

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>College of Agriculture, Food and Environment</u>	Department (Full name):	<u>Family Sciences</u>
Major Name (full name please):	<u>Family Sciences</u>	Degree Title:	<u>BS Family Sciences</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.		
Contact Person:	<u>Donna Smith</u>	Phone:	<u>257-7733</u>
		Email:	<u>donnarsmith@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>WRD 203</u>
<u>ENG 230</u>
<u>ENG 233</u>
<u>ENG 290</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Students will create written and oral/visual products using appropriate presentation, communication and writing skills.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>As Family Sciences majors you are required to demonstrate proficiency in oral and written communication skills as part of your</u>

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degree program. These requirements can be completed once you have achieved Sophomore status and completed 30 credit hours towards your degree. Selected assignments from FAM 357, FAM 360 and FAM 390 will fulfill your GCCR. To satisfy the GCCR, students must earn a grade of C or better on each of the designated Composition and Communication (C&C) intensive assignments produced in these three classes. To fulfill the GCCR students must complete at least 4500 words of English composition, a formal oral/visual assignment that demonstrates information literacy in the discipline, and have the opportunity to submit drafts of assignments and receive feedback.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: FAM 357--Adolescent Development

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required
- shared or cross-listed course? _____
- projected enrollment per semester: 45

Course #2 (if applicable): Dept. prefix, number, and course title: FAM 360--Introduction to Family Intervention: Working with Individuals and Families

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required
- shared or cross-listed course? _____
- projected enrollment per semester: 45

Course #3 (if applicable): Dept. prefix, number, and course title: FAM 390--Introduction to Research Methods

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required
- shared or cross-listed course? _____
- projected enrollment per semester: 40

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
Date of agreement: _____

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are **highlighted** in the syllabus and course calendar;

**Graduation Composition and Communication Requirement (GCCR)
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- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- **overview of delivery model:** summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

Family Sciences students will complete the GCCR by taking required classes in the major typically during the junior and senior year. All three of these classes are appropriate and relevant for FAM majors as they include major concepts and assignments beneficial to producing a well-rounded FAM major.

- **assignments:** overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

FAM 357--One 1500 word--approximately 5 pages-- research paper on topics related to Adolescents in the Family
FAM 360--One 15 minute video assignments to demonstrate selected helping skills and techniques
FAM 390--Two 1500 word--approximately 5 pages each--- critiques of research articles in Family Sciences
These assignments have been designed to meet the composition and communication needs and skills of students in Family Sciences. As such the assignments revolve around critically examining and analyzing research/scholarship and applying that knowledge to individual and family issues. In addition students are practicing helping skills and strategies that facilitate goal oriented behavior in individuals and families, thus learning skills that help families in critical decision making.

- **revision:** description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

All three classes require draft/feedback/revision plans for the assignments listed above---all is outlined in the appropriate syllabus.

- other information helpful for reviewing the proposal:

Please refer to the attached documents that outline in more detail how each course addresses the specific requirements of the GCCR.

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

Each course will be assessed biennially.

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

Curriculum Committee in the Department of Family Sciences

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	FAM 357, 360, 390
Contact Person Name:	Donna Smith
Phone:	257-7733
Email:	donnarsmith@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	March 21, 2014	Donna Smith / 257-7733 / donnarsmith@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	3/28/2014	Larry J. Grabau` / 3/28/2014 / Larry.Grabau@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/2/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

Adolescent Development

FAM 357

Fall Semester, 2013

Tuesday and Thursday: 9:30 - 10:45

Multi-Disciplinary Science Building (MDS) Room 223

Professor: Dr. Alexander T. Vazsonyi
Office: 316 Funkhouser Building
Phone: 859-257-9762
E-Mail: vazsonyi@uky.edu
Office Hours: By appointment

Teaching Assistants: Guangyi Cui
Office: 319 Funkhouser Building
Phone: 859-257-1210
E-Mail: Guangyi.Cui@uky.edu
Office Hours: Wednesdays and Fridays, 4-5

Teaching Assistants: Gabriela Jiskrova, MS
Office: 319 Funkhouser Building
Phone: 859-257-1210
E-Mail: Gabriela.Jiskrova@uky.edu
Office Hours: Mondays, 2-3; Tuesdays, 8-9

Teaching Assistants: Albert Ksinan, MS
Office: 319 Funkhouser Building
Phone: 859-257-1210
E-Mail: Albert.Ksinan@uky.edu
Office Hours: Mondays 9-10, Wednesdays 9-10

Class Description:

Adolescence is a developmental period characterized by perhaps the most dramatic physiological, psychological, cognitive, and social changes when compared to other developmental stages across the lifespan. It is a period of transitions, a period of individual preparation for adulthood, a period of family change, and a period of formation and maintenance of new interpersonal relationships external to the "nuclear family." A great number of myths surround this stage of human development; for example, Stanley Hall's conceptualization of the period as one of "Storm and Stress." The aim of this course is to examine normative adolescent development as it occurs for the individual (biological, cognitive, and social changes) across different developmental contexts (family, peers, school, workplace, and culture). We will also examine a number of non-normative adolescent behaviors and developmental processes such as adolescent psychopathology and juvenile delinquency in order to better understand "normal development." Therefore, we will borrow from a number of other social science disciplines in addition to human development and family studies, including psychology, sociology, and anthropology. The course format will include lectures, online discussions, films, and guest speakers.

This course provides partial credit for the written component of GCCR for the Family Sciences major/program in conjunction with FAM 360 and FAM 390. In FAM 357, writing a 5 page summary and critique Research Paper – at least 1500 words-- will aid students in meeting the 4,500 word requirement of English composition required by the GCCR. To satisfy the GCCR, students must earn a grade of C or better on the designated assignment produced in this class.

Course Web Page:

The course has a Course Guide developed at the University of Kentucky Libraries; take full advantage of this important resource for you <http://libguides.uky.edu/FAM357>.

Student Learning Outcomes (after this course, the student will be able to):

1. Identify and critically examine research and scholarship focused on adolescent development
2. Understand the history of adolescent development as a content area in the social and behavioral sciences and be able to apply and interpret basic conceptual and theoretical knowledge
3. Apply biological, sociological, and psychological conceptual frameworks to examine problems and challenges youth face today
4. Analyze empirical research as it applies to adolescents and the study of adolescent development
5. Evaluate the importance of conceptual frameworks used in the study of adolescent development but also be able to discriminate different methods and approaches used to study problems and developmental processes by youth
6. Write, edit, and revise a draft of your research paper.
7. Demonstrate Information Literacy, by summarizing scholarly peer-reviewed sources, assessing strengths/weaknesses of the research, and by engaging in critical analysis of research sources.

