

**University of North Texas at Dallas**  
**Fall 2024**  
**Syllabus**  
**CDFS 3305-0001: Family Development - 3hrs**

<b>Department of</b>	Child Development and Family Studies, School of Behavioral Health and Human Services
<b>Instructor Name</b>	Dr. Crystal Benjamin, CFLE
<b>Office Location</b>	DAL 1 Suite 105A
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<b>Office Hours</b>	Tuesdays 9:00 a.m. - 11:00 a.m. CST Wednesdays 2:00 p.m. - 4:00 p.m. CST
<b>Virtual Office Hours</b>	Thursdays 1:00 p.m. – 5:00 p.m. CST  <b>Zoom Information</b> <b>Meeting ID:</b> 864 7846 9221 <b>Passcode:</b> 470197
<b>Course Format/Structure</b>	Face to Face using Canvas as an instructional tool
<b>Classroom Location</b>	DAL 1 308
<b>Class Meeting Days &amp; Times</b>	Wednesdays 11:00 a.m.-1:50 p.m. Central Standard Time  <b>No Class Meeting on the Following Dates</b> Week 5 – Sep. 25 <sup>th</sup> , 2024 Week 9 – Oct. 23 <sup>rd</sup> , 2024 Week 14 – Nov. 27 <sup>th</sup> , 2024 Week 16 – Dec. 11 <sup>th</sup> , 2024
<b>Course Catalog Description</b>	3 hours. Individual and family development across the lifecycle. Emphasis is placed on family systems and the changes that occur over time.
<b>Prerequisites</b>	Completion of university core courses.
<b>Corequisites</b>	N/A
<b>Required Reading</b>	Lamanna, M. A., Riedmann, A., & Stewart, S. D. (Eds.) (2021). <i>Marriage, family and relationships: Making choices in a diverse society</i> (14 <sup>th</sup> ed.). Cengage Learning.

<b>Recommended Reading &amp; References</b>	American Psychological Association. (2020). Publication manual of the American Psychological (7th ed.). American Psychological Association.
<b>Access to Learning Resources:</b>	<p><b>UNT Dallas Library:</b>  Phone: (972) 338-1616  Website: <a href="http://www.untDallas.edu/library">http://www.untDallas.edu/library</a>  Email: <a href="mailto:library@untDallas.edu">library@untDallas.edu</a></p> <p><b>UNT Dallas Bookstore:</b>  Phone: (972) 780-3652  Website: <a href="http://www.untDallas.edu/bookstore">http://www.untDallas.edu/bookstore</a>  Email: <a href="mailto:untDallas@bkstr.com">untDallas@bkstr.com</a></p>
<p><b>Canvas Resources</b></p> <p><b>Supported Browsers:</b>  Chrome</p> <p><b>Supported Devices:</b></p> <ul style="list-style-type: none"> <li>• iPhone</li> <li>• Android</li> <li>• Chromebook</li> </ul> <p><i>Note: Tablet users can use the Canvas app)</i></p> <p><b>Screen Readers:</b></p> <ul style="list-style-type: none"> <li>• VoiceOver (Safari)</li> <li>• JAWS (Internet Explorer)</li> <li>• NVDA (Firefox)</li> </ul> <p><i>Note: There is no screen reader support for Canvas in Chrome</i></p>	<p><b>Getting Help with Canvas:</b></p> <p><b>Canvas 24/7 Phone Support for Students: 1-833-668-8634</b></p> <p><b>Canvas Help Resources:</b></p> <p><b>Canvas Student Guide -</b>  <a href="https://community.canvaslms.com/docs/DOC-10701">https://community.canvaslms.com/docs/DOC-10701</a></p> <p>For additional assistance, contact UNT Dallas Distance Learning:  DAL 1, Rm 157  email: <a href="mailto:distancelearning@untDallas.edu">distancelearning@untDallas.edu</a></p> <p><b><i>If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.</i></b></p> <p><b><i>If you have a course-related issue (e.g. course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i></b></p>

## **Course Overview**

### **Course Goals/Overview:**

The goal of this course is to examine the development and maintenance of interpersonal and family relationships across the lifecycle. Students will identify and discuss characteristics of a healthy relationship and explore basic concepts related to family development such as family structure and resiliency.

