

George Mason University
College of Education and Human Development
College of Humanities and Social Sciences
Human Development and Family Science

HDFS 200 (DL1) - Individual and Family Development
3 Credits, Fall 2020
ON LINE

Faculty

Name: Bethany L. Letiecq, Ph.D.
Office hours: By Appointment
Office location: West Hall 2102 (located inside Suite 2100)
Office phone: 703-993-5076
Email address: bletiecq@gmu.edu

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 a Mason Core course in the Social and Behavioral Sciences. The learning outcomes are aligned directly with those of the social and behavioral core, that is, explain how individuals, groups or institutions are influenced by contextual factors, demonstrate awareness of changes in social and cultural constructs, and use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

This is the discovery course in the HDFS program, students 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 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 is 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 Module: Because asynchronous courses do not have a "fixed" meeting day, our week will start and finish on the dates specified in the course schedule and on blackboard.
- Synchronous Sessions: There will be a few synchronous sessions for students who need to watch some videos they might not have access to otherwise.
- 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 on Blackboard and in the Class Schedule 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:

- Explain how individuals and families are influenced by contextual factors at the micro- and macro-level systems levels
- Demonstrate an awareness of the diverse experiences of contemporary families across the lifespan and how they are impacted by changes in social and cultural constructs
- Begin to understand theories and appropriate methods used for examining the development, coping, and adaptation of individuals and families
- Apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present, in this case the development, coping, and adaptation of individuals and families
- Gain an introductory understanding of the broad field of human development and family science (HDFS)

Professional Standards

This course is aligned with the standards established by the National Council on Family Relations and associated human development and family science professional groups. 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 Textbook (available online to be delivered to your home from the GMU Bookstore, Amazon, and www.chegg.com)

Cohen, P.N. (2018). *The family: Diversity, inequality, and social change*, 2nd ed. NY: Norton.

Additional Readings

Available on Blackboard

Reminder: This course uses Blackboard provided through the University. To access our Blackboard site, please 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. 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.]

Specific Course Assignments

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, and additional readings. This content will be incorporated into all 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 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 class discussions, quizzes and the genogram project.

I. Participation via Dialogic Posts on BB (25 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 2 posts (within the module period allotted for posts and responses.) 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: I consider three categories that are important for building a learning community through group discussions: **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.**
- Quality of posting: Responses to the instructors 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 of expected responses.
- 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.

Discussions are asynchronous, which means that you will have time to read and respond at any time during the module 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 the last Sunday evening of the module at 11:00pm.** 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).

II. Quizzes (*Each exam worth 8 points; Total: 40 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 60 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. **If you run into difficulties while taking the quiz, contact me immediately.**

Quiz Due Dates: See Course Calendar

III. Final Paper: Genogram Project (Assignment = 35 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).

Evaluation of Genogram: There are two parts to this assignment: a family genogram (which is like a “family tree”) and a paper/report. I will review, edit, and give feedback on draft genograms—just ask!

- **Genogram Diagram** (30% of project grade): 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 (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** (70% of project grade): Your genogram paper should be written in MS Word, double-spaced, using 12-point font with a page MAXIMUM of 5 pages (including 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 text and in the extant literature. **Be sure to provide references.** 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 recommended that you 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!)

Assignments	Due Dates	Percentage
Participation: Dialogic Posts on BB (5 @ 5 points)	Ongoing	25%
Quizzes (5 @ 8 points each)	See Course Calendar	40%
Genogram Project	12/5/2020	35%
TOTAL		100%

Grading Policy

97-100	A+	87-89	B+	77-79	C+	60-69	D	Below 60	F
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://oai.gmu.edu/mason-honor-code/full-honor-code-document/>).
- 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 <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.
- Questions or concerns regarding use of Blackboard, see <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence, and Stalking

As a faculty member, I am designated as a “Responsible Employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychology Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

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

Course Topics and 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.