Required Text:

Santrock, J. W. (2012), *Adolescence* (14th Edition), Boston: McGraw Hill.

You are required to read the assigned chapters from the text prior to coming to class.

Recommended:

Santrock, J. W. (2012), *Adolescence: Student study guide* (14th Edition), Boston: McGraw Hill.

Course Evaluation:

Grading will be on a point system and converted to a letter grade: 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, below 60%=F. Grades will be based on **three exams** (150 pts.). Exam dates are (instructor reserves to make changes): **September 24, 2013**, **October 31, 2013**, and **December 12, 2013**. Exams will primarily be multiple choice, matching, true/false, fill in the blank, and/or short answer. In addition, there will be **two unannounced quizzes** (5 pts. each). You will be permitted to drop your lower quiz score; your higher one will be doubled (10 pts.). There will also be five written assignments, namely one **research paper** (60 pts.), two **film critiques** (20 points each), and two of **adolescent experience papers** (20 points each). Finally, there will be one required **Discussion Blogs** of current events or hot topics related to adolescents in which students are required to participate (10 points).

Students will be expected to take the exams on the specified dates. If you have a **conflict with the tentative exam schedule**, you need to notify the instructor no later than the last day in the semester to add a class.

Make-ups or special arrangements of exams will not be permitted without an acceptable excuse (see *Course Policies* for more details).

If a unit exam is missed due to an excused absence, the **student is expected to make every effort to notify the instructor PRIOR to the exam by phone message or e-mail** (see below additional details, under Course Policies)

Quiz	10 points
Exam I	50 points
Exam II	50 points
Exam III	50 points
Research Paper	60 points
Film Critique I	20 points
Film Critique II	20 points
Adolescent Experience I	20 points
Adolescent Experience II	20 points
Discussion Blogs	10 points
Total possible points:	310 points

Every reasonable attempt will be made by the instructor to evaluate a student's performance in a fair and consistent way. If students would like the instructor to reconsider points that have been deducted on an answer you have given to an exam or quiz question, you must state the reason why you believe points should be granted **in writing** and submit this request for consideration to the instructor within **one week** from the day exams are returned for review. Exams are only returned for students to review and must be handed back to the instructor. They can be reviewed during office hours.

Research Paper (60 points):

Your research paper assignment will include the following tasks:

I. ARTICLE SELECTION

You will be required to select and obtain *one research article* (article that contains/includes/is based on **research and data collected** from adolescents - this does NOT include reviews or overviews) that correspond to one major lecture area or topic found in the course calendar or your text book by **Thursday, September 19, 2013.**

II. REGISTRATION OF PUBLICATION AND TURNING IN THE FORM (10 Points)

You will use **the article to write your research paper**. You will be expected to turn in a form listing your empirical article on that day (**Thursday, September 12, 2013**). **Once you sign up for the article, you need the instructor's approval to make an article substitution.** The easiest way to obtain approval in writing is to send the full citation of the selected article and then the new replacement, along with a reason why you need to make the change. The instructor/TA will then respond via e-mail approving your request.

Late forms will not be accepted and result in a paper score that will start with 50 out of 60 points.

There are ten journals that you may use for this purpose; you should try to get an article published in **2008 or later**. It is expected that **your article comes from these journals**. Thus, as a strategy, perhaps use the journals to find a topic that interests you. You can do so by going visiting the **Course Web Page** which has electronic links to each journal or searching the journals online (through PsychInfo), from the comfort of your PC/laptop.

Child Development	Journal of Adolescent Research
Developmental Psychology	Journal of Early Adolescence
International Jrnl of Behavioral Dev.	Journal of Research on Adolescence
Journal of Adolescence	Journal of Youth and Adolescence
Journal of Adolescent Health	

You will be expected to obtain PAPER copy of the article from the library. **PsychInfo** is an excellent and comprehensive database that will allow you to search for and find specific articles on your selected topic. Again, this database is available to you online at the UK library from the comfort of your home. Ms. Jo Staggs-Neel, a librarian, will gladly assist you should you have any questions on the use of PsychInfo (see **Course Web Page** for PsychInfo link and contact info for Ms. Staggs-Neel).

Allow sufficient time for the process of actually obtaining a copy of the article as some journal issues may not be on the shelf the first time you visit the library. Should you be unable to locate the article, notify the instructor to make alternative arrangements? **A paper based on articles without instructor approval will simply not be accepted!**

III. WRITING OF YOUR PAPER (50 Points)

You will be required to write a **5-page summary and critique/ 1500 words minimum** (excluding cover page, reference page etc.) Papers must meet the 1500 work minimum or will be returned. The **Research Paper Assignment is a summary and critique of your chosen article**, however additional articles, book materials or class materials can be used to supplement. **The first draft will be due Tuesday, October 8th, 2013.** The research paper is due at the beginning of class on **Thursday, November 7th, 2013.**

To meet the requirements of the GCCR, you will turn in a draft of your research paper before the final paper assignment is due. You will receive Instructor feedback (and/or engage in a peer review process where students provide feedback to their peers on paper drafts) on your first draft as well as your final paper. Thus drafts, feedback and revision processes required by the GCCR will occur. To satisfy the GCCR, students must earn a grade of C or better on designated Composition and Communication intensive assignments.

Late papers will be accepted with a 10 point deduction per calendar day!

Papers will be graded on content, comprehensiveness, grammar, and style. Papers must be double-spaced, typed, and follow **APA format** (6th edition), which was covered in CIS/WRD 110/111. We will briefly cover APA style in class. You can also obtain a copy of an APA style manual at the library or purchase one online.

To receive minimum credit for the *Research Paper*, please observe the following:

- **Include a cover sheet containing the following 5 items: (1) your name, (2) the last four digits of your student number, (3) assignment name, (4) the course number, and (5) the instructor's name.**
- Do not use font that is smaller or larger than 10 pt. **Courier** (proportional font) or 12 pt. **Times Roman** or **New Times Roman** (non-proportional fonts).
- All papers **must be stapled** when you turn them in - you will receive a 5-point deduction if your paper is not stapled - you must also include **page numbers** according to APA style.
- Each paper will be graded on **content, grammar/language usage, and use of APA style.**
- **Papers must describe (as a bare minimum) the sample, design (cross-sectional or longitudinal), measures/instruments, main results/findings, and conclusions. They must also include some critique at the end related to what the researchers might do in their next study, what they did not do well and so forth.**

- Papers **do not** need abstracts or major headings like methods, results, discussion etc. However, you may use subheadings to structure your paper/work.