### **Learning Objectives/Outcomes:**

At the end of this course, the student will

1. Analyze interpersonal and family relationships using various theoretical frameworks.
2. Identify and describe current challenges/potential crises for 21st-century families.
3. Discuss literature and research findings regarding family development across the lifespan.
4. Analyze family processes and their impact on individual development.
5. Discuss micro and macro factors that affect family functioning.
6. Describe the characteristics of healthy interpersonal relationships.
7. Identify and explain strategies that promote resilience in families across the lifecycle.
8. Understanding families and their relationships to other institutions, such as the educational, governmental, religious, healthcare, and occupational institutions in society. National Council on Family Relations (NCFR) Content Area 1 - **Families and Individuals in Societal Contexts.**
9. Understanding the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice. National Council on Family Relations (NCFR) Content Area 9 - **Professional Ethics and Practice.**

### **Course Outline and Discussion Topics**

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class and/or via Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

<b>Timeline</b>	<b>Topic</b>	<b>Readings/Activities/Assignments</b>
<b>Week 1</b> Wednesday, Aug. 28 11:00 a.m.-1:50 p.m. Central Standard Time	<ul style="list-style-type: none"> <li>• Overview of Course and Syllabus</li> <li>• Introductions</li> <li>• Defining Family</li> </ul>	<ul style="list-style-type: none"> <li>• Class Introductions</li> <li>• Review Course Syllabus</li> <li>• Students will join teams and facilitate their first team meeting</li> <li>• Students will sign Syllabus Agreement and Group Responsibilities</li> <li>• <b>Quiz 1 in Canvas based on Chapters 1 &amp; 2 due on Sunday Sep. 1, 2024, at 11:59pm</b></li> </ul>
<b>Week 2</b> Wednesday, Sep. 4 11:00 a.m.-1:50 p.m. Central Standard Time	<ul style="list-style-type: none"> <li>• Chapter 1 - Making Family Choices in a Changing Society</li> <li>• Chapter 2 - Exploring Relationships &amp; Families</li> </ul>	<ul style="list-style-type: none"> <li>• In Class Lecture and Discussion on Chapters 1 &amp; 2</li> <li>• Students will identify journal article review #1</li> <li>• <b>Quiz 2 in Canvas based on Chapter 3 due on due Sunday Sep. 8, 2024, at 11:59pm</b></li> </ul>
<b>Week 3</b> Wednesday, Sep. 11 11:00 a.m.-1:50 p.m. Central Standard Time	<ul style="list-style-type: none"> <li>• Chapter 3 - Gender Identities and Families</li> </ul>	<ul style="list-style-type: none"> <li>• In Class Lecture and Discussion based on Chapter 3</li> <li>• Students will identify journal article #2</li> <li>• <b>Quiz 3 in Canvas based on Chapter 4 due on Sunday Sep. 15, 2024, at 11:59pm</b></li> </ul>
<b>Week 4</b> Wednesday, Sep. 18 11:00 a.m.-1:50 p.m. Central Standard Time	<ul style="list-style-type: none"> <li>• Chapter 4 - Our Sexual Selves</li> </ul>	<ul style="list-style-type: none"> <li>• In Class Lecture and Discussion based on Chapter 4</li> <li>• Students will identify organization for service-learning project</li> <li>• <b>Quiz 4 in Canvas based on Chapter 5 due on Sunday Sep. 22, 2024, at 11:59pm</b></li> </ul>
<b>Week 5 (No Class)</b> Wednesday, Sep. 25	<ul style="list-style-type: none"> <li>• Chapter 5 - Love and Choosing a Life Partner</li> </ul>	<ul style="list-style-type: none"> <li>• Check in with your teammates regarding group assignment</li> <li>• <b>Discussion Board #1 Post due on Wednesday, Sep. 25, 2024 at 11:59pm CST</b></li> <li>• <b>Discussion Board #1 Responses due on Friday, Sep. 27, 2024 at 11:59pm CST</b></li> <li>• <b>Quiz 5 in Canvas based on Chapters 6 &amp; 7 due on Sunday Sep. 29, 2024, at 11:59pm</b></li> </ul>

