon. (ISBN 978-0-205-69307-8) REQUIRED

Additional handouts and readings will be provided on Blackboard.

III. LEARNING OUTCOMES

Students who successfully complete the course will be able to:
- Describe and analyze the role of culture in shaping the values, practices, and beliefs of American children and families
- Describe the emergence of the family as a cultural institution and identify changes in family form over time
- Demonstrate awareness of cultural diversity in the US and in the context of global variation
- Describe their personal cultural background as well as the values and beliefs held about individuals from differing backgrounds
- Identify and discuss the diverse value and belief systems, traditions, languages, communication patterns, and family forms characteristic of young children in contemporary American society
- Evaluate and develop culturally appropriate intervention plans and programs for children and families served by early childcare centers, schools, and community social service agencies
- Evaluate current educational practices from the perspective of cultural competence
- Describe and understand cultural diversity among Kentucky families and children
- Demonstrate awareness of cultural diversity through a personal interview

IV. COURSE REQUIREMENTS AND GRADING

Class Participation:

Students in this class will utilize Blackboard and Adobe Connect software to complete course activities. Please contact technical support (see bottom of syllabus for contact information) to configure these programs with your computer.

- **Online Discussion and Participation Activities (10 points weekly x 8 weeks for total of 80 points possible):** Active and consistent involvement is expected from each student on a weekly basis. Participation opportunities include reading or viewing weekly text or video-based materials, contributing to online discussion posts regarding this content, completing handouts related to course materials, and other activities that may be prescribed by the instructor during the course of the week. **Given that online students have the flexibility to do their work around the clock, I do not reset missed discussion postings or uploads of completed handouts once the deadline (Monday night at 12:00 a.m.) has passed.**

- **Cultural Exploration Interview (100 points):** This assignment is designed to increase your experience with individuals of cultural backgrounds that differ from your own. You should carefully select an individual whose cultural experience differs significantly from yours. Acceptable differences include religion, ethnicity, language, and socioeconomic background. Other differences may also be appropriate—check with me FIRST if you are uncertain. Once your interview is completed, you will write a 2-3 page paper that describes the individual you interviewed, summarizes her/his comments, relates their experiences to course topics, and **clearly discusses what you have learned** from the experience. See the scoring rubric posted to Blackboard prior to conducting and reporting on your assignment and be sure to ask any questions in advance. Late papers will be penalized 10 points per each day late.

- **Weekly & Final Exams (8 x 50 points each) (400 Pts Total):** Weekly exams that assess knowledge of course readings are scheduled and are due for completion by Wednesday of each week at 12:00 a.m. Exams will include a mixture of multiple choice and/or short answer questions and will address all assigned readings and additional materials through the exam date. The final exam is NOT comprehensive. **It is recommended that you begin your weekly exam well in advance (ie. at least 2 days prior to deadline) in case technical issues arise. Also, it is recommended that you use a computer that has a cable connection rather than a wireless connection to reduce the chance of internet disruptions during tests. If a test disruption occurs which necessitates a test reset, the test will be reset the last week of classes.**

- **Graduate Student Research Project and PowerPoint Presentation (100 points): Due the third week of class (Tuesday, June 26),** graduate students who are enrolled in the course will submit a 4–5 page research paper (page length does not include reference page) on a topic related to course readings. An additional document that includes research topic ideas and further instructions will be posted to Blackboard alongside of this syllabus. Your research for this activity should include reading at least four outside academic articles (journal articles or book chapters).

o   Graduate students will also create a 10 slide PowerPoint that gives an overview of their research topic and will send it to me via email on the due date. Each PowerPoint will then be uploaded to Blackboard for use alongside of other weekly course materials in subsequent weeks. Each PowerPoint will be the basis for either one of the weekly discussion posts and/or will be covered by a question on a weekly test. Please make sure and review all PowerPoints uploaded to Blackboard.

GRADES: The following assignments will determine your course grade.

Weekly Exams inc. Final (8 x 50pts)	**400 points**
In-Class Discussion / Participation (8 x 10 pts)	**80 points**
Cultural Explorations Interview	**100 points**
TOTAL (undergraduates)	**580 points**
Graduate Student Paper	**75 points**
Graduate Student PowerPoint	**25 points**
TOTAL (graduate students)	**680 points**

The grading scale for undergraduates is as follows:

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

The grading scale for graduate students:

90-100% = A
80-89%=B
70-79%=C
Below 70%==E

Please note: Midterm grades will be reported by or before <mark>Saturday, July 10</mark>.

