

family development

HDFS 2200

SPRING 2019

TU/TH 9:35 AM
– 10:55 AM

POMERENE HALL 280

THE OHIO STATE
UNIVERSITY

#OSUhdfs2200



Official Course Description: Dynamics of family interaction over the life cycle; emphasis on developmental, social, and cultural influences on the family experience.

Unofficial Course Description: Have families changed over time? Who divorces? What does race, social class, and gender have to do with families? How do people decide who to be with? Is marriage on the decline? Do children make parents happier? Is hooking up bad? Is it possible to balance work and family? What is a family anyway? These are all questions we will be grappling with this semester.

You might think that this course will only be relevant to your personal life. But, you would be wrong. Do you plan to own your own business or be a manager or leader in a company? We will discuss how your employees' family life may affect their work. Do you want to be a teacher? We will discuss how parental behavior before school can influence child behavior at school. Do you want to be a doctor, pharmacist, or work in the medical field? We will discuss how family relationships impact health.

Of course this class will also be relevant to your personal life. I once heard the president of a Big Ten university say that the single biggest way universities fail our students is by not talking about work-family balance. Engage with this course, and you might be surprised what you learn, and when you use it.

Your Professor:

Dr. Claire Kamp Dush

Office: 151E Campbell Hall

Phone: 247-2126

Preferred email: Messages through Carmen

Office hours: by appointment

See page 4 for communication strategies for this course.

Your Teaching Assistant:

Rebecca Meeks

Email: meeks.117

Office hours: By appointment

What's in this syllabus

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Your Undergraduate TA's (UTA):

Group #	Name.#	Group #	Name.#
Group 1:	Madalyn McKeone.2	Group 6:	Margaret Meeks.124
Group 2:	Dani Pack.140	Group 7:	Eva Berndobler.1
Group 3:	Tori Murphy.1561	Group 8:	Kaitlyn Ludwig.210
Group 4:	Akilah Smith.11803	Group 9:	Marina Maynard.265
Group 5:	Maggie Hart.745	Group 10:	Chloe Balyeat.11

Website: <http://carmen.osu.edu>

course details

Required text:

Cohen, P. N. (2018). *The family: Diversity, inequality, and social change* (2nd ed.). New York, NY: W. W. Norton & Co. Ebook link: <https://digital.wwnorton.com/thefamily>

Additional text:

Asari, A. & Klineberg, E. (2015). *Modern Romance*. New York, NY: Penguin Press. We will read Chapters 1 and 4. Ebrary link: <http://web.a.ebscohost.com/ehost/detail/detail?sid=545bf7f3-cccc-47ef-a049-d28e6fd9a74a%40sessionmgr4007&vid=0&hid=4209&bdata=JnNpdGU9ZWhvc3QtGjI2ZQ%3d%3d>