MODULE 1: INTRODUCTION TO HDFS 200: Individual and Family Development		
Week/Date	Topic	Readings and Assignments DUE
WEEK 1: Aug 24	Introduction to the Course and Each Other; Syllabus Review <ul style="list-style-type: none"> • Please read over syllabus carefully and ask questions for clarity as needed • Test browser, discussion boards, email • Introduce yourself to class (see instructions on BB discussion board) • Welcome to HDFS! Check out National Council on Family Relations website to learn more about Family Science (NCFR.org) 	READ: Syllabus Genogram assignment requirements EXPLORE: https://www.ncfr.org/about/what-family-science DUE: Introductory Post – Video optional (by Sunday Aug 30 at 11PM)
WEEK 2: Aug 31	Changing families in a changing world – Defining, studying, and working with families <ul style="list-style-type: none"> • Review lecture notes and instructor posts • Read/Explore... • Discuss questions posed on Blackboard • Check out Family Science careers (NCFR.org) 	READ: Cohen CH 1; Cross OpEd in NYT EXPLORE: https://www.ncfr.org/index.php/resources/career-resources TO DO: Post & Response
WEEK 3: Sept 7	Family History <ul style="list-style-type: none"> • Review lecture notes and instructor posts • Read & review • Discuss questions posed on Blackboard • Take Quiz 1 	READ: Cohen CH 2 WATCH: Stephanie Coontz on Family History DUE: Post 1 & Response (9/13 at 11PM) DUE: Quiz 1 (by Sunday 9/13 at 11PM)

MODULE 2: Diversities in Family Life

<p>WEEK 4: Sept 14</p>	<p>Race, Ethnicity, and Immigration</p> <ul style="list-style-type: none"> • Review lecture notes and instructor posts • Read/Explore... • Discuss questions posed on Blackboard 	<p>READ: Cohen, Ch. 3 Leticq et al.: Shifting Burden of Resilience Hagerman: Why white parents need to do more...</p> <p>EXPLORE: https://blacklivesmatter.com/</p> <p>TO DO: Post & Response</p>
<p>WEEK 5: Sept 21</p>	<p>Families and Social Class</p> <ul style="list-style-type: none"> • Review lecture notes and instructor posts • Read & review • Discuss questions posed on Blackboard 	<p>READ: Cohen, Ch. 4; CBPP article LISTEN: Nice White Parents Podcast EXPLORE: The Story Behind the Numbers</p> <p>TO DO: Post & Response</p>
<p>WEEK 6: Sept 28</p>	<p>Gender and Sexuality</p> <ul style="list-style-type: none"> • Review lecture notes and instructor posts • Read/Explore... • Discuss questions posed on Blackboard • Take Quiz 2 	<p>READ: Cohen, Ch. 5-6 NYT: Why being Black and giving birth... EXPLORE: http://transkids.info/</p> <p>DUE: Post 2 & Response (10/4 at 11PM) DUE: Quiz 2 (by Sunday 10/4 at 11PM)</p>

MODULE 3: Family Life Course: Intimate Relationships, Committed Unions, & Parenthood

<p>WEEK 7: Oct 5</p>	<p>Love and Romantic Relationships</p> <ul style="list-style-type: none"> Review lecture notes and instructor posts Read/Explore... Discuss questions posed on Blackboard CAREER in HDFS: Marriage and Family Therapy 	<p>READ: Cohen CH 7 LISTEN: General Theory of Love EXPLORE: AAMFT (video)</p> <p>TO DO: Post & Response</p>
<p>WEEK 8: Oct 12</p>	<p>Marriage and Cohabitation</p> <ul style="list-style-type: none"> Review lecture notes and instructor posts Read/Explore... Discuss questions posed on Blackboard GENOGRAMS 	<p>READ: Cohen CH 8; NYT OpEd: Cohabitation EXPLORE: Council on Contemporary Families EXPLORE: https://familystoryproject.org/ GENOGRAMS: Let's get started</p> <p>TO DO: Post & Response</p>
<p>WEEK 9: Oct 19</p>	<p>Families and Children</p> <ul style="list-style-type: none"> Review lecture notes and instructor posts Read & review Discuss questions posed on Blackboard Begin Work on Genogram Projects Drafts Take Quiz 3 	<p>READ: Cohen CH 9 Roberts: Family Regulation</p> <p>EXPLORE: https://vakids.org/kids-count-data</p> <p>DUE: Post 3 & Response (10/25 at 11PM) DUE: Quiz 3 (by Sunday 10/25 at 11PM)</p>

