

# COURSE TITLE

(COURSE NUMBER – CREDIT HOURS - MEETING TIMES - LOCATION)

**Instructor:** Name, Ph.D.

Office: XXX

Phone: XXX

E-Mail: [xxx@newpaltz.edu](mailto:xxx@newpaltz.edu)

Blackboard access: <https://bbnewpaltz.sln.suny.edu>

Mailbox located XXX

Office hours: XXX in XXX, and by appointment

**Course Description:** Course Title examines the theories and research in the field of XXX and provides students with an opportunity to develop individual research skills in the study of XXX in YYY.

**Prerequisite:** XXXxxx (minimum grade of C-)

**Corequisite:**

**Course Objectives and Learning Outcomes:** My goal in this course is to facilitate an in-depth discussion of theories, research, and experience regarding XXX. Because this class is an upper-level course and meant to be a group learning experience, we will act together to bring all of our various understandings and experiences to bear on the examination of this super important topic.

By the end of this course, you will be able to:

- Identify ...
- Compare ...
- Apply ...
- Assess ...

*(For general education classes, adding objectives specific to the GE category is important here. For major/minor courses, adding objectives specific to the program is a good idea.)*

**Texts:** Required: Jones, J. M. (2015). *A Really Excellent Book*. New York: Allyn & Bacon.

Recommended: Lunsford, A. A. (2010). *Easy Writer: A Pocket Reference, 4<sup>th</sup> ed.* Bedford/St. Martins.

**Assignments and Grading:** In this class you will be required to complete two examinations and one research report, consisting of “steps.” In addition, there will be periodic small assignments. Your participation in the course will be factored into your final grade. It will be calculated based on your level of activity in class discussion, and/or participation on Blackboard, as well as in paper workgroup and small group assignment work sessions. In order to get a good grade on this section of the course, you will need to be a very prepared and active member of the class on a daily basis and respond to discussions on Blackboard. The breakdown of grades is as follows:

Exam 1	100 pts
Exam 2	100 pts
Research Paper “Step 1”	25 pts
Research Paper “Step 2”	75 pts
Research Paper “Step 3”	50 pts
Research Paper “Step 4”	100 pts
Group Projects (3)	90 pts
Reader Response (9, drop 1)	80 pts
Class Participation	<u>80 pts</u>
	700 pts Total

#### Anticipated Course Scale

630-700 – A

560-629 – B

490-559 – C

420-489 – D

< 420 – F

(+s and -s will be factored into each grade range)

#### Grade Standards:

In this course, and on all individual assignments, an A will be assigned to work that is outstanding and exceptional. Bs will be assigned to work that is good, solid, work that is above average for college students enrolled in this course. A grade of C will be assigned to work that represents what the average student enrolled in this course is expected to do. Ds will be given to work that is not up to the standard of average.

Generally, in order to receive an A in this class, a student should be able to understand, synthesize, and apply theories of XXX in a way that goes far beyond rote repetition of course/text material. These students will leave the course with a firm grasp on the course concepts and theories. Such students will apply their critical thinking skills to the course and take on the material in a thoughtful and mature manner. Additionally, students who receive an A in the class will be able to find scholarly research about XXX, read and understand the research, summarize and synthesize the material into a cogent writing (in their own words), apply those understandings to an empirical example, and arrive at exceptionally well developed and evenhanded conclusions about the literature and the empirical “object.”

In order to receive a B in this class, a student should be able to comprehend, synthesize, and apply theories of XXX at an above-average level. Such students will think carefully about the course material and be able to discuss their thoughts about the material and its application both on paper and in the classroom. These students should be

able to leave the course with a solid understanding of almost all course concepts and theories. Additionally, students who receive a grade of B in the class will be able to find scholarly research about XXX, read and largely understand the research, summarize and synthesize the material into a complete discussion in their own words, apply those understandings to an empirical example, and present solid and evenhanded conclusions based on that application.

Students who wish to receive a C grade in this course should be prepared to read, understand, synthesize, and provide examples of theories of XXX. They should be able to consider the course material in the light of their own lives and be able to present examples of how the material compares/relates to their lives both on paper and in the classroom. In order to receive a C in the course, students should be able to explain the theories/concepts encountered in the course clearly. Students who receive an average grade should leave the course with an understanding of the majority of course concepts and theories. Additionally, students who receive a grade of C in the class will be able to find scholarly research about XXX, read and understand the main concepts and findings in the research, summarize and organize the material into a discussion in their own words, and apply that to life examples as a field of comparison/critique for the material.

Students who meet many, but not all, of the requirements of an average grade in the course will receive a D in this class. Students who are unable to meet the course requirements on even a minimal level, who plagiarize or otherwise violate ethical standards of the university, or who fail to accumulate 60% of the course points, will receive an F in the course.