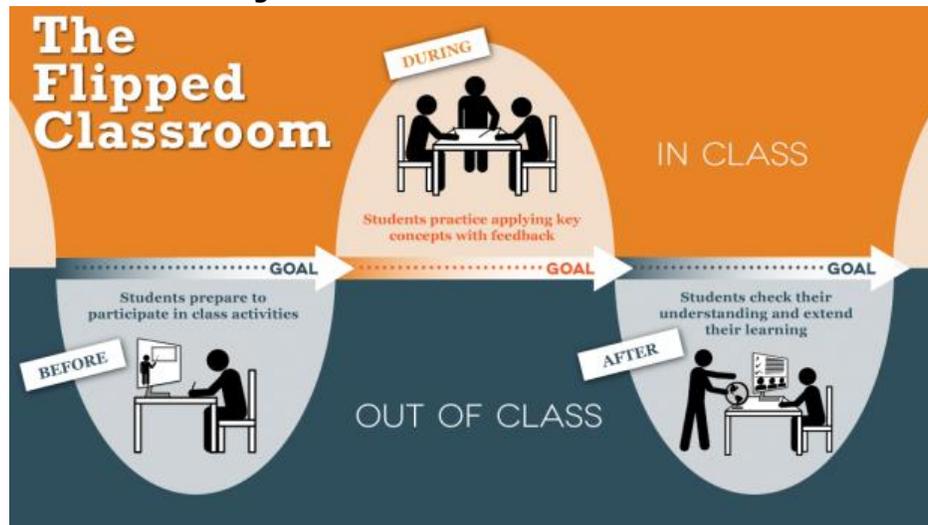
Course Goals		Learning Objectives	
1	Students will learn more about themselves and others, and have their assumptions/values challenged.	1.1	Actively listen to the professor, TA's, and other students
		1.2	Engage in classroom activities
		1.3	Reflect on personal assumptions and values in the context of the family
		1.4	Question current knowledge of families
2	Students will reflect on why studying and understanding families matters for society, as well as personally and professionally.	2.1	Identify societal implications of family science
		2.2	Explore how family science applies to current family life and could shape future family life
		2.3	Articulate how family life intersects with one's professional life
		2.4	Identify ways that family science affects the workplace and career advancement
3	Students will gain strategies and tools for information consumption, critical thinking, and knowledge generation.	3.1	Contrast opinions and facts in multiple media outlets
		3.2	Recognize assumptions and presuppositions in own, peer, and professional opinions
		3.3	Develop a clearly articulated argument to support a family science related view and use it to justify one or more conclusions related to family science
		3.4	Analyze and assess the strength of arguments related to family science and the implications for the course of action and/or assumptions that flow from the argument
		3.5	Teach family science concepts to peers inside and outside of the classroom
		3.6	Contemplate how family scholars study families, and the limitations therein
4	Students will appreciate the diversity of family development in the US, and the factors that influence family life from the micro (i.e. parent-child relationships) to the macro (i.e. federal work-family policy).	4.1	Describe family life from prehistoric times through modern times
		4.2	Synthesize family development from courtship and sex through marriage and divorce to old age
		4.3	Identify race, gender, social class, and sexual orientation-related factors that influence American family life
		4.4	Appreciate the diversity of American family life
5	Students will apply family science to their personal and professional lives.	5.1	Apply family science concepts to own life and experiences
		5.2	Examine how family science concepts influence professional careers and the workplace environment
6	Students will understand how their own, and others' intersectional identities influence experiences of family life and the lens through which family life is viewed.	6.1	Identify multiple personal identities, including race, social class, gender identity, sexual orientation, religion, etc.
		6.2	Articulate how own intersectional identities, and the values and beliefs that accompany them, shape own experience of family life
		6.3	Appreciate how others' intersectional identities lead to different values and beliefs and experiences of family life
		6.4	Question the lenses through which American family life is viewed and reflect on the origins of these lenses
7	Students will develop a new passion for studying and understanding families.	7.1	Communicate family science topics to peers
		7.2	Articulate why family science matters
		7.3	Identify a contemporary current event or media story connected to family science

GEC details

This course satisfies one of the Social Science requirements in the General Education Curriculum, Group 1 (Individuals and Groups):

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Active Learning, The Flipped Classroom, and Why this Course May be Like None Other You Have Had Before



[Source](#)

Most college courses are set up with passive learning. The instructor lectures over the readings, sometimes simply reading power point slides, and students listen and take notes, or check their Instagram and send some Snaps, or sleep. Students retain the information long enough for the tests and quizzes, and cram right before the final.

Active learning has several definitions, including “anything that involves students in doing things and thinking about the things they are doing” (Bonwell & Eison, 1991, p. 2), and “anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes” (Felder & Brent, 2009, p. 2). Research has shown that active learning is more effective than traditional lectures for many topics. In particular, family development lends itself well to active learning – it is much more effective to apply concepts than to just read a chapter about them. We will do active learning activities every session of this course.

In fact, this course is a *Flipped Classroom*. A Flipped Classroom, as you can see from the infographic above, relies on students preparing to participate in class activities *before the class period*. That is, you must read the chapter and read or watch any additional materials before the class period. You will complete a prediction quiz to get you ready to cement the material in your memory, and a module quiz to confirm that you read the chapter and completed the additional materials. Next, you will come to class prepared, ready to complete the active learning activities of the day. Finally, after the class period is over, you will be given opportunities to check your understanding and extend your learning through assignments and module reflections. Exams will challenge you to practice retrieval and use the science of cognition to encourage you to move from novice to competent or even expert in family science.

