



Human Development and Family Science Program
A joint program of the College of Education and Human
Development and the College of Humanities and Social Sciences
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George Mason University
College of Education and Human Development
College of Humanities and Social Sciences
Human Development and Family Science

HDFS 200.001 - Individual and Family Development
3 Credits, Summer 2018
Fully Online

Professor: Dr. Elizabeth Levine Brown

Office Hours: By Appointment

*Skype appointments can also be made (**Skype ID:** betsylevinebrownwork)

Office Location: Thompson 1804

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Prerequisites/Corequisite

None

University Catalog Course Description

Examines how individuals and families function and develop over the lifespan. Uses a multidisciplinary approach to integrate theories of family science and human development emphasizing the role of contextual factors in contemporary families' lives. Explores the impact of gender, socioeconomics, race/ethnicity, culture, and immigrant status on human development and family relationships. Introduces a basic model of scientific inquiry and theorizing.

Course Overview

This is the discovery course in the HDFS program, they discover key aspects of the field of human development and family sciences (HDFS) and GMU's HDFS program, curriculum, and faculty.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. This course site will be available on Monday, January 22nd by 9:00am. I will email you beforehand if the site is ready earlier.

This course utilizes a Blackboard online learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, collaborative student work in small groups,

assigned readings, and projects leading to written products. Students engage in timely critical reflection and accountable talk related to the learning activities.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, small group work, and/or access to course materials at least 3 times per week. At some points during the semester, you will have the opportunity to meet and conference with the instructor via Skype, Google Hangout, or another video form. These meetings will be scheduled via email and/or via a signup sheet on our Blackboard site.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, **budget their time accordingly**. Late work will not be accepted based on individual technical issues.

- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Calendar** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. The instructor can meet via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

This course is designed to enable students to do the following:

1. Gain an introductory understanding of the broad field of human development and family science (HDFS)
2. Gain an understanding of GMU's HDFS program, curriculum, and faculty
3. Demonstrate an understanding of the diverse experiences of contemporary families across the lifespan
4. Show understanding of how various micro- and macro-level systems shape individual and family development
5. Apply family theories to explain individuals' development across the lifespan within the context of their families
6. Understand some of the normative and non-normative challenges and opportunities faced by American families across the lifespan
7. Understand research methods used for examining the development, coping, and adaptation of individuals and families
8. Engage in personal growth and development that will enhance students' academic and interpersonal experiences

Professional Standards

This course is aligned with the standards established by the National Council on Family Relations. Upon completion of this course, students will have met the following professional standards:

- "families and individuals in societal contexts" to include "an understanding of families and their relationships to other institutions, such as educational, governmental, religious, and occupational institutions in society."

Required Text(s)

Karraker, M. W., & Grochowski, J. R. (2012). *Families with futures: Family studies into the 21st century* (2nd ed.). New York, NY: Routledge.

Selected chapters on Blackboard from:

Walsh, B. A., DeFlorio, L., Burnham, M. M., & Weiser, D. A. (2017). *Introduction to human development and family studies*. New York, NY: Routledge.

In this class we will use segments from the television show, *Parenthood*. You will be required to access these videos from the George Mason Library. Videos used in class are also available via Netflix if you have an account or would like to buy one for this semester.

Reminder: This course uses Blackboard provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

You can purchase the book(s) at the bookstore or online (i.e., Amazon). In addition to the textbook, supplementary readings are uploaded as PDF files on our Blackboard site. [*Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.*]

CONTENT MODULES – 5 MODULES TOTAL

This course will utilize 5 content modules. Within these modules, all the relevant course material will be available in the format of course notes, power point presentations, small group activities and additional readings. This content will be incorporated into all online discussions, quizzes, and projects. It is critical for students to review all content on each module in a timely manner. Following a traditional classroom model, each module contains several “in class” lectures and activities that are based on your readings and also include information gleaned from other sources. It is imperative that you view each module to prepare for discussions, quizzes and the genogram project.

I. Participation and Attendance (5 points/module = 25 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

II. Discussion/Reflection Posts (10 points/module = 50 points)

For each module, I will post a series of discussion questions. You are asked to participate in these “class discussions” by addressing the question and expanding upon a classmate’s posting.

Requirements of Posts: To earn full credit, you will need to answer each question posted by the instructor for each discussion session as well as post at least one additional response to a classmate’s post. This means that you must complete at least **multiple** posts. **Each post** should include references to your readings and other sources to enrich the discussion. These are not opinion posts and should be based on what you are learning in this course material.