<b>Week 6</b> Wednesday, Oct. 2 11:00 a.m. – 1:50 p.m. Central Standard Time	<ul style="list-style-type: none"> <li>• Chapter 6-Nonmarital Lifestyles: Living Alone, Cohabiting, and Other Options</li> <li>• Chapter 7-Marriage: From Social Institution to Private Relationship</li> </ul>	<ul style="list-style-type: none"> <li>• In Class Lecture and Discussion based on Chapter 6 &amp; 7</li> <li>• <b>Quiz 6 in Canvas based on Chapters 8 &amp; 9 due on Sunday, Oct. 6, 2024 at 11:59pm</b></li> </ul>
<b>Week 7</b> Wednesday, Oct. 9 11:00 a.m. – 1:50 p.m. Central Standard Time	<ul style="list-style-type: none"> <li>• Chapter 8-Deciding About Parenthood</li> <li>• Chapter 9-Raising Children in a Diverse Society</li> </ul>	<ul style="list-style-type: none"> <li>• In Class Lecture and Discussion based on Chapters 8 &amp; 9</li> <li>• <b>Quiz 7 in Canvas based on Chapter 10 due on Sunday, Oct. 13, 2024 at 11:59pm</b></li> </ul>
<b>Week 8</b> Wednesday, Oct. 16 11:00 a.m.-1:50 p.m. Central Standard Time	<ul style="list-style-type: none"> <li>• Chapter 10 - Work and Family</li> </ul>	<ul style="list-style-type: none"> <li>• In Class Lecture and Discussion based on Chapter 10</li> <li>• <b>Scholarly Article Review #1 due on Wednesday, Oct. 16 at 11:59pm CST</b></li> <li>• <b>Quiz 8 in Canvas based on Chapter 11 due on Sunday Oct. 20, 2024, at 11:59pm</b></li> </ul>
<b>Week 9 (No Class)</b> Wednesday, Oct. 23 11:00 a.m.-1:50 p.m. Central Standard Time	<ul style="list-style-type: none"> <li>• Chapter 11 - Communication in Relationships, Marriages, and Families</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz 9 in Canvas based on Chapters 12 &amp; 13 due on Sunday Oct. 27, 2024, at 11:59pm</b></li> </ul>

<p><b>Week 10</b> Wednesday, Oct. 30</p>	<ul style="list-style-type: none"> <li>• Chapter 12-Power and Violence in Families</li> <li>• Chapter 13-Family Stress, Crisis, and Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Board 2 Post is due Wednesday Oct. 30, 2024, at 11:59pm</b></li> <li>• <b>Discussion Board 2 Responses is due Friday Nov. 1, 2024, at 11:59pm</b></li> <li>• <b>Quiz 10 in Canvas based on Chapter 14 due on Sunday Nov. 3, 2024, at 11:59pm</b></li> </ul>
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<p><b>Week 11</b> Wednesday, Nov. 6 11:00 a.m.-1:50 p.m. Central Standard Time</p>	<ul style="list-style-type: none"> <li>• Chapter 14 – Divorce and Relationship Dissolution</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 14-In Class Lecture and Discussion</li> <li>• <b>Scholarly Article Review #2 due on Wednesday Nov. 6, 2024, at 11:59pm</b></li> <li>• <b>Quiz 11 in Canvas based on Chapters 15 &amp; 16 due on Sunday, November 10, 2024 at 11:59pm CST</b></li> </ul>
<p><b>Week 12</b> Wednesday, Nov. 13 11:00 a.m.-1:50 p.m. Central Standard Time</p>	<ul style="list-style-type: none"> <li>• Chapter 15-Remarriage and Stepfamilies</li> <li>• Chapter 16-Aging and Multigenerational Families</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 15 &amp; 16 - In Class Lecture and Discussion</li> <li>• <b>Discussion Board #3 Post due on Wednesday, November 13, 2024 at 11:59pm CST</b></li> <li>• <b>Discussion Board #3 Responses due on Friday, November 15, 2024 at 11:59pm CST</b></li> </ul>