If you are looking for a course that you can just sit back, relax, and passively receive information, then this course is not for you. If you are looking for a course that will be challenging, rewarding, and transformational, welcome to 2200.

How to Succeed in this Course

How to take this course

There are a variety of reasons you might be taking this class. Reflect upon why learning this material might benefit you in your professional career and personal life.

You can do okay in this class without really engaging in the material. Or, you can go deeper, and maybe have a more meaningful experience. It all depends upon your commitment. . .

What stage of courtship do you want?

talking

You come to class, but send the occasional text to a friend. You do your quizzes and assignments right before they are due, if at all. You take the prediction quiz after you read/watched the materials, if you take it at all. You sometimes skip the reflections. You give only cursory attention to course material and activities, because you are not really that into this course, you have several others. You don't take notes in class, and you cram right before the final and midterm. You're mostly concerned with course material so that you pass.

dating

You pay attention and do the readings and watch the videos, when you have time. You take the prediction quiz most weeks, but give it only cursory attention. You engage in assignments and in-class activities, and meet deadlines. Assignments and reflections don't take very long because you are mostly concerned with answering the questions. You try to study some for the midterm/final each week, but still find yourself cramming before the exam. Overall, you are interested.

married

You really engage with the assignments, reflections, projects, and activities, so you get more out of them. You analyze class material in relation to assignments and in-class activities, and also real life. You spend time with the prediction quizzes, and you read & take notes on materials before the quizzes. You practice interleaving and retrieval after watching the How to Succeed in HDFs 2200 video. You create a study group for HDFs 2200 and an accountability group with some friends. You really enjoy the class and are passionate about the material.

Communication Strategies

There are several ways to contact me and your TAs for this course:

- **HDFS 2200 Q&A Forum:** Always check the [Question and Answer Discussion forum](#) to ask a question of the class and/or to see if a response has been posted to your question. The forum is moderated by the TAs.
- **On Campus Office Hours:** I am on campus pretty much all day every day in 151E Campbell Hall. Make an appointment to come and see me!
- **By Phone/Skype:** I am available for phone/skype appointments. Message me to schedule a time.
- **Email/Messaging:** I get about 200 emails per day. This makes it very easy to lose track of student emails. However, if I log into Carman, I can easily see all of your messages. Please message/email me through Carmen. I will respond within 24 hours, except over the weekend. If you message me over the weekend, I will respond on Monday.
- **After Class:** My office is in Campbell, so I can sometimes talk with you for a few minutes in my office after class. Ideally, check with me before class.
- **How to Address Me:** When you communicate with me, please use my titles: Dr. or Prof., and my last name: Kamp Dush, unless I tell you, or use, otherwise. See this article on appropriate ways to communicate with your professors: [Advice for Students So They Don't Sound Silly in Emails](#)
- **VERY IMPORTANT:** Every time you message me, please copy your undergraduate TA. This will allow me to tell them how to handle whatever situation you have. You will learn who your undergraduate TA is the first week of the semester.