Film Critiques (20 points each):

You will be required to write **2 critical film reviews** and relate the content of the film to course materials/reading materials part of the class. The reviews **are due at the beginning of the following class meeting**, in class, following the viewing of the film. They need to be at least 500 words long (2 pages) and follow APA stylistic guidelines. The *Teen Species* films may not be used for this assignment. The last day to submit a critique is **Tuesday, December 3, 2013**.

Adolescent Experience Papers (20 points each):

You will be required to write two additional short papers on adolescent experiences you had or someone you know had. These papers should illustrate ideas and topics that are discussed in the course by employing **real life experiences**. Each description should be at least one full page in length, typed, and double spaced. Longer papers will not be penalized; however, shorter ones will.

Descriptions can be written informally and might include a dialogue. Be sure to indicate what idea or concept each description illustrates. **The first description should discuss an idea covered during the first half of the course and the second one should come from material from the second half of the course.**

These papers will be evaluated employing **the same criteria as described under the Research Paper Assignment** above. This means that they need a cover page with the appropriate information, page numbering etc., according to APA style.

The first paper is due in class (at the beginning of class) **Thursday, October 10, 2013**. The second one is due **Thursday, November 21, 2013**. *Late papers will be accepted with a 5 point deduction per calendar day!*

Discussion Blog Participation (10 points):

You will be required to participate in at least one discussion blog (**October 4, 2013, October 25, 2013, or November 8, 2013, @ 5 pm**) over the course of the semester through Blackboard (more details to be announced in class) and make a meaningful contribution. A meaningful contribution means making a comment, statement, or observation that is related to the topic or focus of the online discussion. The blog will be moderated by one or multiple TAs; to facilitate the size of participants, we might have two class groups (about half of the class in each) participate at different times (for example, 5 pm and 6 pm).

Extra Credit (10 points):

One extra credit opportunity is to attend and watch one of two films part of the *UK Late Night Film Series* namely "Bully" (9/27/2013, 7 pm), "Stand by Me" (Friday, November 15, 10 pm) or "Winter's Bone" (Friday, December 6, 7 pm): <http://www.uky.edu/studentcenter/lnfs>. You may write a Film Critique following the same format outlined in the syllabus and receive up to 10 points (only one paper per student from these films). Additional extra credit opportunities may be announced during the semester.

Course Syllabus and Course Calendar:

Every reasonable attempt will be made by the instructor to follow the outlined course calendar; however, the instructor reserves the right to make changes as necessary.

Course Policies:

Classroom Behavior Policies:

To support positive learning in the classroom, it is expected that students **turn off their cell phones**; if they need to keep them on for personal reasons, please make sure they are set to quiet. **The use of cell phones (checking for messages, texting, reading texts) in the classroom is not permitted.**

Laptops or tablets are permitted in the classroom ONLY for the purpose of taking notes or other course related activities; **other uses (e.g., watching a cool movie) of devices are not permitted.** Students using devices for purposes unrelated to the course (FAM 357), will be asked to turn them off.

Submission of Assignments:

It is expected that you turn in your written assignments in person and in class on the due dates specified in the Course Calendar. Late penalties are detailed in the syllabus.

Attendance Policy:

It is expected that you attend class regularly, in accordance with Senate Policy on excused absences.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others

need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online:

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Adolescent Development
FAM 357- Fall Semester 2013

RESEARCH PAPER ARTICLE SELECTION FORM

STUDENT NAME: **JOHN SAMPLE**

ISSUE/TOPICS: **VERY INTERESTING ONE**

E-MAIL: **SAMPLE@UKY.EDU**

1. LIST THE REFERENCE YOU HAVE SELECTED IN APA STYLE.

PLEASE NOTE:

ONLY TYPED FORMS WILL BE ACCEPTED; THE FORM WILL BE E-MAILED TO YOU. MAKE SURE YOU MAKE A COPY OF THIS FORM FOR YOURSELF ONCE COMPLETED

SAMPLE
COMPLETED RESEARCH PAPER ARTICLE SELECTION FORM

STUDENT NAME: **JOHN SAMPLE**

ISSUE/TOPICS: **VERY INTERESTING ONE**

E-MAIL: **SAMPLE@UKY.EDU**

1. LIST THE REFERENCE YOU HAVE SELECTED IN APA STYLE.

McElhaney, K., & Allen, J. P. (2003). Autonomy and adolescent social functioning: The moderating effect of risk. *Child Development*, 72(1), 220-235.

OR

Oppedal, B., Roysamb, E., & Sam, D. L. (2004). The effect of acculturation and social support on change in mental health among young immigrant. *International Journal of Behavioral Development*, 28(6), 481-494.

Sample Cover Sheet for Papers (ALL paper assignments!)

Joanna J. Jones

#3456

Adolescent Experience #1

FAM 357 - Fall, 2013

Dr. Vazsonyi

FAM 357 – August 2013

Dr. Vazsonyi

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29 Introduction to the course and course expectations MEET in Center Theater, UK Student Center (near Starbucks)	30	31

FAM 357 – September 2013

Dr. Vazsonyi

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 <i>Film: Teen Species – Part I, II, and III</i> APA Style	4	5 <i>Film: Teen Species – Part II</i> Discussion (Chapter 1)	6	7
8	9	10 <i>Film: Teen Species – Part III</i> Discussion (Chapter 1)	11	12 <i>Guest: Jo Staggs-Neel, UK Library</i> William T. Young Library, Room B-108C <i>Bring your laptop to class!</i>	13	14
15	16	17 The Science of Adolescent Development Theories of Adolescent Development (Chapter 2)	18	19 Puberty, Health, and Biological Foundations of Adolescent Development (Chapters 2 and 3) Article Selection Form due	20	21
22	23	24 EXAM I	25	26 Self, Identity, Emotion, and Personality (Chapter 4)	27 <i>Film: Bully (UK Late Night Film Series) - 7 pm</i>	28