Evaluation of Discussion Posts: To build a rich learning community through group discussions, the following areas will be assessed for EACH post upload: **1) promptness and initiative, 2) quality of posting in terms of relevance and contribution to the learning community, and 3) quantity of posts.**

- Promptness and initiative: Student responds in a timely manner to the discussion questions posted, leaving adequate time for fellow students to reply and engage in a meaningful dialogue about the questions and responses. **Please be kind to your group-mates and do not wait until the last minute to participate in the discussions. (2 point)**
- Quality of posting: Responses to the instructor’s question should be **at least 3 paragraphs in length** (remember a **paragraph must be no less than 3 sentences long**) and must directly reference either module notes or readings in the formulation of your response. Skimpy responses or responses that do not cite course resources will not receive full credit. I will give you feedback early on so you understand the depth and breadth or expected responses. **(6 points)**
- Quantity of postings: Students engaged in discussions will likely **post multiple times** throughout the open discussion as they dialogue with group-mates to delve deeply into course materials and explore relevant course constructs and research findings. Quantity of postings is considered in relation to quality of postings. In other words, all postings should be meaningful and thoughtful. **(2 point)**

Discussions are asynchronous, which means that you will have time to read and respond at any time during the 1-week window that the discussions are available. You do not have to respond at the same exact time as everyone else in class. **Discussion windows will close at the end of the 1-week period on Sunday evening at 11:59pm.** Refer to the course calendar for “due by” dates. You will NOT be able to make up any missed discussion post except under extraordinary circumstances (as previously defined in this syllabus).

III. Quizzes (Each quiz worth 30 points = 150 points)

There will be a total of 5 quizzes – one for each module. Quizzes may be accessed on Blackboard under Assessments. ALL quizzes will be open until we conclude the course, but you are required to complete the quiz at the conclusion of each module (see Course Calendar for due

dates assigned). All quizzes will be timed, meaning that once you begin the quiz you will have a set amount of time (typically 80 minutes) in which to complete the quiz. Therefore, it is imperative that once you begin the quiz you have enough time to finish it in one sitting. You will not be able to re-enter the quiz once you have completed it. All quizzes are open note, however, you need to study as 80 minutes does not allow enough time for you to look each answer up in your text. **If you run into difficulties while taking the quiz, contact me immediately.**

Quiz Due Dates: See Course Calendar

IV. Final Paper: Genogram Project (37 points)

You will be required to complete a genogram project (see genogram assignment description, example genograms, genogram symbols page, and genogram grading rubric on Blackboard to fully understand and correctly execute this requirement).

Project: Students will create a Genogram diagram and write a report (**5 pages MAX, excluding references**), reflecting on the patterns that surfaced during the process of creating the Genogram and applying our class material, course readings, topical journal articles, and related web sites. You can choose your own family or another family to examine. **You should consider both micro processes (e.g., communication patterns, boundary maintenance behaviors, etc.) and macro forces (e.g., economic up-turns and down-turns, changes in laws) that have influenced the functioning of your reviewed family system.**

A Genogram is a tool used to highlight patterns within families. It is structured like a family tree, using symbols to represent life events, boundaries, interpersonal styles, values, power differentials, etc. The Genogram is to be used as a tool to help record and organize information about your family. You will also be provided with a Genogram Packet and we will discuss this project often in class.

Genogram Diagram (12 points): Create a Genogram depicting at least three generations of a family (be sure to describe how you define family). Interview family members to gather information, if possible. Use the symbols list provided in Blackboard or create your own key of symbols to be used in the Genogram. Words can also be used.

I recommend keeping this simple—using an 8 ½ x 11 sheet of paper, drawing out your genogram in pencil, including as much pertinent information as possible for each family member (ages, names, health status, education level, occupation for starters). It is also important to show graphically relationship quality indicators (e.g., marriage/divorce dates, length of cohabitation, highly conflictual/abusive relations, highly cohesive/supportive relations, etc.)—see this symbols page (<http://courses.wcupa.edu/ttreadwe/courses/02courses/standardsymbols.htm>) to help represent these relationships as clearly as possible! We will discuss this project often in class.

