



**Contemporary Family HDFM 2353 P01  
College of Agriculture Food and Natural Resources  
Department of Agriculture, Nutrition and Human Ecology**

Course Information                      Description  
**Instructor:**                              **TeneInger Abrom Johnson. MS**  
**Section # and CRN:**                      HDFM 2353 / CRN 23797  
**Office Location:**                          *Ag/Business Room 409*  
**Office Phone:**                              *936-261-2509*  
**Email Address:**                            [tabrom-johnson@pvamu.edu](mailto:tabrom-johnson@pvamu.edu)  
**Office Hours:**                              Virtual -Monday and Wednesday 1p-5p Tuesday 2p-4p Fri. by appointment

**Mode of Instruction:**                      **Face to Face**  
**Course Location:**                          Ag/Business Room 214  
**Class Days & Times:**                      TR 3:30PM-4:50PM  
**Catalog Description:**

This course is designed to increase your knowledge about the important topic of couple and family relationships. The focus of this course is on the development of individuals and families across the life cycle, the relationships of individuals within families, and the influence of external factors. This course will provide information on a variety of theories used to study families, on current research on couples and families, and on the influence of families on individuals in contemporary society.

**Prerequisites:**                              **NONE**  
**Co-requisites:**                              **NONE**  
**Required Text(s):**                          Schwartz. M. A., and Scott, B.M. (2010). Marriages Families. (8<sup>th</sup> edition). Upper Saddle River, NJ: Pearson Prentice Hall.

**Recommended Text(s):**                      Assigned reading in class

**Course Learning Objectives:**

<b>Upon successful completion of this course, students will be able to:</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>Describe the family life cycle and critical life transitions (dating, courtship, marriage, parenthood, child rearing, work and retirement).</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Analyze marriage and family variations in American based upon subculture, social class, and ethnicity, and explain why these differences are found. work / family conflict, laws &amp; regulations, and social policy.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Identify and describe the major historical and cross-cultural variations in family structure and explain why these are found.</li> </ul>

4	<ul style="list-style-type: none"> <li>Analyze the differences and similarities among various ethnic minority families as well as the differences and similarities within the dominant U.S. culture. This information will be discussed in the context of sociological perspectives on the study of families.</li> </ul>
5	<ul style="list-style-type: none"> <li>Identify societal conditions or influences that impact families and analyze some of the changes in the American family</li> </ul>

## Major Course Requirements

Method of Determining Final Course Grade

Item	Course Grade Requirement	Value	Total
1)	o Class Participation	20	20
2)	o Class Introduction	10	10
3)	o Internet Assignments	25	100
4)	o Reaction Papers (4)	50	200
5)	o Family Project	100	100
6)	o Research Project	100	100
7)	o Chapter Exams	100	100
8)	o Final Exam = 100 points (You may be exempt from this. If so, you will be given 100points automatically)	100	100
<b>Total:</b>		<b>505</b>	<b>730</b>

Grading Criteria and Conversion:

A = 730 – 650 A

B = 649 – 550 B

C = 549 – 450 C

D = 449 – 350 D

F = 349 and Lower

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-nonattendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

### Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Class Participation	5%
Class Introduction	5%
Internet Assignments	10%
Reaction Papers (4)	20%
Family Project	20%
Chapter Exams	20%
Final Exam = 100 points (You may be exempt from this. If so, you will be given 100points automatically)	20%

\*All course requirements must be completed before 5 PM on Friday (December 8). Please note that I will be sending students’ final grades to the Registrar’s office before Finals Week, which is Dec 6 – Dec 8 2023.

**WELCOME! I look forward to engaging with you throughout this semester! :-**

## SEMESTER SCHEDULE

### COURSE OUTLINE

#### **Week 1 Introduction: *Getting to know each other. Review syllabi***

A study of marriage and family's diversity and change. An overview of marriages and families as the oldest human social institutions; and the family has existed in some form in all societies.

**Marriage and Families Over Time-** A contemporary definition of marriage and families, a historical perspective of families, the types of marriages, types of families, the family functions social, regulation of sexual behavior within the family. What is a family? Myth about marriages and families

**Week 1 Ways of Studying and Explaining Marriages and Families-** Sociology of Marriages and Families, Studying marriages and families: The link between research and theory, Methodological techniques in the study of marriages and families. Critical look at traditional research on marriages and families, theoretical perspectives, and men studies relative to marriages and families.