FAM 357 – October 2013

Dr. Vazsonyi

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 TBA <i>Guests: Dr. Yozwiak, Clinical Psychologist, Dr. Stockberger, Pediatrician, UK Adolescent Medicine</i>	2	3 Gender and Sexuality (Chapters 5 and 6)	4 <i>Discussion Blog I – 5 pm</i>	5
6	7	8 Adolescent Sexuality: STD's, HIV, and Teenage Pregnancy (Chapter 6) Research Paper due 1st Draft	9	10 Achievement, Careers, and Work <i>Film: Kids and Money</i> (Chapter 11) Adolescent Exp I due	11	12
13	14	15 Achievement, Careers, and Work <i>Film: Challenge to America – The Comparison</i> (Chapter 11)	16	17 Family Context of Adolescent Development (Chapter 8)	18	19
20	21	22 Family Context of Adolescent Development (Chapter 8)	23	24 School Context of Adolescent Development <i>Film: Challenge to America – Elem. Educ.</i> (Chapter 10)	25 <i>Discussion Blog II – 5 pm</i>	26
27	28	29 School Context of Adolescent Development (Chapter 10)	30	31 EXAM II		

FAM 357 – November 2013

Dr. Vazsonyi

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5 Cultural Context of Adolescent Development <i>Film: Devil's Playground</i> (Chapter 12)	6	7 Cultural Context of Adolescent Development (Chapter 12) Research Paper due (revised)	8 <i>Discussion Blog III – 5 pm</i>	9
10	11	12 Peer Context (Chapter 9)	13	14 Peer Context <i>Film: Baghdad High</i> (Chapter 9)	15 <i>Film: Stand By Me (UK Late Night Film Series) - 10 pm</i>	16
17	18	19 Adolescent Problem Behaviors: History (Chapter 13)	20	21 Adolescent Problem Behaviors: Theories and Explanations (Chapter 13) Adolescent Exp II due	22	23
24	25	26 Adolescent Problem Behaviors <i>Film: Killer at Thurston High</i>	27 Thanksgiving Holiday	28 Thanksgiving Holiday	29 Thanksgiving Holiday	30

FAM 357 – December 2013

Dr. Vazsonyi

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 Adolescent Health & Psychopathology LAST Day for Film Critique (Chapter 13)	4	5 Adolescent Health & Psychopathology (Chapter 13)	6 <i>Film: Winter's Bone (UK Late Night Film Series) - 7 pm</i>	7
8	9	10 Adolescent Health & Psychopathology <i>Film: Thin</i> (Chapter 13)	11	12 EXAM III	13 Last Day of Classes	14
15	16 Final Examination	17 Final Examination	18 Final Examination	19 Final Examination	20 Final Examination End of Semester Commencement	21
22	23	24	25	26	27	28

FAM 360-001
INTRODUCTION TO FAMILY INTERVENTION:
WORKING WITH FAMILIES AND INDIVIDUALS
Spring 2014

Monday/Wednesday/Friday 10:00-10:50
Whitehall Classroom Building, Rm 303

Jillian Hawks, M.S.
303A Funkhouser
E-Mail: jmpu224@ukv.edu

Office Hours:
Monday/Wednesday 11:00 – 12:00
or by appointment

I. COURSE DESCRIPTION

“Survey course to introduce students to the various skills, strategies, and professional ethical standards used by family scientists in helping relationships. The emphasis will be on learning the skills required to provide support for families and individuals. Prereq: Declared majors or minors in Dept. Family Sciences, FAM 251 and FAM 352.” (University of Kentucky Bulletin)

This course provides partial credit for the oral/visual component of GCCR for the Family Sciences major/program in conjunction with FAM 357 and FAM 390. In this class, students will be asked to demonstrate selected helping skills and techniques via a YouTube video. To satisfy the GCCR, students must earn a grade of C or better on the designated assignment produced in this class.

II. REQUIRED TEXTS

Brammer, L.M. (2003). The helping relationship: Process and skills, Englewood Cliffs, NJ: Prentice Hall, 8th edition.

III. COURSE LEARNING OUTCOMES

- A. The purpose of this course is to improve the knowledge and skills of undergraduate majors in Family Sciences about the basic strategies required to establish and maintain effective helping relationships with individuals and families.
- B. To accomplish this goal the student will:
 - 1. Identify the basic elements in establishing a helping relationship with individuals and families.
 - 2. Assist an individual or family to establish goals for behavioral change.
 - 3. Describe and use various helping skills and strategies that facilitate goal oriented behavior in individuals and families.
 - 4. Demonstrate knowledge of the underlying psychological and systematic dynamics that characterize individuals and families in helping relationships.
 - 5. Demonstrate knowledge of the underlying theoretical basis in family science of helping relationships.
 - 6. Demonstrate knowledge of the professional ethical standards used by

family scientists in the helping relationship.

7. Write, edit and revise drafts of an evaluation/critique of demonstration of helping skills.
8. Demonstrate Information Literacy, by visually and/orally practicing the helping skills and techniques required in the helping professions.

IV. REQUIREMENTS AND EVALUATION SYSTEM

A.	Grading Scale:	90 - 100 = A
		80 - 89 = B
		70 - 79 = C
		60 - 69 = D
		Below 60 = E

B. Weight Assigned to Each Requirement:

- Two videos—15 minutes each --demonstrating skills and strategies in helping relationship—20 points each x 2= 40 points total

Video 1 will serve as the formal oral/visual assignment for the GCCR

- Two in-class examinations 60 pts. (30 pts. each)

Total

100 pts.

1. **Videos:** At two points during the semester you will be asked to demonstrate selected helping skills and techniques via a YouTube video—15 minutes each minimum. Privacy settings may be used, as long as the instructor has access to view the video. Students will be given the specific assignment which is to be completed within a two week period. **Please note: I do not accept late assignments without a documented UK excused absence. To satisfy the GCCR, students must earn a grade of C or better on designated Composition and Communication intensive assignments. Instructor and TA will give the students feedback on Video 1 and the critique and allow for one revision.**

2. **In-class Examinations:** You will be required to respond to two exams.

You **must** take the exams at the scheduled times. In the case of a medical or family emergency (see Students Rights and Responsibilities Handbook for the UK excused absence policies), you may request a makeup after a scheduled exam if you present a documented excuse. It is your responsibility to arrange all make-up exams with the teaching assistant within one week of the regular scheduled exam.

3. **Class Attendance and Participation:** Attendance in this class is required! Acceptable reasons for excused absences are listed in the Student Rights and Responsibilities Handbook. The instructor has the right to request appropriate

verification of such absences. A copy of your UK excuse (in writing) must be presented to the instructor within a week of your absence. Students are expected to attend class prepared to participate in discussion and training workshops. **Students are allowed (2) free cuts...then must have a UK excuse in writing.**

It is your responsibility to let the instructor know you are in attendance when you arrive late. Please note: when you arrive late and do not let me know, I cannot change your grade at the end of the semester.