Genogram Report (20 points): Your genogram paper should be written in MS Word, double-spaced, using 12-point font with a **page MAXIMUM of 5 pages** (excluding references). You should include 6 sections in your paper and use the following headers:

- INTRODUCTION, where you introduce the three themes that you will explore in your paper;
- THEME 1: _____, which identifies the first theme to be examined. For each theme, be sure to draw linkages to course concepts and relate the theme to research findings in

your reading or in-class experiences. CITE THOSE CONNECTIONS. Example themes might include a pattern of marital stability through the generations, a pattern of divorce and remarriage, parenting practices used across the generations, sibling relationships across the generations, single-parenting, health problems (e.g., diabetes, alcoholism, drug abuse, cancer, heart disease, mental health issues), commitment to education, etc. **You should include a discussion of both micro-level processes and macro-level forces throughout the themes;**

- THEME 2: _____;
- THEME 3: _____;
- DISCUSSION and CONCLUSIONS
- REFERENCES (typically students reference the course text and readings as well as any other resources utilized in applying your theme/pattern to your family system. For example, it is find journal articles related to your themes or a helpful website—these should all be referenced to give credit where credit is due and to avoid plagiarism! Plagiarism is “The practice of taking someone else's work or ideas and passing them off as one's own” (Oxford Dictionary retrieved from <https://en.oxforddictionaries.com/definition/plagiarism> on August 16, 2017.)

IMPORTANT: The report should not be a retelling of the stories or history of your family unless they are used briefly as an example of the theme/patterns/course concepts you are exploring.

Peer Review (1 point): Students will conference in pairs to review genogram diagrams and reports in preparation for submission. You will prepare a ½ page response providing feedback to your classmate on his/her genogram assignment. **You will submit your partner's peer review response with your final genogram report.**

Elements of Writing (4 Points): USE APA STYLE in your paper. Follow the APA 6th Edition writing guidelines and utilize a proofreader if needed. You may use “I” in this paper when appropriate. Students are required to demonstrate college-level writing skills.

Course Performance Evaluation Weighting

| Assignments | Due Dates | Points |
|---|---------------------|--------|
| Attendance and Participation | Ongoing | 25 |
| Dialogic Posts on BB (5 @ 10 points each) | Ongoing | 50 |
| Quizzes (5 @ 30 points each) | See Course Calendar | 150 |
| Genogram Project | April 30 | 37 |
| TOTAL | | 262 |

Grading Policy

97-100 A+ 87-89 B+ 77-79 C+ 60-69 D Below 60 F

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|-------|----|-------|----|-------|----|
| 93-96 | A | 83-86 | B | 73-76 | C |
| 90-92 | A- | 80-82 | B- | 70-72 | C- |

All undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

For additional information on the College of Education and Human Development, please visit our website: <https://cehd.gmu.edu/students/>.

Course Calendar

NOTE: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, you will be notified of the changes in class or by your university e-mail address.

| Week/Date | Topic | Readings | Assignments DUE |
|----------------------------------|---|--|--|
| MODULE 1 | | | |
| <p>WEEK 1 May 21– May 27</p> | <p>Introduction to the Course and Each Other; Syllabus Review</p> <ul style="list-style-type: none"> • Review the syllabus carefully and ask questions for clarity as needed • Test browser, discussion boards, group pages, email, etc • Introduce yourself to class via discussion board <p>Individual and Family Development Changing families in a changing world Family Research Methods and Theory</p> <ul style="list-style-type: none"> • Review lecture notes and instructor notes • Discuss and reflect • Take Quiz 1 <p>Genogram Practice</p> <ul style="list-style-type: none"> • View Parenthood Video: <i>Deep End of the Pool</i> (Season 1, Episode 3) • Small Group Activity • Small Group Discussion on Families and Genogram <p>What is HDFS?</p> <ul style="list-style-type: none"> • Explore careers in HDFS | <p>Text: Ch. 1 and 2</p> <p>Blackboard Articles: Amato, 2014 Schwartz, 2014</p> <p>Class Documents: Syllabus Genogram Assignment Requirements</p> | <p>Discussion Post 1 (May 25)</p> <p>Responses to Post 1 (May 27)</p> <p>Genogram Practice Small Group Work (May 27)</p> <p>Quiz 1 (May 27 by 11:59pm)</p> |