Final grades will be assigned based on total POINTS earned (for example, an A requires 612 points or more for graduate students and 522 points or more for undergraduates). Please ask questions in advance if assignments are unclear to you. <u>No opportunities for extra credit will be provided.</u>

Additional Expectations Regarding Online Interaction

- **Participate in all Blackboard discussion and participation activities.** Your final grade is contingent upon completion of all activities. Your activities are due every Monday and Wednesday so please be aware that <u>technical issues do arise and it may take a period of hours for me to reset a test or to reset an upload attempt.</u>
- **Be respectful of other students and reflect this in your online postings.** As a student, you have the right to voice opinions that differ from those of the instructor and other

students. In fact, diverse and opposing views are encouraged. However, as your instructor, I have the right and responsibility to ensure that all online, academic interactions remain on a professional level and that these interactions respect the dignity and diversity of the class as a whole.

- **Give your best effort and display a positive attitude to the course content and process**

SCHOLASTIC HONESTY

Cheating or plagiarizing the work of others is irresponsible behavior for which you will receive a penalty of zero points for the assignment and a full letter grade reduction for the course. **This policy is strictly enforced.** A second occurrence will lead to an automatic "E" for the course. 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."

DISABILITY ASSISTANCE
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 available to best meet your needs.

WRITING SKILLS
It is assumed that all students enrolled in the course can communicate effectively using standard written English. The written and oral assignments are all in part designed to assess and improve academic 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 upper-level undergraduate 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.

COMMUNICATIONS
Feel free to email or call me with questions or issues you have regarding the course material. I will make every attempt to return your emails or calls within a 24 hour period if I receive them prior to weekends. If a test needs to be reset, the reset will take place the last week of classes. Other computer technical issues should be resolved with trained Blackboard personnel (See Below).

BLACKBOARD AND EMAIL SUPPORT FOR STUDENTS
Blackboard technicians are available by phone at (859) 257-1300 or by Email at helpdesk@uky.edu . If you need help while inside of your Blackboard course, look for the Help icon at the top of each page.

Walk-In and Web Assistance for Students
IT Customer Service Center. 111 McVey Hall is available Monday -Friday 7 AM - 6 PM . Call 257-1300 or visit their website at: http://www.uky.edu/UKIT/

The Teaching and Academic Support Center offers support to student at (http://www.uky.edu/TASC/index.php).

Distance Learning and Support Services also offers help to online students.
Contact Carla Cantagallo, DL Librarian: (859) 257-0500, ext 2171 or (800) 828-0439 or email dllservice@email.uky.edu. You can also visit their website at http://www.uky.edu/Libraries/lib.php?lib_id=16

The Hub at WT Young Library is open for meeting with other students:
Sunday 1 PM - 10 PM
Monday through Thursday 6 PM - 10 PM
SCS Computer Labs on campus can also help with log in and access problems. See http://www.uky.edu/SCS/

SCHEDULE AND ASSIGNMENTS
- **I reserve the right to make changes to this course reading schedule as the course proceeds. In that event, you will be notified of any changes and a revised syllabus will be sent to you via email and posted on Blackboard.**

DATE	TOPIC	READING ASSIGNMENTS / DUE DATES
Week 1 June 7 - 13	Chapters 1 & 2	**Discussion Postings Due June 11 - 12:00 am Test Due Wednesday, June 13 - 5:00 pm**

Week 2 June 14 - 20	Chapters 3 & 4	**Discussion Postings Due June 18 – 12:00 am** **Test Due Wednesday, June 20 - 5:00 pm**
Week 3 June 21 - 27	Chapters 5 & 6	**Discussion Postings Due June 25 - 12:00 am** ****Graduate Student Papers / Presentations Due Tuesday, June 26 by 10:00 pm** **Test Due Wednesday, June 27 - 5:00 pm**
Week 4 June 28 – July 4	Chapters 7 & 8	**Discussion Postings Due July 2 – 12:00 am** **Test Due Wednesday, July 4 - 5:00 pm**
Week 5 July 5 – 11	Chapter 9	**Discussion Postings Due July 9 – 12:00am** **Test Due Wednesday, July 11 - 5:00 pm**
Week 6 July 12 - 18	Chapters 10 & 11	**Discussion Postings Due July 16 – 12:00am** ***Cultural Explorations Paper Due, Tuesday July 17 -10:00 pm** **Test Due Wednesday, July 18 - 5:00 pm**
Week7 July 19 - 25	Chapter 12	**Discussion Postings Due July 23 – 12:00am** **Test Due Wednesday, July 25 - 5:00 pm**
Week 8 July 26 – Aug 1	Chapter 13	**Last Discussion Postings Due July 30 – 12:00am** **Last Test Due Wednesday, August 1 - 5:00 pm**