**Assignment:** Research Paper (Due \_\_\_\_\_ ) **Research Paper-**(Academic Journal will be provided by professor). The paper must be APA, font is 12, and Times New Roman on all work, doubled spaced, cover page, reference pages and four (4) pages in the body. This means 1-cover page, 4-body pages and 1-reference page. Due date in ECourse by midnight. **No exceptions!**

**Week 2 Understanding Gender: It's Influence in Intimate Relationships-** Distinguishing sex and gender roles, the traditional meanings of femininity and masculinity, gender roles in transition, theories of gender-role socialization, agents of socialization, and consequences of gender stereotyping.

EXAM 1 (chapters 1-3)

**Week 3 The Many Faces of Love:** What is this thing called love, how do people express love, love versus friendship, infatuation, and liking, Theories of love, love across gender and race, romantic love today and obstacles to love and loving relationships.

**Week 4 Dating, Coupling, and Mate Selection-** A historical perspective on mate selection in cross-culture, the intersections of race, gender, class, and sexual orientation, Theories of mate selection, mate selection: finding and meeting partners, the future of dating, violence in dating and intimate relationships, meeting partners: where and how. (**Family Intimacy presentation due today-Tuesday**)

**Human Sexuality and Intimate Relationships-** A look at human sexuality: past and present, sexuality as social learning, sexual orientations, the physiology of sexuality, the human sexual expression, sexuality across the life cycle, sexual dysfunctions and sexual responsibility: protecting you from AIDS and other STD's.

EXAM 2 (chapters 4-6)

**Week 6 Non-marital Lifestyles-** from a historical perspectives-singlehood in early America, nineteenth and early twentieth centuries, and current demographic trends, demystifying singlehood, single lifestyles heterosexual cohabitation, lesbian and gay relationships

**Week 7 The Marriage Experience-** Why do people marry? The meaning of marriage, marriage as a commitment, marriage as a legal contract, the changes and continuity in the meaning

of marriage, marriage and gender, the transition and adjustments to marriages, heterogamous marriages, and marital satisfaction, communication, and conflict resolution in marriages

### **Mid-Semester Exam**

#### ***(Mid-Semester Exam over chapters 6-7)***

**Week 8    Reproduction and Parenting-** a historical overview: fertility trends in the United States, controlling fertility, abortion, infertility, reproduction without sex: the new technologies –artificial insemination, in vitro fertilization, embryo transplant and surrogacy, conception, the choice to parent, pregnancy, prenatal development and care, prenatal problems and defects, expectant fathers, the parental adjustments, adaptations and patterns of child rearing.

EXAM 3 (chapters 8-9)

**Week 9    Evolving Work and Family Structures-** The transformation of work and family roles, reason women work, work and family structure, traditional nuclear families, two-person career, the impact of work on family relationships, integrating work and family life: resolving role conflict, inequities in the workplace: consequences for families, the economic well-being of families-who are the poor? Uncertain future: the widening income gap, homelessness, and the welfare debate HDFM 2533, Contemporary Family in Cross-Cultural Perspective 5

**Week 10    Violence and Abuse-** The roots of family violence: A historical Context, family violence and United States culture, myths about violence and abuse, physical assault: the case of battered women- explore what is battering, how prevalent is women battering? Why do women remain in abusive relationships? The sexual assault of women, the criminal justice response to women assault, the effects of physical and sexual assault on women, a comparative look at battered men, child assault and abuse and elder abuse in the United States

**Week 11    The Process of Uncoupled: Divorce in the United States-** A historical perspective on divorce in early America, who gets divorced and why? The process of divorce, the causes of divorce, the impact of divorce on spouses and children.

#### **PROJECT PAPER DUE LAST FRIDAY IN NOVEMBER \_\_\_\_\_**

EXAM 4 (chapters 10-12)

**Week 12    Remarriage and Remarried families-** Cultural images of stepfamilies, a historical perspective, the process of remarriage-dating and courtship patterns, the decision to remarry, patterns of remarriage, and stages in the development of remarried families, The strengths and benefits of remarried families, and the quality of the remarital relationship

**Week 13    Marriage and Families in later Life-** study the characteristics of later-life families, sandwich generation, diversity in the family life cycle, demographics of aging: defining “Old” –age categories of the elderly, gender and marital status, race, ethnicity, and class and poverty among the elderly. Review living arrangements, marriage in later life and intergenerational relationships, the child-free elderly, sibling relationships, health and illness, family care giving and experience of widowhood.

**Week 14    Marriage and Families in the Twenty-First Century: U.S. and World Trends-** the challenges of a world economy, inequities in income and wealth, health and health care, the trends in drug use and associated health programs, alcohol, addiction and the family, meeting the needs of children:

Foster care and adoption, explore the challenge of racism and ethnic discrimination in family life, and safety and security: Gangs & street violence and violence in America's schools. The terrorism and war and the fears that haunt Americans, and families coping with loss: Dying and death.