Course Calendar

Date	Topic	Quizzes/Tests	Assignment/Module Reflection	Readings/Videos
Tuesday 1.8	Introduction to Class	Prediction Quiz 1 AM Quiz 1 Pretest	Introduction Assignment: Introduce Yourself with a Video	Read: Syllabus Watch: What is HDFS? Introduction to HDFS 2200 ; Topics in HDFS 2200 ; About Your Instructor ; How to Succeed in HDFS 2200 ; HDFS 2200 Late Assignment Policy
Thursday 1.10	Studying the Family Module	Prediction Quiz 2 InQuizitive Quiz 1 AM Quiz 2		Read: Chapter 1, Make Google Scholar Work for You Watch: CRAAP Method , Using Google Scholar , How to Read a Scholarly Journal Article
Tuesday 1.15	Studying the Family Module		Assignment: Evaluating a Family Science Article	
Thursday 1.17	The Family in History Module	Prediction Quiz 3 InQuizitive Quiz 2 AM Quiz 3	Studying the Family Module Reflection	Read: Chapter 2, The Way We Never Were, Family Structure Matters
Tuesday 1.22	The Family in History Module		Assignment: Identifying and Critiquing Family Science Articles	
Thursday 1.24	Race, Ethnicity, and Immigration Module	Prediction Quiz 4 InQuizitive Quiz 3 AM Quiz 4	The Family in History Module Reflection	Read: Chapter 3 Watch: How Microaggressions are Like Mosquito Bites
Tuesday 1.29	Race, Ethnicity, and Immigration Module		Assignment: Microaggressions and Popular Media	
Thursday 1.31	Families and Social Class Module	Prediction Quiz 5 InQuizitive Quiz 4 AM Quiz 5	Race, Ethnicity, and Immigration Module Reflection	Read: Chapter 4 Watch: The first 45 minutes of Two American Families
Tuesday 2.5	Families and Social Class Module		Assignment: Spent	
Thursday 2.7	Gender Module	Prediction Quiz 6 InQuizitive Quiz 5 AM Quiz 6	Families and Social Class Module Reflection	Read: Chapter 5, Gender Norms in the Twilight Series

Tuesday 2.12	Gender Module		Assignment: Gender Norms In. . .	
Thursday 2.14	Sexuality Module Guest Speaker: Meghan Mahambray, MS	Prediction Quiz 7 InQuizitive Quiz 6 AM Quiz 7	Gender Module Reflection	Read: Chapter 6, College Students and Sexual Consent: Unique Insights Watch: How to Lose Your Virginity
Tuesday 2.19	Sexuality Module		Assignment: Consent	
Thursday 2.21	Love and Romantic Relationships Module	Prediction Quiz 8 InQuizitive Quiz 7 AM Quiz 8	Sexuality Module Reflection	Read: Chapter 7, and Modern Romance - Chapter 1 Searching for Your Soulmate and Chapter 4 Choice and Options Watch: Meet the Patels
Tuesday 2.26	Love and Romantic Relationships Module		Assignment: Searching for Your Soulmates Parts 1 and 2	
Thursday 2.28	Cumulative Midterm	Midterm		
Tuesday 3.5	Marriage and Cohabitation Part 1 Module		Love and Romantic Relationships Module Reflection	Read: Chapter 8, The Suffocation Model: Why Marriage in America Is Becoming an All-or-Nothing Institution , and Why Marriages Succeed or Fail Chapter 3 The Four Horsemen of the Apocalypse: Warning Signs Listen: The True Hard Work of Love and Relationships
Thursday 3.7	Marriage and Cohabitation Part 1 Module	Prediction Quiz 9 InQuizitive Quiz 8 AM Quiz 9	Assignment: The True Hard Work of Love and Relationships	
SPRING BREAK	3.11-3.15			
Tuesday 3.19	Marriage and Cohabitation Part 2 Module			

Thursday 3.21	Marriage and Cohabitation Part 2 Module		Group Assignment: The Four Horsemen	
Tuesday 3.26	Families and Children Module	Prediction Quiz 10 InQuizitive Quiz 9 AM Quiz 10	Marriage and Cohabitation Module Reflection	Read: Chapter 9, The Joys of Parenthood, Reconsidered, As gatekeepers, mom hold keys to shared parenting duties
Thursday 3.28	Families and Children Module		Assignment: The Joys of Parenthood, Reconsidered	
Tuesday 4.2	Work and Families Module	Prediction Quiz 12 InQuizitive Quiz 11 AM Quiz 12	Families and Children Module Reflection	Read: Chapter 11, You Should've Asked, The Emotional Labour of Asking for Help, The Motherhood Penalty vs. the Fatherhood Bonus, and Dads are often having fun while moms work around the house
Thursday 4.4	Work and Families Module		Assignment: The Motherhood Penalty	
Tuesday 4.9	Divorce, Remarriage, and Blended Families Module	Prediction Quiz 11 InQuizitive Quiz 10 AM Quiz 11	Work and Families Module Reflection	Read: Chapter 10, Is Divorce Contagious Watch: The Impact of Divorce on Children
Thursday 4.11	Divorce, Remarriage, and Blended Families Module		Assignment: Is Divorce Contagious?	
Tuesday 4.16	Family Violence and Abuse Module	Prediction Quiz 13 InQuizitive Quiz 12 AM Quiz 13	Divorce, Remarriage, and Blended Families Module Reflection	Read: Chapter 12 Watch: Why Domestic Violence Victims Don't Leave, Violence Against Women – It's a Men's Issue
Thursday 4.18	The Future Family Scientist Module		Family Violence and Abuse Module Reflection Assignment: A Family Science Meme	
Monday April 29 8:00 am-9:45 am	Cumulative Final Exam	Final Exam Posttest	Course Reflection	