MODULE 4: Family Life Course: Family Challenges and Opportunities

<p>WEEK 10: Oct 26</p>	<p>Family Violence across the Lifespan (Child abuse, intimate partner violence, elder abuse) Community Violence</p> <ul style="list-style-type: none"> Review lecture notes and instructor posts Read/Explore... Genogram Assignment Conferences (Zoom mtgs online) 	<p>READ: Cohen CH 12 Gupta: COVID and violence against women Fong: The tool we have: CPS</p> <p>EXPLORE: APA Family Violence</p> <p>TO DO: Post & Response</p>
<p>WEEK 11: Nov 2</p>	<p>De-coupled Families Divorce, Remarriage, and Blended Families</p> <ul style="list-style-type: none"> Review lecture notes and instructor posts Read & review Discuss questions posed on Blackboard Genogram Assignment Conferences (Zoom mtgs online) Take Quiz 4 	<p>READ: Cohen CH 10 Rutter, 2009 (uploaded to Blackboard)</p> <p>EXPLORE: Divorce: The Story Behind the Numbers AAMFT: Stepfamilies</p> <p>DUE: Post 4 & Response (11/8 at 11PM) DUE: Quiz 4 (by Sunday 11/8 at 11PM)</p>

MODULE 5: Future of Families

<p>WEEK 12: Nov 9</p>	<p>Work and Families</p> <ul style="list-style-type: none"> Review lecture notes and instructor posts Read/Explore... Discuss questions posed on Blackboard Genogram Assignment Conferences (Zoom mtgs online) 	<p>READ: Cohen CH 11 Families and Work Institute</p> <p>EXPLORE: https://www.nationalpartnership.org/ https://www.pewresearch.org/fact-tank/2020/03/12/as-coronavirus-spreads-which-u-s-workers-have-paid-sick-leave-and-which-dont/</p> <p>TO DO: Post & Response</p>
<p>WEEK 13: Nov 16</p>	<p>Families and Health Future of Families</p> <ul style="list-style-type: none"> Review lecture notes and instructor posts Read & Review Discuss questions posed on Blackboard Genogram Assignment Conferences (Zoom mtgs online) Take Quiz 5 	<p>READ: Cohen CH 13 Listen: https://crooked.com/podcast/go-where-the-love-is-with-zo-orchingwa-and-emma-gray/</p> <p>EXPLORE: NYT Interactive: Racism's Hidden Toll RWJF: Social Determinants of Health</p> <p>DUE: Post 5 & Response (11/22 at 11PM) DUE: Quiz 5 (by Sunday 11/22 at 11PM)</p>
<p>WEEK 14: Nov 23</p>	<p>Genograms – Wrap-Up (Thanksgiving Break Nov 26-29)</p>	<p>TO DO: Genogram Project</p>
<p>WEEK 15: Nov 30</p>	<p>Course Wrap-Up</p> <ul style="list-style-type: none"> Course evaluations Last day of classes 12/5 	<p>DUE: Genogram Projects (by 12/5 at 11PM)</p>

Genogram Diagram and Report Rubric - (PBA)

NCFR Content Area: 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.

Standard #1: Student has knowledge and understanding of theory related to diverse family processes and interpersonal relationships across the lifespan

Standard #2: Student has an understanding of families and their relationships to other institutions, such as educational, governmental, religious, and occupational institutions.

Standard #3: Student can apply knowledge and understanding of family processes, interpersonal relationships, and the ways in which families interact with other societal institutions across the lifespan

I = The outcome is introduced with this criterion

R = The outcome is reinforced with this criterion

A = The outcome is assessed with this criterion

	No Evidence	Beginning (Limited Evidence)	Developing (Clear Evidence)	Accomplished (Clear, Convincing, Substantial Evidence)	Comments
CRITERIA	0	1	2	3	
Genogram Diagram Diagram represents three generations of a family.	Content is not accurate, is incomplete, and lacks clarity.	Content is accurate but incomplete and lacks clarity.	Content is accurate, generally complete, and clearly stated.	Content is accurate, complete, clearly illustrated, and appropriately referenced.	
STANDARD 3 (I)					
Genogram Diagram Diagram provides extensive detail explaining the family	A brief description and illustration of the family system across three generations.	A general description and illustration of the family system	A full description and illustration of the family system across three generations.	An exhaustive description and illustration of the family system across	