UK Attendance Policy

5.2.4.1 – Attendance and Completion of Assignments: For each course in which the student is enrolled, the student shall be expected to carry out all required work including laboratories and studios, and to take all examinations at the class period designated by the instructor.

Each instructor shall determine his/her policy regarding completion of assigned work, attendance in class, absences at announced or unannounced examinations, and excused absences in excess of one-fifth of class contact hours (see Rule V – 5.2.4.2 below). This policy shall be presented in writing to each class at its first or second meeting. Students' failure to comply with the announced policy may result in appropriate reductions in grade as determined by the instructor. (US: 11/11/85; US 2/9/87)

5.2.4.2 – Excused Absences (US 11/11/85; 2/9/87; 4/12/04): The following are defined as excused absences:

- A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The instructor shall have the right to request appropriate verification.
- B. The death of a member of the student's household (permanent or campus) or immediate family. The instructor shall have the right to request appropriate verification.
 1. Children of students are considered members of the immediate family (RC: 11/9/94)
 2. For the purpose of this rule, immediate family is defined as:
 - a. Spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and
 - b. Grandchild or grandparent (US: 4/12/04)
- C. Trips for members of student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the

absence. Instructors may request formal notification from appropriate university personnel to document the student's participation in such trips.

*Intercollegiate athletic events include club sports registered with the university as well as varsity sports. (RC: 10/18/00)

- D. Major Religious Holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.
- E. Any other circumstances which the instructor finds reasonable cause for nonattendance. (US: 4/23/90)

Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence **within one week** following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. (US: 11/10/85 and RC: 11/20/87)

*If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements. (RC: 8/20/87)

*The language "The instructor shall give the student an opportunity to make up the work and/or the exam missed during an excused absence..." implies the student shall not be penalized for the excused absence. (RC: 8/25/95)

*This rule applies to all graded work. (RC: 1/29/03)

V. SPECIAL ACCOMODATIONS

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

VI. COURSE POLICIES

1. Please do not bring children to class.
2. Please turn off cell phones during class, and put in backpacks. **NO TEXTING DURING CLASS!!!**
3. **Please plan to be in class the entire time.** If you come late or leave early you will be counted absent for the time you missed. Late means after I have called

the roll. Late arrivals are **so** disruptive to everyone, including me!

4. Inappropriate talking (while professor is lecturing and/or during videos) will not be tolerated.
5. When you miss class, you are still responsible for getting notes, handouts, and **all** announcements from another student in the class.
6. No Laptops or IPADS!

Thank you for observing these requests.

SCHEDULE AND ASSIGNMENTS

DATE	TOPIC	ASSIGNMENT
Jan. 15	Introduction and Overview of the Course	
Jan. 17, 22, & 24	Helping: What does it mean?	Brammer Chpt. 1
Jan. 27, 29, & 31	Ethical Issues	Brammer Chpt. 7
Feb. 3, 5, & 7	Characteristics of Helpers	Brammer Chpt. 2
Feb. 10, 12, & 14	Theories of Helping	Brammer Chpt. 8
Feb. 17, 19, & 21	Establishing the Helping Relationship	Brammer Chpt. 3
		*Video 1 Assignment Given Feb. 21
Feb. 24	Review for Exam 1	
Feb. 26	EXAM I	
Feb. 28, March 3, 5, 7	Helping Skills for Understanding	Brammer Chpt. 4
		*HELPING VIDEO 1 DUE for feedback
	and revision MARCH 7	
March 10, 12, & 13	Helping Skills for Crisis and Loss	Brammer Chpt. 5
March 17, 19, 20	SPRING BREAK – NO CLASS	
March 31, April 2	Goal Setting - Initiating Action and Implementing Change	Brammer Chpt. 6
		HELPING VIDEO 1 RETURNED FOR REVISIONS—MARCH 31
April 4	NO CLASS – National Conference on Undergraduate Research	
April 7, 9	Goal Setting – Initiating Action and Implementing Change (continued)	Brammer Chpt. 6
		FINAL VIDEO TAPE 1 DUE—APRIL 7
April 11, 14, 16, 18	Barriers and Hazards in Helping Relationships/When Helpees Do Not Change	Brammer Chpt. 8
		*Video 2 Assignment Given April 11
April 21, 23, 25	Group Approaches	Brammer Chpt. 8
		*HELPING VIDEO 2 DUE APRIL 25
April. 28, 30, May 2	Summary & Review	
May 7, 3:30 PM	EXAM II	

Scoring Rubric/ Helping Tape 1 [FAM 360] (20 Points Possible)

<i>Quality of Tape</i>	Unacceptable	Meets minimum expectations	Exceeds minimum expectations
Presented in a professional manner	No real opening or closing statement. Too much background noise. Could not hear the tape. Too much giggling, laughing, and small talk. Didn't really do assignment.	Attempted to open and close with appropriate statements, but seemed unsure of self, some background noise and distractions. Tape difficult to hear.	Strong opening statements. No distractions. Sounded comfortable and confident. Gave client a (5) minute warning before appropriate closing.
Scoring:	(0 pts)	(1-2 pts)	(3 pts)
Correct use of reflective listening	Did not really try to use reflective techniques and asked questions instead.	Tried a few times, didn't seem to encourage client to continue. Asked too many questions that distracted client from telling story.	Used 4-5 strong reflective statements that appeared to encourage client to continue. Few questions—if any were used. Used words like “you're really feeling... You seem to be... ,sounds like you are feeling...., you seem...., you seem to feel...., etc.
Scoring:	(0 pts)	(1-2 pts)	(3-4 pts)

<i>Quality of Critique</i>	Unacceptable	Meets minimum expectations	Exceeds minimum expectations
Followed outline	Didn't do	Partially followed	Included all parts
Scoring:	(0 pts)	(1 pt)	(2 pts)
Examples of reflective listening	No examples provided.	One or two mentioned, not much of any discussion of how used and how appropriate the statements were.	Accurately picked out 4-5 examples of reflective listening and discussed the appropriateness of each.
Scoring:	(0 pts)	(1-3 pts)	(4-5 pts)
Permission form	No form attached	Partially filled out	Accurately filled out and signed by client and student.
Scoring:	(0 pts)	(.5 pt)	(1 pt)
Feedback sheet	No sheet attached	Partially filled out	Accurately filled out in entirety
Scoring:	(0 pts)	(1 pt)	(2 pts)
Overall impression of tape & critique	Needs serious improvement. (0 pts)	O.K. (1 pt)	Good to excellent 1 st try at this (2-3 pts)
TOTAL SCORE:			