<b>Week 13</b> Wednesday, Nov. 20 11:00 a.m.-1:50 p.m. Central Standard Time	<ul style="list-style-type: none"> <li>• Team Virtual Service-Learning Project Video Presentations (<b>Teams to be determined</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Team Virtual Service- Learning Project in Class Video Presentations Due in class</b></li> <li>• <b>Team Virtual Service- Learning Reflection Papers due in Canvas on Wednesday, November 20 at 11:59pm CST</b></li> </ul>
<b>Week 14 (No Class)</b> Wednesday, Nov. 27	Happy Thanksgiving	Happy Thanksgiving
<b>Week 15</b> Wednesday, Dec. 4 11:00 a.m.-1:50 p.m. Central Standard Time	<ul style="list-style-type: none"> <li>• Team Virtual Service- Learning Project Video Presentations (<b>Teams to be determined</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Team Virtual Service- Learning Project Video Presentations due in class</b></li> <li>• <b>Team Virtual Service-Learning Reflection Papers due in Canvas on Wednesday Dec. 4, 2024, 11:59pm CST</b></li> <li>• <b>Final Exam Due on Friday, December 6 at 11:59PM CST</b></li> </ul>
<b>Week 16 (No Class)</b> Wednesday, Dec. 11	<ul style="list-style-type: none"> <li>• Final Exam Week</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Canvas Course Shell Closes</b></li> </ul>

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

### 1. Class Attendance and Participation

Active participation and attendance are essential for your success in this course. Engaging in group and class discussions enhances your learning experience and contributes to a dynamic classroom environment. Your contributions are valuable, and important content and discussions occur during our class sessions.

#### Points Allocation:

- **Full Points:** Attending class on time and actively participating in discussions.
- **Late Arrival Penalties:**
  - **5 minutes late:** 2 points deduction
  - **10 minutes late:** 3 points deduction
  - **15 minutes or more late:** 5 points deduction

#### Expectations:

- **Timeliness:** Arriving on time shows respect for your peers and helps you stay engaged with the material and activities.
- **Engagement:** Participation includes contributing to discussions and group activities, which aids in deepening your understanding of the course content.

#### Lowest Grade Drop:

The lowest participation grade will be dropped at the end of the semester. This policy allows for flexibility and acknowledges that occasional absences or late arrivals are sometimes unavoidable.

#### Communication:

If you are running late or unable to attend class, please inform both the instructor and your team members as soon as possible. This practice helps you develop a strong work ethic and ensures that everyone stays informed.

#### Absences Due to Illness or Major Events:

In cases of illness or major events, please provide documented evidence (e.g., a doctor's note) within 2 business days of the missed class. Arrangements can be made to make up missed participation points.

#### Support:

Your participation is crucial to our classroom dynamics, and I am here to support you. If you have any questions or concerns about attendance or participation, do not hesitate to reach out.

### 2. Discussion Board Posts and Responses

Discussion boards allow students to interact with their peers as well as utilize their critical thinking skills to respond to thought provoking questions. Students will post responses to each Discussion Board prompt by the set due date. Students will also respond to two peers on each Discussion Board by the due date set out in the course outline above. Students' initial response



to the discussion question will be in APA format, a minimum of 150 words in response to EACH discussion board prompt, and a minimum of two (2) in text citations from your readings. As it relates to your response to your colleagues, your response to each colleague should be a minimum of 50 words to each of their peers. Initial response is worth 15 points and your response to your peers is worth 5 pts. Posting to your peers requires at least two (2) in-text citations and reference list. You must support your response with your readings, theory, or empirical research. *Please avoid quoting directly from the book. Read the information and put it in your own words (paraphrase) and include citations. When you paraphrase, it is an opportunity for you to show off your knowledge.* **The Grading Rubric will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days. Attached is the link to the policy.**  
<https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>

### 3. Chapter Quizzes

Chapter quizzes are designed to assess your understanding and retention of the course readings. These quizzes will help ensure that you are prepared for our class discussions.