grade breakdown

Pretest and Posttest	5 points each	2	1% (10 pts.)	Pretest and posttest 5-point quizzes. You earn the points if you do the assessment.
Prediction quiz	2 points each	13	2% (24 pts.)	Online quizzes that ask you to predict what you will learn that module. You can drop your lowest grade.
Additional Materials quizzes	4 points each	13	5% (48 pts.)	Online quizzes that cover non-book readings and videos. You can drop your lowest grade.
Inquisitive quizzes	15 points each	12	17% (165 pts.)	Online quizzes that cover each book chapter. You can drop your lowest grade.
Participation	10 points each	27	25% (250 pts.)	In-class participation. You can drop your two lowest grades.
Assignments	15 points each	12	17% (165 pts.)	Assignments that you complete online. You can drop your lowest grade.
Reflections	5 points each	13	6% (60 pts.)	Online reflections; entry required at the conclusion of each module. You can drop your lowest grade.
Lunch with Dr. Kamp Dush	15 points	1	2% (15 pts.)	Lunch with your professor and fellow students.
Midterm	100 points	1	10% (100 pts.)	Cumulative Midterm
Class Final	150 points	1	15% (150 pts.)	Cumulative Final

grading scale

A	93% to 100%	C	73% to <77%
A-	90% to <93%	C-	70% to <73%
B+	87% to <90%	D+	67% to <70%
B	83% to <87%	D	60% to <67%
B-	80% to <83%	E	0% to <60%
C+	77% to <80%		

Course Requirements

Pretest and Posttest (5 pts. each, 2 surveys, 10 pts. possible). To measure student learning, students are required to take a 5 point pretest, and the same test again at the end of the semester. You receive full points for simply completing the quiz; it is ungraded.

Prediction Quizzes (2 pts. each, 13 prediction quizzes, 24 pts. possible). In an experiment, UCLA researchers found that the simple act of predicting what you are going to be taught, even if it is wrong, increases retention of material (Kornell, Jenson Hayes, & Bjork, 2009). For this reason, you will take a prediction quiz. These are due one hour before regular quizzes. Each quiz will include 4 questions. The questions will ask you to predict what you will learn based on your prior knowledge, and this prediction will prime your brain to remember the module materials if you take it before you read/watch the module materials. Prediction quizzes are completed on-line in Carmen, and with the exception of the first week, all quizzes are due at 10 am before the first class period associated with that module. You will have 20 minutes to complete each quiz.

When you are taking your prediction quiz, **do NOT have the prediction quiz open in more than one window or more than one tab in your browser.** You can have other things open in other windows or tabs but the quiz itself should be open in only one window or tab. The prediction quizzes are graded as pass/fail and the questions and answers will be immediately viewable. You will be able to drop your lowest prediction quiz grade.