Comments:

**Scoring Rubric/ Helping Tape 2 [FAM 360]
(20 Points Possible)**

<i>Quality of Tape</i>	Unacceptable	Meets minimum expectations	Exceeds minimum expectations
Presented in a professional manner	No real opening or closing statement. Too much background noise. Could not hear the tape. Too much giggling, laughing, and small talk. Didn't really do assignment.	Attempted to open and close with appropriate statements, but seemed unsure of self, some background noise and distractions. Tape difficult to hear.	Strong opening statements. No distractions. Sounded comfortable and confident. Gave client a 5 minute warning before appropriate closing.
Scoring:	(0 pts)	(.5 pt)	(1 pt)
Correct use of reflective listening	Did not really try to use reflective techniques and asked questions instead.	Tried a few times, didn't seem to encourage client to continue. Asked too many questions that distracted client from telling story.	Use technique accurately, used variety in reflective statements. Sounded authentic, and comfortable.
Scoring:	(0 pts)	(1 pt)	(2-3 pts)
Use of problem solving & goal setting techniques (created an action plan)	No problem solving or goal setting techniques used.	Little discussion or attempts to problem solve or set goals. An action plan was mentioned, but no real commitment made on client's part.	Thoroughly completed the Moving Ahead Positively Plan, client made a commitment, and a follow up date was scheduled!
Scoring:	(0 pts)	(2-3 pts)	(4-6 pts)

<i>Evaluation/Critique</i>	Unacceptable	Meets minimum expectations	Exceeds minimum expectations
Followed outline as written	Did not follow	Partially followed	Followed exactly as written
Scoring:	(0 pts)	(.5 pt)	(1 pt)
Accurately selected examples of reflective listening.	No examples provided.	One or two mentioned, not much discussion of how used and/or how appropriate the statements were.	Accurately picked out 4-5 examples of reflective listening and discussed the appropriateness of each.
Scoring:	(0 pts)	(1 pt)	(2-3pts)
Permission form	No form attached	Partially filled out	Accurately filled out and signed by client and student.
Scoring:	(0 pts)	(.5 pt)	(1 pt)
Verbal feedback from client	No feedback gathered	Didn't say much about what client said about what was helpful and what was not.	Gathered helpful, solid feedback from client.
Scoring:	(0 pts)	(1 pt)	(2 pts)
Behavioral checklist filled out by client & helper.	Not filled out	Partially filled out	Completely filled out. Gathered helpful information and feedback.
Scoring:	(0pts)	(.5pt)	(1pt)
Overall impression of tape & critique	Didn't really do assignment	Keep working on...	Very good job!!
Scoring:	(0pts)	(1pt)	(2pts)
TOTAL SCORE:			

Comments:

Introduction to Research in Family Sciences

FAM 390-001

Fall Semester, 2013

Tuesday and Thursday 11:00 AM – 12:15 PM

Funkhouser Bldg (FB) room 307 B

Instructor: Dr. Heath

Telephone: 257-7737

Office Location: 326 Funkhouser Bldg

Email: cjheath@uky.edu

Office Hours: Tuesday and Thursday 8:30AM-10:00AM or by appointment on Wednesday.

TA: Mrs. Heather Blanton, CFLE

Email: Heather.Blanton@uky.edu

Office Hours: Tuesday and Thursday 8:30AM-10:00AM or by appointment.

UKIT Service Desk is available to help with computer/technical issues and assistance with Blackboard (Bb).

UKIT Service Desk Contact:

<http://www.uky.edu/ukit/Help/>

Phone: 859-218-HELP(4357) or Toll-Free: 1-877-481-UKIT(8548)

Email: helpdesk@uky.edu

I. COURSE DESCRIPTION

An introduction to research design, methodology, instrumentation, and data analysis with emphasis on a student's ability to understand and critique research in human development and family relations. This course provides partial credit for the written component of GCCR for the Family Sciences major/program in conjunction with FAM 360 and FAM 357.

In this class, 2 critiques of research articles – 1500 words each--totally 3000 words-- will aid students in meeting the 4500 words of English composition required by the GCCR. To satisfy the GCCR, students must earn a grade of C or better on the designated assignments produced in this class.

II. REQUIRED READING

Adler, E. S., & Clark, R. (2011) *An Invitation to Social Research: How It's Done*. (Fourth Edition) Belmont, CA: Wadsworth, Cengage Learning.

Additional research articles will be assigned in class. Blackboard participation is required.

III. LEARNING OUTCOMES

Students who successfully complete the course should be able to:

- use the vocabulary and concepts of social sciences research
- evaluate/critique, and use existing research
- practice/use research procedures at a basic level
 - create a questionnaire

- critically evaluate journal articles
- understand and practice ethical research methods regarding
 - use of existing research
 - conducting one's own research
- apply social science research methods to individual and/or family issues

- **Write, edit and revise drafts of a research article critique.**
Demonstrate Information Literacy, by critiquing scholarly peer-reviewed sources, assessing strengths/weaknesses of the research, engaging in critical analysis of research sources.

Emailed copies of assignments will not be accepted.

IV. METHODS OF EVALUATION

1. IRB Certification Assignment—(50 points)

- a. Completed assignment is due **September 12th**.
- b. See attached handout for specific assignment instructions and score sheet
- c. Late papers will be reduced in points by 10% for each class session they are late.

2. Exam 1 – September 26th— (150 points)

- a. In-class examination covering chapters 1 - 5
- b. Examinations will consist of multiple choice and short-answer questions
- c. Make-up exams will only be given for excused absences. It is the student's responsibility to inform me of the absence, preferably in advance. If possible, make-up exam should be taken before the next class meeting at which time the exam will be returned to the class.

3. Questionnaire Assignment—(150 points)

- a. DRAFT of questionnaire (50 points) is to be turned in on **October 15th**.
- b. Draft of questionnaire with feedback returned to student on **October 17th**.
- c. Final questionnaire (100 points) is to be turned in on **October 22nd**.

4. Exam 2 – October 29th—(150 points)

- a. In-class examination covering chapters 6-9.
- b. Examinations will consist of multiple choice and short-answer questions
- c. Make-up exams will only be given for excused absences. It is the student's responsibility to inform the instructor of the absence, preferably in advance. If possible, make-up exam should be taken before the next class meeting at which time the exam will be returned to the class.