#### Details:

- **Number of Quizzes:** There will be 11 quizzes on assigned text chapters throughout the semester.
- **Lowest Grade Drop:** The lowest quiz grade out of the 11 will be dropped to accommodate any occasional difficulties you may encounter.
- **Completion Requirement:** Quizzes must be completed before we discuss the corresponding chapters in class. This preparation will help you engage more effectively in discussions and activities.
- **Access:** Quizzes will be available under the **Assignments** tab in Canvas and must be completed online through the Canvas platform.
- **Preparation:** Be sure to read each chapter in its entirety and take thorough notes to perform well on the quizzes.

Your preparation and participation are essential to making the most of our course discussions. If you have any questions or need further clarification, please reach out.

**No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to complete a missed quiz, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days. Attached is the link to the policy.**

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### 4. Team Virtual Service-Learning Project and Video

The Team Virtual Service-Learning Project involves researching a local agency related to Child Development/Family Studies to understand its services, funding, and community impact. In this

project, teamwork is essential as it allows students to leverage each member's strengths to produce high-quality work. Each team will write a reflection paper detailing their findings,

- (A) including the agency's contact information,
- (B) funding sources, population served,
- (C) volunteer opportunities, and community needs, while integrating course concepts.

Additionally, students will explore how these resources promote family resilience across the lifespan. The project culminates in a 10-minute video presentation summarizing the reflection paper's key points, which will be shown in class. Each team will be assigned a specific presentation date to share their video with the class, providing an opportunity to present their collaborative work and engage with peers. This collaborative effort enhances understanding of community service and prepares students for real-world applications in their field. Students will inform the instructor of their selected service-learning project by the end of week 4 of this course. **The Grading Rubric will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days. Attached is the link to the policy.**

<https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>

## 5. Scholarly Journal Article Review

Reviewing scholarly articles pertaining to research in family science is a great way to increase your knowledge of individuals, families, groups, communities and society regarding family development. In addition, it helps you stay current with the latest trends and fosters critical thinking skills which are important for your career. For this assignment, you will review peer reviewed journals covering **empirical research** on family development topics.

### Assignment Instructions:

Ensure that you paraphrase the information and avoid writing information from the article verbatim. You will select one (1) article of your choice discussing topics within the area of family development you find most interesting. The selected article dates must be from 2019- 2024. The article selected must also be research studies conducted over factors associated with family life. Your article should include the following information: 1) Reference source, 2) purpose for conducting the research, 3) research question(s), 4) a description of the subjects, 5) sampling procedures (discuss how the researcher recruited individuals to participate in the study), 6) data collection strategies (describe how the researcher collected the data), 7) data analysis (discuss how the researcher analyzed the data), 8) discuss the findings that emerged from the research, and 9) provide your critique of the research study. Please download the Journal Article Review template from Canvas and fill in the appropriate information. Develop your article review document exactly as presented in the article review guide. Also include the article used to conduct the review with your submission. Students who do not submit a pdf document with the full journal article in addition to their article review will not earn full points. **Links to the journal article are unacceptable.**

**Article Review 1-Topic (Select one):** Cohabitation, or gender differences, or dating, or domestic violence Students will **show instructor a copy** of their **journal article #1** by week 2 of this course.

**Article Review 2- Topic (Select one):** Family decision making, or division of household labor, or family

violence, or family crisis, or family resilience. Students will **show instructor a copy** of their **journal article #2 by week 3** of this course.

The library staff is a great resource for you. Please see the following link to book your appointment <https://library.untDallas.edu/staff>.

**The Grading Rubric will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days. Attached is the link to the policy.**

<https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>

## 6. Final Exam

The objective of this written assignment is to assess the impact of subject matter on students. Students will reflect on this course and write a two-page (minimum) reflection paper on what they believe to be the most important components/topics of this course. What stood out to you the most in this Family Development course and what you have learned. Students may reflect on the learning objectives of this course and how the various activities in this course helped you to achieve those objectives. *Please avoid quoting directly from the book. Read the information and put it in your own words (paraphrase) and include citations. When you paraphrase, it is an opportunity for you to show off your knowledge.* **The Grading Rubric will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days. Attached is the link to the policy.**