Additional Materials Quizzes (4 pts. each, 13 quizzes, 48 pts. possible). You will be required to take a quiz for roughly each module. Three questions on each quiz will cover the materials including additional readings, blog posts, videos, websites, articles, etcetera, related to that module's learning outcomes. The remaining question will be from the previous module, and could cover lectures during that module, or any other materials from those modules. Additional materials quizzes are completed

on-line in Carmen, and with the exception of the first week, all quizzes are due at 9:20 am the before the first class period associated with that module. You will have 10 minutes to complete each quiz. Questions will be multiple choice or true and false. **You will have two attempts for each quiz, and your highest grade of the two attempts will be retained.**

You will see a unique set of questions, different from the questions your classmates see. The questions are drawn from a pool, thus there is little utility in cheating. When you are taking your quiz, **do NOT have the quiz open in more than one window or more than one tab in your browser.** You can have other things open in other windows or tabs but the quiz itself should be open in only one window or tab.

Additional materials quiz grades will be available after the due date. You will be able to review your answers once grades have been released. To review your completed quiz, go to the Assignments tab on the left side of Carmen and open your quiz from there. You will see which questions you answered correctly and incorrectly. The correct answers will remain viewable for one week. You will be able to drop your lowest additional materials quiz grade.

InQuizitive Quizzes (15 pts. each, 12 quizzes, 165 pts. possible). InQuizitive is an adaptive learning tool that quizzes you over the book chapters in an game-like environment. You take these quizzes through W. W. Norton, our textbook publisher. If you are not purchasing the textbook, you can purchase InQuizitive only access for \$20. You have to take these quizzes through the online interface from the publisher. You get as many attempts as you would like before the due date, and can keep working to 100%, or you can stop when you get a grade you are okay with. You have to answer 20 questions for a grade. These quizzes are open book. Your InQuizitive quiz is also due at 9:20 am before the first class period associated with that module.

In Class Participation (10 pts. each, 27 Engage discussions, 250 pts. possible). You will be assigned a discussion group this semester that you will meet with almost every class. On most days, you will be given an in-class activity that you will be complete as a group. These activities may require you to participate in a larger group activity, or reflect on questions individually, prior to discussing with your group. It is important to come prepared (by reading the textbook and consuming any supplemental materials) as you will need that information to complete the activities and to receive a good grade! In-class activities will be graded individually even though they are group assignments. This will be done by your group's TA. Keep in mind that if you are not present for an in-class activity, you will receive a 0. Your two lowest in-class activity grades will be dropped.

In-Class Participation Grading Rubric					
Quality of your preparation and engagement	You are highly prepared and engaged. You are moving the group forward. 10 pts	You are mostly prepared and engage as needed. You are completing the minimum for the activity. 8 pts	You skimmed the before-class materials. You only engage when prompted. 6 pts	You showed up. 4 pts	Oh no! Where are you? Hope you are enjoying the day off! 0 pts

Assignments (15 pts. each, 12 assignments, 165 pts. possible). Assignments involve a variety activities, from interviewing a family member, to reading and reacting to an article, to creating a meme. Assignments will open one week prior to their due date, and must be turned in via Carmen by 11 am on the due date, usually right before the second class of each module. The assignments may be discussed in class as well. The lowest of the 12 assignment grades will be dropped. Most assignments are individual assignments, and one will be completed with your Engage group.

Assignment Rubric					
Quality of the Assignment	Wow! This assignment was well-written, thoughtfully and thoroughly analyzed, and complete. 15 pts	Good job! This assignment was interesting and provided adequate detail and explanation. 13 pts	OK. This assignment was complete, but provided little detail or analysis. 12 pts	What happened here? You did not finish the whole assignment; it was missing answers and was only about half done. 10 pts	Shoot! You didn't do the assignment. 0 pts

Module Reflections (5 pts. each, 14 reflections, 65 pts. possible). You will be asked to reflect on each module by answering a question related to the module. Your reflection is due for the previous module at 11 am of the class period in which we start the next module. The reflections have several goals. First, reflections will encourage you to practice your writing skills by regularly reflecting on course material. Second, reflections will encourage you to make connections between course materials, class time, and your own personal observations. Third, reflections will also provide you with a space to ask questions, and develop and evaluate ideas. The lowest of the reflection grades will be dropped.