### **Policies:**

- Your **attendance and participation** in the class are extremely important for you and for your peers. We need a full class in order to have good discussions about these theories. While I will not “count” absences toward your grade, failure to be in class will likely affect both your participation grade and your ability to do well on the assignments etc. I will also be giving unannounced quizzes throughout the semester. If you miss a class, you are responsible for getting the notes from your peers. I will not provide class notes to you. I will take attendance each day; if you come into class late, you are responsible for making sure you catch up with the material/assignments and do not disrupt the session. **Please note:** if you are absent on the day an assignment is due you will receive a zero for the assignment unless I have granted an extension prior to the class meeting or the assignment arrives without you. Sending an email or leaving a voicemail does not count as an extension until I have approved a later due date.
- Students needing classroom and/or testing **accommodations** related to a disability should contact the [Disability Resource Center](#) (Haggerty Administration Building, Room 205, 845-257-3020) as close as possible to the beginning of the semester. The DRC will then provide students’ instructors with Accommodation Notifications verifying the need for accommodations. Specific questions about services and accommodations may be directed to Deanna Knapp, Assistant Director (knappd@newpaltz.edu) or Jean Vizvary, Director (vizvaryj@newpaltz.edu).
- As with any course in this university, students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious violations of **academic integrity**. Students found guilty of any violation of academic integrity are subject to disciplinary action, up to and including expulsion. New Paltz’s [policy on academic integrity](#) (rev. October 2017) is found in the Undergraduate Catalog. Sojourner Truth Library’s website contains several excellent resources to help with avoiding plagiarism; see especially [lib.newpaltz.edu/assistance/plag.html](http://lib.newpaltz.edu/assistance/plag.html).
- (*optional policies as desired*) If this class is unexpectedly cancelled, a sign will be placed on the classroom

door prior to the class starting time and you will be notified via Blackboard and email. The email will also indicate any assignments you should complete for the course. With regard to **inclement weather**, please see the campus policy at <https://www.newpaltz.edu/emergency/policy.html> for information.

- **Veteran & Military Services:** New Paltz's Office of Veteran & Military Services (OVMS) is committed to serving the needs of veterans, service members and their dependents during their transition from military life to student life. Student veterans, service members or their dependents who need assistance while attending SUNY New Paltz may refer to [OVMS's website](#); call 845-257-3120, -3124 or -3074; e-mail [np-vms@newpaltz.edu](mailto:np-vms@newpaltz.edu); or stop by the Student Union, Room 100 South.
- Users of New Paltz's **computer resources and network facilities** are required to comply with the institutional policies outlined in the [Acceptable Uses and Privacy Policy](#) and other technology policies, available at <https://www.newpaltz.edu/itpolicy>.
- *(For online classes only)* New Paltz's **Online Identity Verification Policy** is designed to verify that students enrolled in our online courses and/or programs are the ones who take the courses, complete the programs, and receive the academic credit. The [complete policy](#) is published in the Undergraduate Catalog.
- **Gender discrimination, sexual harassment, sexual assault, sexual violence, stalking, and power-imbalanced sexual/romantic relationships between faculty and students** are strictly prohibited within the SUNY New Paltz community. We encourage students to report, confidentially discuss, or raise questions and concerns regarding potential violations. Reports can be made to the Title IX Office, the department chair and/or the dean of your school. For information on Title IX reporting and support, visit [www.newpaltz.edu/titleix/](http://www.newpaltz.edu/titleix/). The College's Consensual Relationships Policy can be found at [www.newpaltz.edu/hr/policies.html](http://www.newpaltz.edu/hr/policies.html).
- *(optional policies as desired)* Phones ringing in class are rude and disruptive. **Turn off cell phones in class or at least mute them.** Failure to abide by this policy in a manner that causes disruption will result in a lower participation grade.
- *(optional policies as desired)* **Late work will not be accepted.** If you know you will not be able to be present at an exam or turn in a paper on time you must contact me prior to the assigned time of completion or a grade of zero will be assigned. All assignments must be completed and turned in on the required date unless previous arrangements have been made. Even with prior contact, extensions will not be granted without a documented excuse. Please keep a close eye on your syllabus. It has important information in it (including due dates) and "I didn't know" will not be seen as an adequate excuse for information that is contained in the syllabus. **If you email an assignment, you must be sure it will arrive on time, and you MUST have a copy of the sent mail in case of problems.**
- *(optional policies as desired)* If you feel that a test or other assignment has been **graded in error**, I encourage you to discuss the matter with me. However, I do ask that you (1) wait 24 hours after receiving the grade to speak to me about it, (2) have some specific comments to make about why the grade is not appropriate, and (3) realize that a request for reevaluation does not guarantee a reassignment of grade.
- *(optional policies as desired)* Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Student Affairs Office at [studentaffairs@newpaltz.edu](mailto:studentaffairs@newpaltz.edu) or x3260 for support. Furthermore, please notify the professor if you are comfortable doing so. This will enable her to provide any resources that she may possess.