| MODULE 2 | | | |
|--|--|---|--|
| <p>WEEK 2 May 27– June 3</p> | <p>From Risk to Resilience From Risk to Resilience Family Health Sexual Intimacy</p> <ul style="list-style-type: none"> • Review lecture notes and instructor notes • Discuss and reflect • Take Quiz 2 <p>Genogram Practice</p> <ul style="list-style-type: none"> • View Parenthood Video: <i>Do Not Sleep With Your Autistic Nephew's Therapist</i> (Season 2, Episode 17) • Small Group Activity • Small Group Discussion on Families and Genogram <p>What is HDFS?</p> <ul style="list-style-type: none"> • Explore careers in HDFS | <p>Text: Ch. 3-5</p> <p>Blackboard Articles: Walsh, 1996</p> | <p>Post 2 (June 1)</p> <p>Responses to Post 2 (June 3)</p> <p>Genogram Practice Small Group Work (June 3)</p> <p>Quiz 2 (June 3 by 11:59pm)</p> |
| MODULE 3 | | | |
| <p>WEEK 3 June 4 – June 10</p> | <p>MODULE 3: Family Life Course: Intimate Relationships and Unions Being Single, Choosing Mates Intimate Relationships: Marriage and Civil Unions Parenthood Kith and Kin: Creating families in communities</p> <ul style="list-style-type: none"> • Review lecture notes and instructor notes • Discuss and reflect • Take Quiz 3 <p>Genogram Practice</p> | <p>Text: Ch. 6-8</p> <p>Blackboard Articles (PICK 1): Bogle, 2007 Kefalas et al., 2012</p> | <p>Post 3 (June 8)</p> <p>Responses to Post 3 (June 10)</p> <p>Genogram Practice Small Group Work (June 10)</p> <p>Quiz 3 (June 10 by 11:59pm)</p> <p>Optional: Genogram Rough Draft Conferences via Skype (email to make an appointment)</p> |

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|-------------------------------------|--|---|---|
| | <ul style="list-style-type: none"> View Parenthood Video: <i>Family Portrait</i> (Season 4, Episode 1) Small Group Activity Small Group Discussion on Families and Genogram <p>What is HDFS?</p> <ul style="list-style-type: none"> Explore careers in HDFS | | |
| MODULE 4 | | | |
| <p>WEEK 4 June 11 – June 17</p> | <p>MODULE 4: Family Life Course: Family Challenges and Opportunities</p> <p>Family Violence De-coupled Families Single-parent families Stepfamily systems</p> <ul style="list-style-type: none"> Review lecture notes and instructor notes Discuss and reflect Take Quiz 4 <p>Genogram Practice</p> <ul style="list-style-type: none"> View Parenthood Video: <i>The Waiting Room</i> (Season 6, Episode 3) Small Group Activity Small Group Discussion on Families and Genogram <p>What is HDFS?</p> <ul style="list-style-type: none"> Explore careers in HDFS | <p>Text: Ch. 9-10</p> <p>Blackboard Articles Rutter, 2009 The Atlantic: Single Parenthood</p> | <p>Post 4 (June 15)</p> <p>Responses to Post 4 (June 17)</p> <p>Genogram Practice Small Group Work (June 17)</p> <p>Quiz 4 (June 17 by 11:59pm)</p> <p>Optional: Genogram Rough Draft Conferences via Skype (email to make an appointment)</p> |

MODULE 5 & Course Wrap Up

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|-------------------------------------|---|---|---|
| <p>WEEK 5 June 18 – June 24</p> | <p>Future of Families Money Matters: Economics and Family Living Future of Families: From Family Values to Valuing Families</p> <ul style="list-style-type: none">• Review lecture notes and instructor notes• Discuss and reflect• Take Quiz 5 <p>Genogram Practice</p> <ul style="list-style-type: none">• Peer Review of Genogram• View Parenthood Video: <i>May God bless You and Keep You Always</i> (Season 6, Episode 13)• Reflect yourself on this video and how it applies your small group genogram <p>What is HDFS?</p> <ul style="list-style-type: none">• Explore careers in HDFS | <p>Text: Ch. 11-12</p> <p>Blackboard Articles TBD</p> | <p>Post 5 (June 22)</p> <p>Responses to Post 5 (June 24)</p> <p>Genogram Practice Small Group Work (June 22)* <i>(different than other module time frames as this involves a peer review for your final genogram project)</i></p> <p>Genogram Project (June 24 by 11:59pm)</p> <p>Quiz 5 (June 24 by 11:59pm)</p> <p>Course Evaluations (you will be emailed a link to participate)</p> |
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