Reflection Rubric				
Quality of the Assignment	Wow! Reflection shows that you sought to make connections between concepts and your own experiences as they relate to the module. You challenged yourself and it was obvious you really reflected on the content and your interactions with your fellow students for this module. 5 pts	Good job! You sought to understand concepts and make connections by examining somewhat cautiously your own experiences. You put in the work for the reflection, but the answer was cursory. 4 pts	OK. You had little self-disclosure, showed minimal risk in connecting concepts from the module to your personal experiences. The reflection was superficial and factual. 3 pts	Shoot! You didn't do the reflection. 0 pts

Midterm (100 pts.). A cumulative, closed-book midterm that has questions drawn from the InQuizitive and Additional Materials quizzes. The midterm will be held October 16 in-class.

Final (150 pts.). A cumulative, closed-book, proctored final that has questions very similar to the quizzes. The final will be Monday, April 29, at 8:00 am - 9:45 am in our classroom, 280 Pomerene.

Exam Procedures (Read Carefully). You will take the exam on your own electronic device, either a laptop or iPad. If you are using a laptop, you must first download a "lock down browser". You can find these instructions here: <https://carmen.osu.edu/shared/LockDown/how2.html> . Download this browser ASAP so you can test it.

If you are using an iPad, you will need to download the "LockDown Browser" app from Apple iTunes to the iPad. (Requires iOS 7 or higher.)

If you miss the exam for any reason, to retake the exam, you must 1) have a valid excuse with approved documentation (i.e. a medical excuse or an obituary), and 2) you will lose 5% of your final grade for every business day you wait to take the exam, except in the case of death of a close family member.

Lunch or coffee with Dr. Kamp Dush (15 pts., Single Instance). Each student is required to attend lunch or coffee with Dr. Kamp Dush and their fellow students once during the semester. There are several different days and times for you to sign up, and these can be accessed in the Scheduler in the Calendar. See this [site](#) for detailed directions on how to sign up. Importantly, please BRING YOUR OWN LUNCH if you are coming over the lunch hour. Ohio State does not pay me enough to buy lunch for all the students in this class. All lunches will be in my office, 151E Campbell Hall. This assignment is graded as Complete/Incomplete.

Extra credit, make-up work, second chances. There is NO extra credit. There are NO make-up quizzes, assignments, Engage discussion, reflections, final projects, or midterm or final exams. There

are NO second chances to improve your grades. If you have questions, first refer to the Late Assignment Policy video in Carmen. If you still have questions, feel free to reach out to me.

Policies

Class norms – I subscribe to Brené Brown's description of connection: "**connection is the energy that is created between people when they feel seen, heard, and valued; when they can give and receive without judgement**" (Daring Greatly, pp. 145). In this class I will strive to create an environment conducive to connection. We will discuss a variety of potentially sensitive topics in this course. You will not be evaluated on the degree to which you ascribe to my beliefs. Further, my own beliefs may not always be obvious. You will most likely have different opinions, different experiences, and different emotional reactions to class material. Given this, we will work together to develop class norms on the first day of class.

Disabilities Statement: ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Students are expected to follow Americans with Disabilities Act Guidelines for access to technology. If for any reason this syllabus is difficult to read, please let me know.

Academic Misconduct – [The Ohio State University Code of Student Conduct](#) defines academic misconduct as “Any activity that tends to compromise the academic integrity of the university, or subvert the educational process.” Example of academic misconduct include (but are not limited to) violation of course rules as contained in the course syllabus or other information provided to the student, plagiarism, collusion (unauthorized collaboration), and copying the work of another student. Another example is knowingly providing or receiving information during examinations such as course examinations; or the possession and/or use of unauthorized materials during those examinations. Do not use a Facebook group to distribute questions or answers to Readiness Assessment Tests or the Class Finale. Please do not keep Assignments, Workshops, Readiness Assessment Test, or Class Finale questions with the intent to share them with others, this semester or in the future.

Another example of academic misconduct is recording without knowledge. Using electronic or other means to make a video, audio, or photographic record of any person in a location where there is a reasonable expectation of privacy without the person's prior knowledge, when such a recording is likely to cause injury, distress, or damage to reputation. The storing, sharing, and/or distributing of such unauthorized records by any means is also prohibited.