## COURSE SCHEDULE

- 1/20 Go over the syllabus, etc.  
Do “get to know you exercise”  
Discuss the communication process, family communication, and the definition of family  
*Read Chapter 1 and 2 – Reader Response 1 due via Blackboard by 10:00 a.m. on 1/27*
- 1/27 Discuss family types and structures  
**Research Report Step 1: Paper Proposal due via Blackboard**  
**Sign syllabus contract**  
*Read Chapter 3 and Appendix A- Reader Response 2 due via Blackboard by 10:00 a.m. on 2/3*
- 2/3 Discuss the family as a system, social science and interpretive approaches  
**Do Group Project #1**  
Discuss group project #1  
*Read Chapter 4– Reader Response 3 due via Blackboard by 10:00 a.m. on 2/10*
- 2/10 Discuss Family Rules, Rituals, and Stories  
*Read Chapter 5– Reader Response 4 due via Blackboard by 10:00 a.m. on 2/17*
- 2/17 Watch *Martha and Ethel*
- 2/24 **Do Group Project #2**  
Discuss Group Project #2 and Chapter 5  
**Research Report Step 2: Annotated Bibliography due via Blackboard**
- 3/2 **Exam 1**  
*Read Chapter 6– Reader Response 5 due via Blackboard by 10:00 a.m. on 3/9*
- 3/9 Discuss revised syllabus and writing  
Discuss family power and conflict  
*Read Chapter 7– Reader Response 6 due via Blackboard by 10:00 a.m. on 3/23*
- 3/16 Spring Break
- 3/23 Watch *Daughter from Danang*  
**Research Paper Step 3: Research Method Plan due via Blackboard**  
**Do Group Project #3**  
*Read Paper Writing handout (on Blackboard) and Chapter 8– Reader Response 7 due via Blackboard by 10:00 a.m. on 3/30*
- 3/30 Discuss writing a literature review  
Discuss group project 3, and sexuality and the family  
*Read Chapter 9– Reader Response 8 due via Blackboard by 10:00 a.m. on 4/13*
- 4/2 **Last date to withdraw from course without a penalty grade**

4/6 Catch-up class date or material review

4/13 Discuss family health and disability

**\*\*Last date to submit optional rough draft for response in email by 5 p.m.\*\***

*Read Chapter 10 - Reader Response 9 due via Blackboard by 10:00 a.m. on 4/20*

4/20 Discuss family and media

4/27 ECA conference – paper work day

**Research Paper Step 4: Final Paper due via Blackboard by noon on 4/28**

4/27-5/7 You are responsible for completing the **Student Evaluation of Instruction** (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to improve my teaching and planning.

4/30-5/7 **Exam 2** – Time and Date Per Final Exam Schedule

## Class Tip Sheet

(Or, how to get the most out of this class)

This list of suggestions represents my thoughts about how we should conduct ourselves in this classroom in order to 1. learn the most we can in the time we have; 2. contribute to the culture of the classroom; and 3. perhaps least important in the long run but admittedly important in the short run, get as good of evaluations as possible.

If you need help, please ask. I will do what I can. Do not tell me after an assignment that you don't understand it. At that point there is little or nothing that I can do.

Take responsibility for your own presence or absence in class. You don't have to be here, but you need to shrewdly consider whether you should be in class on a particular day. If you decide to miss a day of class for whatever reason, you are responsible to get the missed notes, etc. from fellow students.

Please respect your co-creators of this learning environment. That includes your peers, not just me.

Do not make offensive remarks or racist/sexist/heterosexist/nationalist comments in the classroom. This does not promote a free, open communication culture.

Do not sleep, read, listen to music, etc. during group work.

Do not expect other group members to carry the burden of reading/thinking/writing for you.

Do not leave and reenter the classroom repeatedly during class sessions.

Do not interrupt others or speak while someone else is speaking. You don't have to raise your hand to talk. You should follow common rules of etiquette.

Do not use open class time to discuss particulars about your grades. That is not fair to other students. In addition, it may leave you open to having other students know your grades. Please use my office hours or appointment time for such discussions.

Use my office hours, class workshop time, etc. to ask questions about the assignments or to discuss the course. If you put this effort into the class, you will get more out of it.