### **Exam Policy**

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies only (See Student Handbook).

## **Student Support and Success**

### **John B. Coleman Library**

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500

### **Academic Advising Services**

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

### **The University Tutoring Center**

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pvtutoring@pvamu.edu](mailto:pvtutoring@pvamu.edu); [University Tutoring Website](#)

### **Writing Center**

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), [Grammarly Registration](#)

### **Panther Navigate**

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will

log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

### **Student Counseling Services**

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

### **Office of Testing Services**

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); [Testing Website](#)

### **Office of Diagnostic Testing and Disability Services**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, contact the Office of Disability Services. As a federally mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodation. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)

### **Center for Instructional Innovation and Technology Services (CIITS)**

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

### **Veteran Affairs**

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

### **Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student

development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

### **Center for Careers & Professional Development**

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

## **University Rules and Procedures**

### **Academic Misconduct**

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. **Cheating**: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism**: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion**: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy**: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission**: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

### **PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom**

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

### **Nonacademic Misconduct**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

### **Sexual Misconduct**

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance ([titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [Title XI Website](#), including confidential resources available on campus.

### **Protections and Accommodations for Pregnant and Parenting Students**

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

### **Non-Discrimination Statement**

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.



### **Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

### **Makeup Work for Legitimate Absences**

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

### **Absence Verification Process**

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: [deanofstudents@pvamu.edu](mailto:deanofstudents@pvamu.edu) or phone: (936) 261-3550 or Office for Student Conduct via email: [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu) or phone: (936) 261-3524.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

### **Technical Considerations**

#### **Minimum Recommended Hardware and Software:**

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi\*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

**Note:** Be sure to enable Java & pop-ups in the web browser preferences

\* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

**Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

***Netiquette (online etiquette)***

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

**Video Conferencing Etiquette**

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

**Technical Support**

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

**Communication Expectations and Standards**

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

**Discussion Requirement**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

**It is strongly suggested** that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

**COVID-19 Campus Safety Measures**

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.

- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](https://www.timelycare.com/pvamu), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at [timelycare.com/pvamu](https://www.timelycare.com/pvamu).
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.

## ASSIGNMENTS:

### Reaction Papers:

In writing your reflection paper, you are to respond to the following questions, “What are the three most important things that you have learned from this unit? How do you think you will use and apply these three things you have learned?” Each reflection paper should be 2-3 pages (double spaced, 12-point font). As class time allows, students may be asked provide overviews of their reflection papers (or their plans for their reflection papers) towards the end of unit coverage.

Each reflection paper will be assigned a point amount of 30, 22.5, or 15 (i.e., 30 = standard is met: effective consideration in paper; content is accurately addressed, and paper is well organized. 22.5 = standard is mostly met though there are some issues: adequate consideration in paper; content is mostly accurate though there are some inaccuracies and/or the paper is not well organized and hard to follow. 15 = standard is not met; the content in your paper is inaccurate, largely conjecture, and there is little evidence that you considered your textbook or class discussion in your paper). I may also assign papers amounts of 26.25 or 18.75 for those papers that are not quite at the 30 or 26.25 levels. Your overall reflection paper point totals will account up to 150 points toward your overall course grade.

### Research Paper topics:

American families	Carework
Child custody and child support	Childcare
Cohabitation	Conjugal roles and social networks
Couples living apart together	Divisions of household labor
Divorce	Dual earner couples
Earner-carer model	Endogamy
Families and childhood disabilities	Family and community
Family and household structure	Family and population
Family and religion	Family conflict
Family demography	Family diversity
Family law	Family migration
Family planning	Family policy in Western societies
Family size	Family structure
Family structure and child outcomes	Family theory
Family therapy	Family violence
History of family	Men’s involvement in family
Fatherhood	Filial responsibility
Grandparenthood	Households
Immigrant families	Inequalities in marriage
Infidelity and marital affairs	Intermarriage
Intimacy	Intimate union formation and dissolution
Kinship systems and family types	Later life marriage
LGBTQ families	Life course and family

Lone parent families  
Marital adjustment  
Marital quality  
Marriage and divorce rates  
Maternalism  
Money management in families  
Non-resident parents  
Remarriage  
Sibling relationships during old age  
Stepfamilies  
Stepmothering  
Youth/adolescence

Love and commitment  
Marital power/resource theory  
Marriage  
Marriage, sex, and childbirth  
Matriarchy  
Motherhood  
Parental roles  
Same sex marriage/civil unions  
Sibling ties  
Stepfathering  
Widowhood