<p>system, each individual involved and emergent patterns across generations.</p> <p>Detail could include but is not limited to: *Person ages, gender, geographic location, education, health, marital status, religion, finances, etc.</p> <p>STANDARD 3 (I)</p>	<p>Includes few/none aspects of genogram symbols relevant to patterns revealed and with detailed reference to each individual in the system.</p>	<p>across three generations. Includes some aspects of genogram symbols relevant to patterns revealed and with detailed reference to each individual in the system.</p>	<p>Includes most aspects of genogram symbols relevant to patterns revealed and with detailed reference to each individual in the system.</p>	<p>three generations. Includes all aspects of genogram symbols relevant to patterns revealed and with detailed reference to each individual in the system.</p>	
<p>Genogram Diagram Diagram is readable and clear utilizing appropriate symbols to explain all members of the family system as well as the patterns emergent in the system.</p> <p>STANDARD 1 (I)</p>	<p>Limited illustration of family system including all aspects of emergent patterns and descriptions of each member of the system.</p>	<p>General illustration of family system including all aspects of emergent patterns and descriptions of each member of the system.</p>	<p>Full illustration of family system including all aspects of emergent patterns and descriptions of each member of the system. Missing some (2-3) aspects for description.</p>	<p>Exhaustive illustration of family system including all aspects of emergent patterns and descriptions of each member of the system.</p>	
<p>Genogram Report Report details Theme 1 using clear text that makes meaningful connections between research and reflective discussion of personal scenarios. Research supports meaningful connections made.</p>	<p>Limited description and discussion including little or no reference to human development and family science literature.</p>	<p>Description and discussion include some in-depth knowledge of the human development and family science literature from few theoretical perspectives.</p>	<p>General description and discussion including in-depth knowledge of the human development and family science literature from some theoretical perspectives.</p>	<p>Exhaustive description and discussion including in-depth knowledge of the human development and family science literature from many theoretical perspectives.</p>	

<p>STANDARDS 1, 2, 3 (I)</p>					
<p>Genogram Report Report details Theme 2 using clear text that makes meaningful connections between research and reflective discussion of personal scenarios. Research supports meaningful connections made.</p> <p>STANDARDS 1, 2, 3 (I)</p>	<p>Limited description and discussion including little or no reference to human development and family science literature.</p>	<p>Description and discussion include some in-depth knowledge of the human development and family science literature from few theoretical perspectives.</p>	<p>General description and discussion including in-depth knowledge of the human development and family science literature from some theoretical perspectives.</p>	<p>Exhaustive description and discussion including in-depth knowledge of the human development and family science literature from many theoretical perspectives.</p>	
<p>Genogram Report Report details Theme 3 using clear text that makes meaningful connections between research and reflective discussion of personal scenarios. Research supports meaningful connections made.</p> <p>STANDARDS 1, 2, 3 (I)</p>	<p>Limited description and discussion including little or no reference to human development and family science literature.</p>	<p>Description and discussion include some in-depth knowledge of the human development and family science literature from few theoretical perspectives.</p>	<p>General description and discussion including in-depth knowledge of the human development and family science literature from some theoretical perspectives.</p>	<p>Exhaustive description and discussion including in-depth knowledge of the human development and family science literature from many theoretical perspectives.</p>	
<p>Genogram Report Report incorporates micro processes to explain each theme discussed.</p>	<p>Limited or no discussion across themes of micro processes that could influence or explain emergent theme(s).</p>	<p>Some discussion across themes of micro processes that could influence or explain emergent theme(s).</p>	<p>General discussion across all three themes of micro processes that could influence or explain emergent theme(s).</p>	<p>Exhaustive discussion across all three themes of micro processes that could influence or explain emergent theme(s).</p>	

STANDARDS 1, 2, 3 (I)					
Genogram Report Report incorporates macro processes to explain each theme discussed. STANDARDS 1, 2, 3 (I)	Limited or no discussion across themes of macro processes that could influence or explain emergent theme(s).	Some discussion across themes of macro processes that could influence or explain emergent theme(s).	General discussion across all three themes of macro processes that could influence or explain emergent theme(s).	Exhaustive discussion across all three themes of macro processes that could influence or explain emergent theme(s).	
ELEMENTS OF WRITING RUBRIC					
Genogram Report Organization Report adheres to written assignment expectations and demonstrates clarity, fluidity and adherence to APA format.	Poor organization and lacks unity. No transitions. No introduction and/or conclusion.	Logical organization, with few transitions. Ineffective introduction and/or conclusion providing little relevance to the report aims.	Logical organization with some inconsistent transitions. Introduction and conclusion related to report aims generally and broad synthesis provided.	Highly organized report with effective transitions. Superior introduction and conclusion, which provides synthesis for the aims of the report.	
Genogram Report Written Mechanics Report is written using clear text that makes meaningful connections between research and practice and demonstrates grammatical correctness and evidence of proofreading.	Careless editing. More than 6 errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.	Some attempt at editing. Fewer than 6 errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.	Careful editing. Fewer than 3 errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.	Superior editing. No errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.	