5. Critique of Research Article #1— 1500 word minimum (125 points)

- a. Completed Assignment is to be turned in on **November 12th**.
- b. See attached handouts for specific assignment instructions and score sheet.
- c. Late papers will be reduced in points by 10% for each class session they are late.

6. Critique of Research Article #2—1500 word minimum (125 points)

- a. Completed assignment is to be turned in on **November 26th**.
- b. See attached handouts for specific assignment, score sheet, and rubric.
- c. Late papers will be reduced by 10% for each class session they are late.

To meet the requirements of the GCCR you will turn in a draft of your research article critiques before the final assignment is due. You will receive Instructor feedback on your draft and then be allowed to revise and re-submit the final paper. Thus drafts, feedback and revision processes required by the GCCR will occur. To satisfy the GCCR, students must earn a grade of C or better on designated Composition and Communication intensive assignments. The course calendar lists the dates for drafts, feedback and completed assignments.

7. Exam 3—December 5th—(150 points)

- a. In-class examination on chapters 10-14.
- b. Examinations will consist of multiple choice and short-answer questions
- c. Make-up exams will only be given for excused absences. It is the student's responsibility to inform the instructor of the absence, preferably in advance. If possible, make-up exam should be taken before the next class meeting at which

FAM 390 – Fall 2013- Syllabus Distributed 08-29-13
time the exam will be returned to the class.

8. Optional Final Exam—Tuesday, December 17 1:00PM – 3:00PM

- a. Can take the **optional** Final Exam to replace Exam 1, Exam 2, or Exam 3 grade—whichever is lowest. IF optional Final Exam is lower than Exam 1, Exam 2, or Exam 3, grade will not be counted.

9. Exercises and Activities—(100 points)

- a. In-class exercises will be group work or supplemental learning activities.
- b. Each activity counts **10 points**
(**No Make-Ups—top 10 exercises/activities count for a total of 100 points**).

10. Absences – Attendance is encouraged, but not required—Roll will be taken

- a. **Excused vs. Unexcused Absences.** For an absence to be excused, it must meet the Student Rights and Responsibilities guidelines. These are: (1) serious illness, (2) illness or death of a family member, (3) University-related trip (S.R. 5.2.4.2C), (4) major religious holiday, or (5) “reasonable cause for nonattendance” as determined by your instructor. Religious holiday: students anticipating absence for a major religious holiday during semester must notify instructor in writing no later than the last day to add a class. For more information regarding religious holidays, you may contact religious liaison, Mr. Jake Karnes, (257-2754).
- b. If you miss class, you are responsible for obtaining information covered in class either from other class members or from course content on Blackboard.
- c. Class begins at 11:00 AM, you are expected to be in the classroom by 11:00 AM and remain until dismissed. Class ends at 12:15 PM.
- d. Regarding snow/bad weather days, if the University is open then class will meet.
- e. **There will not be make-up assignments for in-class exercises and activities.**
- f. Make-up exams will only be given for excused absences. It is the student’s responsibility to inform me of the absence, preferable in advance. Because exams will be returned during the next class period, please attempt to schedule your make-up exam prior to that time. Failure to make up an exam will result in a zero for that exam.

V. COURSE REQUIREMENTS

In order to cover the amount of material needed to achieve the above outcomes, students are expected to: **Complete the readings and any outside assignments prior to class meetings.** Lectures will supplement the textbook, not replace it, and students are expected to know the material from both. Power-point presentations for each chapter are available on Blackboard prior to each class. Informed participation in classroom discussion and activities will be based on the assumption that students have read the chapter and reviewed the power-point presentation for that class meeting.

Please use your UK e-mail account (or have it forwarded to your preferred account) for ALL class communications. I use Bb and Bb will not use personal e-mail accounts to send out important class information.

Disruptive Activities and Behaviors:

Please be prepared to be in class for the FULL class period. Tardiness, as well as leaving class early, is disruptive to others in the classroom.

Cell phones, text messaging and/or pagers, as well as newspapers/magazines will **NOT** be tolerated during class. Please turn cell phone off and put them away before class begins. There are to be no phone calls, emails, text messages, Facebook, Twitter, or reading newspapers/magazines during class. If you are found to be participating in one of these activities, you can be asked to leave the classroom.

Laptops and tablets will not be permitted in class except with special permission of the instructor.

Please do not eat in class. Eating in class can be distracting to both other students and the instructor.

Distracting conversations and behavior: At times, the classroom will be filled with conversation related to the course. However, it is poor behavior to sit and talk with friends when the instructor or other students are speaking on topics related to the course. No one likes to be interrupted, and your talking may distract others who are trying to learn. If you are found to be participating in one or more of these activities, you can be asked to leave the classroom.

Please ask for additional help if necessary. I want this to be a positive learning experience. You can come see me after class if you would like additional help. You can also email me for an appointment at another time.

If you have a documented disability that requires accommodations, please let me know as soon as possible. In order to receive accommodations in this course, you must provide me with 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.

The classroom is the ideal arena for the sharing of ideas and the development of critical thinking skills. As a student, you have the right to voice opinions contrary to those of the instructor and other students. As an instructor, I have the right and responsibility to ensure that all academic discourse remains on a professional level, respecting the dignity and diversity of the class as a whole. Lively debate, excluding personal or denigrating remarks, is encouraged.

VI. SCHOLASTIC HONESTY

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?” <http://www.uky.edu/Ombud/Plagiarism.pdf> and an online tutorial entitled “How to avoid plagiarism” http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html.

Information on penalties. This is straight from the University Senate Rules (section 6.4.3):

Penalties. If the student has previously received a penalty for an offense at least as severe as an E or F in a course, the chair shall inform the responsible dean, who shall determine an appropriate penalty pursuant to Section 6.4.3.B.1.b. Otherwise, if the student has previously received a letter of warning, the instructor must assign a grade of E or F for the course. If the offense is particularly egregious, and if the chair approves, the instructor may also forward the case to the responsible dean with a recommendation for a penalty of XE or XF or a more severe penalty, pursuant to paragraph 6.4.3.B.1.a.