Note that ignorance of the University's Code of Student Conduct is never considered an “excuse” for academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the [Code of Student Conduct](#).

Electronic/Cellular Policy- To foster engagement with our course when you are in class, I am going to encourage everyone to use “Classroom mode” on their phone or laptop. What is classroom mode? Simply put, we will put our phones/laptops/iPads, etcetera on “Do Not Disturb.” This will allow us to access materials we need, and will block annoying notifications and texts that can wait until the end of class. Being fully present in class will enhance your learning as well as help you build connections and be fully present for me and your fellow classmates.

Thus, while class is in session, you will refrain from answering or communicating with your until class has been dismissed. Further, please do not online shop, Pinterest, Instagram, email, work on other classes assignments, watch Youtube videos, Facebook, Tweet, read real or fake news websites, or any other activities that are not related to class during the class period. Also, remember that anyone sitting by you can see what is on your screen. Who wants to see pictures of your Aunt's cat?

There is a lot of [research](#) on how hard it is to focus and retain information when multi-tasking. In fact, I try to turn off anything distracting when I am doing research – I get no email notifications and put my phone on silent. That helps

me get a lot more done, and enjoy that video of my Aunt’s cat when it has my full attention. If you are on email, Facebook, or Twitter during class, you are missing a lot of what is going on.

I reserve the right to request that you put your device(s) away if I get the sense that you’re not paying attention or that you’re distracting those around you. Failing to comply could result in removal from class and a recorded absence for the session, rejection from the building or other disciplinary action. I will also not provide details on any materials missed as a result of removal due to this policy. For more tips on how to succeed in this class and deal with digital distraction, check out the “[How to Succeed in HDFS 2200](#)” page.

Help & Resources

If you are feeling lost or overwhelmed. . .

1. Make an appointment with me or a TA

I am more than happy to meet with you, as are the TAs. If you cannot find a time during my office hours, message me or grab me after class and we will find a time. Many problems in any relationship can be resolved through conversation!

2. Use online resources

Each module includes flashcards and videos related to course materials. Also check out the video on Carmen: “How to Succeed in HDFS 2200”. This video (and the links below it) include lots of study tips and advice that are applicable to HDFS 2200 among other courses.

3. Visit the Writing Center often

You may visit the [Writing Center](#) at any point in time over the course of the semester. You can [schedule online](#) or call 614-688-4291.

4. Visit one of the OSU Health and Wellness Resources for Students

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Check out the video and related resources on the “Late Assignment Policy” page, and reach out of help sooner rather than later.

Statement on Diversity – The College of Education and Human Ecology and I both affirm **the importance and value of diversity in the student body**. This class will reflect our multicultural society and global economy and seek to provide opportunities for you to learn more about persons who are different from you. I support an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength and I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. The success of this course relies on the support and understanding of everyone in this course.

I value the right of free expression, but recognize the benefits of civility where disagreements are discussed openly and courteously, and where genuine learning and listening beyond one’s initial beliefs and preconceptions occur. Displays of respect across lines of disagreement breed goodwill, and goodwill bolsters the essential realization that our commonalities are greater than our differences.

Thus, we all have a responsibility to be civil to one another and to condemn harassment or discrimination of any kind. Discrimination against any individual, in any form, in this class based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. This is particularly important given that with recent events, some underrepresented groups in the US have felt marginalized.

You can read my thoughts about implicit bias, micro-aggressions, and micro-resistances [here](#). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Failing to comply with this policy, either in person or in on-line discussion forums, could result in a removal from the class session or online discussion and a failing grade for that activity, rejection from the building, or other disciplinary action including a formal complaint with the committee on Academic Misconduct or University police, depending on the severity of the behavior.

Remember, if you are struggling, and you let it go on for a semester or a year without some kind of intervention, it can wind up derailing you from your goals. Come talk to me or reach out and get help sooner rather than later.

If you are in the midst of a long period of struggle, it is not too late. Come talk to me (or someone on campus or someone you trust) and we can brainstorm together how you can get back on track.

Also, remember that I am here for you.