<https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>

## GRADING MATRIX

### Instrument Total Points

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

Instrument	SLO	Value	Total
Attendance/ Class Participation	3,5,7	11 Classes @ 10 points each	110
Chapter Quizzes	1,2,3,4,5,6,7	10 quizzes @ 10 points each	100
Discussion Board Posts	1,2,3,4,5,6,7	3 discussion boards @ 20 points each	60

Scholarly Journal Article Reviews	1,2,3,4,5,6, 7	2 article review @ 50 points each	100
Team Virtual Service-Learning Project Reflection Paper, In Class Presentation and Video	1,2,3,4,5,7	1 Team Virtual Service-Learning Reflection Paper @ 120 points each	120
Final Exam	1,2,3,4,5,6,7	1 Final @ 100 points each	100
<b>TOTAL</b>			590

#### **GRADE DETERMINATION:**

The following grading scale will be used to determine your final grade for the course:

A-90 % -100 % (531-590 pts)

B-80 %- 89 % (472-530 pts)

C-70 %- 79 % (413-471 pts)

D-60 %-69 % (354-412 pts)

F- 59% and below (353 pts and below)

**Need tutoring services or just some help with a particular assignment? For tutoring that empowers students to achieve success, schedule an appointment with the Learning Commons today at <https://www.untDallas.edu/learning/schedule-appointment/>.**

#### ***Course-Specific Policies***

##### **Attendance and Participation Policy:**

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>. Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion question in Canvas and in class. Students are expected to actively participate in EACH week's discussion. The faculty's role is as an observer and facilitator.

##### **Assignment Policy:**

The Grading Rubric for all assignments will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days.

##### **Exam Policy:**

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>).

### Other Course Specific Policies:

**Assignment Submission Instructions and Requirements:** You are expected to actively participate in the learning process. This course will utilize various methods to determine student grades and proficiency of the learning outcomes for the course. Methods may include activities, presentations, audiovisuals, case analysis, simulation exercises, films, and a general exchange of ideas. Please note that if a student chooses to work ahead on a module and submits an assignment, the assignment submitted is the assignment that will be graded. The instructor will not go back and clear assignments for students to resubmit. Students are responsible for submitting the correct assignments. Students, please be careful when submitting assignments. Be sure to submit the correct assignment into the correct module and the correct week.

#### Assignment format:

All posted writing assignments must be typed in 12-inch font, using either Times New Roman or Arial font (APA guidelines). Handwritten assignments in any part are not acceptable. All assignments must be in complete sentences and checked for spelling, mechanics and grammar. **Include a standard cover page** with all written assignments, except responses to discussion board questions and syllabus upload. In Canvas, I have shared a Cover Page template that I would like students to use for this course. The Cover Page was adapted from the APA 7<sup>th</sup> edition publication manual guidelines for student paper. Assignments **missing a cover page will receive a 5-point deduction**. Students are responsible for all course assignments and notices posted on the course home page, announcements and all messages sent to students via Canvas. Having problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. **No Late Assignments, Quizzes, Discussion Boards, Projects, or Final Accepted unless you have made arrangements with the instructor.**

#### Requirements:

APA 7<sup>th</sup> edition publication manual standards including but not limited to: cover page, headings, three (3) in-text citations in each half page, include page numbers, and include a reference section/page. Avoid using quotations, I encourage you to practice paraphrasing. You may utilize other scholarly resources to support any assignment (journal articles, books, etc.). Please avoid .com websites or Wikipedia resources in this class. Please insert any outside scholarly information correctly and reference properly.

#### Artificial Intelligence (AI) Use Policy Statement:

In this course, AI tools such as ChatGPT may be used for ideation and brainstorming, but all submitted content must be written in your own words. Properly cite any information or ideas derived from AI tools to avoid plagiarism and be sure to fact-check AI-generated information as it is not always accurate. Direct copying of AI-generated content is prohibited and will be considered a violation of academic integrity. Ensure that your submissions reflect your original thinking and understanding, demonstrating respect for academic honesty and intellectual property. Inaccurate information and poor or lacking citations will result in poor grades for assignments. I do not recommend relying heavily on AI-generated content.