Otherwise, if there are no prior offenses or letters of warning in the student's record, the instructor must award a grade of zero for the assignment on which the offense occurred. The instructor may also choose to impose one of the following additional penalties after consulting with the chair:

- (a) require the student to perform extra academic work (failure to complete the extra work should result in a grade of E or F for the course);
- (b) reduce the final grade in the course by a specified number of levels;
- (c) assign a grade of E or F, as appropriate, for the course;
- (d) if the offense is particularly egregious, and if the chair approves, forward the case to the responsible dean with a recommendation for a penalty of a grade of XE or XF in the course or a more severe penalty, pursuant to paragraph 6.4.3.B.1.a.

VII. ADDITIONAL INFORMATION:

The two Critiques of Research Articles require the use of APA style. An excellent online source for learning how to use APA style can be found at: <http://www.apastyle.org/apa-style-help.aspx>. Because you are responsible for knowing and using APA format, I suggest that you access either or both of these online resources for a refresher:

- <http://www.apastyle.org>
- http://owl.english.purdue.edu/handouts/research/r_apa.html

I would **highly** encourage you to take advantage of the resources available at the Writing Center. The Writing Center is located in The HUB (lower level) of the W.T. Young Library; appointments may be scheduled online at wrd.as.uky.edu/writing-center or by phone at (859) 257-1368.

VIII. GRADING

Assignment Weights:

	<u>Assignment Points</u>
IRB Certification Assignment (50)	50
Exam 1 (150 each)	150
Exam 2 (150 each)	150
Exam 3 (150 each)	150
Questionnaire Assignment (150)	150
Critique of Research Articles (2 X 125)	250
In-Class Learning Activities (10 X10 pts)	<u>100</u>
Total:	1,000

The final grade for this class will be based on the number of points you earn out of 1000 points. Points associated with each assignment are outlined above.

<u>Letter Grade</u>	<u>Total Points</u>
A	900 - 1000
B	800 – 899.9
C	700 - 799.9
D	600 - 699.9
E	less than 600

Students are expected to check their grades on Blackboard on a regular basis. Contact the instructor immediately if there is a discrepancy between your (student’s) copy of the grade and the grade recorded on Blackboard. If the instructor has not been contacted about a potential grade discrepancy, the grade recorded on Blackboard is final two weeks after the grade is posted on Bb. Grades will be recorded on Blackboard weekly to assist in the accurate recording of official grades.

IX. Course Schedule

DATE	TOPIC	READING
August 29	Introduction—Distribution and Review of Syllabus Course Pre-test	
September 3	Uses of Social Science Research Methods Theory & Research	Chapter 1 Chapter 2
September 5	Ethics & Social Research	Chapter 3
September 10	No Class Meeting -- Complete IRB Certification Exercise	
September 12	Selecting Researchable Topics & Questions DUE: IRB Certification Exercise	Chapter 4
September 17	Sampling	Chapter 5
September 19	Sampling	Chapter 5
September 24	Review Session	
September 26	Exam 1 (Chapters 1-5)	
October 1	Return and discuss Exam 1 Discussion and examples of APA format	
October 3	Measurement	Chapter 6
October 8	Measurement Applied to Questionnaires	
October 10	Questionnaires & Structured Interviews Discussion: Questionnaire	Chapter 9
October 15	Questionnaires & Structured Interviews DUE: Draft of Questionnaire	Chapter 9
October 17	Cross Sectional, Longitudinal, and Case Study Return draft Questionnaire with feedback	Chapter 7
October 22	Experimental Research DUE: Final Questionnaire	Chapter 8

DATE	TOPIC	READING
October 24	Review Session	
October 29	Exam 2 (Chapters 6-9)	
October 31	Return and Discuss Exam 2 Instructions regarding Critique of Research Articles	
November 5	In Class work session Bring rough draft of Article Critique #1	
November 7	Qualitative Interviews	Chapter 10
November 12	Observational Techniques DUE: Critique of Research Article #1	Chapter 11
November 14	Using Available Data	Chapter 12
November 19	In Class work session Return: Critique of Research Article #1 Bring rough draft of Article Critique #2	
November 21	Applied Social Research	Chapter 14
November 26	Content Analysis DUE: Critique of Research Article #2	Chapter 13
November 28	Thanksgiving Holiday- No Class	
December 3	Review Session	
December 5	Exam 3 (Chapters 10-14) Return: Critique of Research Article #2	
December 10	Return and Discuss Exam 3 To-date final grade in class	
December 12	Review for Final Exam	
December 17 –Tuesday-- @ 1:00PM – 3:00 PM--OPTIONAL FINAL EXAM	(Chapters 1 – 14)	

**FAM 390
Critique of Research Article**

This critique is to be at least five pages in length and written in *narrative form* following APA rules of spelling, grammar, punctuation, and quotations—with APA citations. Your critique should include *discussion* of the following questions—no points for just answering the questions. The page template provides a guide for APA margins and page length. For maximum points, include specific examples, where appropriate, and the reasoning behind your answers.

Guiding Questions

Research Question (5 points)

What is/are the research question(s)?

Use of Theory (5 points)

Did this research build on an existing theory? If so, what was that theory?

Data (10 points)

Where did the researchers get their data? How was data gathered?

What about the timeliness of the data. i.e., date data were collected. What dataset(s) used, if used existing data.

Sampling (20 points)

What kind of sampling design did they use?

Is sampling method\protocol appropriate? What can they say about the generalizability of the sample?

Research Design (20 points)

What research design did the researchers use—survey or experimental or other? Does the study use cross-sectional or longitudinal or other design? Was it the best design for the study? Why or why not?

Variables—Validity and Measurement (20 points)

Are the authors clear about what their variables are—both independent and dependent-- and how they are measured?

What variables did the researcher(s) use? Did they use any conceptual/constructed variables, i.e., how were they conceptualized?

How were the variables defined, i.e., measured/operationalized? Were there any indicator questions?

What is your interpretation of the face validity of the variables?

Findings (10 points)

What were the researchers' findings? Given the answers to the questions above, would you agree with their findings? Why or why not?

Overall Critique (25 points)

Overall, what are the article's strengths and weaknesses?

FAM 390
 Critique of Research Article
 Scoresheet

To be graded, the Critique must be written in *narrative form with the discussion* focused on the guiding questions—no points for just answering the questions.

	Points Possible	Points Earned
Research Question	5	
Use of Theory	5	
Data	10	
Sampling	20	
Research Design	20	
Variables—Validity and Measurement	20	
Findings	10	
Overall Critique	25	
Use of APA format for narrative, quotations, and journal article reference.	10	
Meets page requirements Minus 25 points if less than 5 pages		
Total Points	125	