**Use of Canvas:** It is a good practice to log onto the course several times per week to review announcements, course updates, or other related course correspondence. Due to the amount of content and the assignments scheduled for the course, I recommend you log onto the shell four (4) to five (5) times per week, if possible. Modern technology has made it possible for you to log onto the course shell and complete assignments using smart phones, tablets and other mobile devices anywhere at any time. However, keep in mind that depending on your mobile device(s), when you access Canvas using mobile devices such as smartphones and tablets, some of the images may be distorted, or you may have limited access to browse around the course shell. Despite the mobile device used to access the course, you are expected to submit assignments by the due date and according to the established guidelines per assignment. Students must have a media player downloaded on their computers. To find out how to download a media player (and other software) on your computer, you may contact the Canvas Helpdesk. It may be necessary to download an older version of Realplayer to be able to view the videos. Please test the videos immediately to be sure you can open them, if you cannot open the videos, please send me a Canvas message as soon as possible I would be happy to help.

### **General Assignment Submission Guidelines Checklist**

- Writing and referencing should conform to the writing style and reference guidelines found in the *Publication Manual of the American Psychological Association (7<sup>th</sup> ed.)*.
- Double space using Word files using an appropriate 12-point, black color font, Times New Roman or Arial writing style and one-inch margins.
- Use a Cover Page and make it APA style with assignment/project title, your name, the date, the course (see Canvas from the Cover Page template you will use in this course, this may vary based on the instructor).
- Add page numbers to your assignments as per APA 7<sup>th</sup> ed. guidelines (top right hand corner of each page).
- Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references section page, per APA 7<sup>th</sup> ed.
- Please be careful and attend to issues of good grammar, spelling, and presentation.
- DO NOT USE CONTRACTIONS in academic writing (e.g. write there is instead of there's). This course's writing is academic and scholarly.
- Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second-, or first-person voice) throughout papers.
- An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your own work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire **to not find** the evidence. One key way to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. **Also, students who make such efforts**

**tend to earn higher grades.**

- Do not cite using Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Websites. The instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.
- No assignment should be submitted as pdf file, Microsoft Works, Publisher, or WordPerfect, etc. Assignments are due on different dates throughout the semester. I recommend you download the course syllabus; pay attention to assignment instructions and due dates. **All assignments scheduled for this course are due on Wednesdays, Fridays, and Sunday by 11:59 p.m. (unless otherwise noted).**

**Turnitin:** Turnitin software may be used to ensure the originality of your work. As you draw on research information publicized as journal articles, books, websites, etc, be sure to use your own words by paraphrasing the author's work and including a citation. Limit the use of quotations. As a rule of thumb, use quotations sparingly. Your work should reflect a scholarly dance between your voice and the voice of other authors for which you used to develop the research paper. Plagiarism will not be tolerated. I recommend you purchase the APA 7<sup>th</sup> ed. publication manual that clearly define and explains what plagiarism is and how to avoid committing plagiarism.

#### **Required Filename Format for Word Attachments Submitted Online:**

For this course, all written assignments created as Word or PDF documents and submitted to Canvas must be saved utilizing the following filename format:

*Example:* YourLastNameFirstInitial\_Name of Assignment

**BenjaminC\_Journal Article Assignment (your filename attachment should look like this example. Do not use my name as the filename, use your name)**

***To save your work according to the correct filename format follow the instructions below.***

- 1). Open a word or PDF document
- 2). Click on save as; Title/save the document according to the require filename format.
- 3). Example: BenjaminC\_Journal Article
- 4). Then click the save as button.

**Failure to save and submit your document according to the guidelines will result in an automatic 3 points deductions from the total points earned.** No assignments will be accepted via email unless otherwise noted. On occasion, Canvas (and some email programs) have problems with file attachments that include symbols in the filename. Avoid use of periods, hyphens, ampersand &, slash marks / \, pound sign, at sign @, etc.

#### **Communications With Professor**

Developing strong written communication skills is crucial for your professional journey. Adhering to these communication guidelines will help you cultivate desirable career-ready skills. Please use Canvas messages for all course-related inquiries. The instructor will respond to messages within two (2) business days. Note that the instructor is unavailable after 5 pm on weekdays, as well as on weekends and holidays. Messages sent during these times will receive a response on the next business day.

For a timely and organized communication process:



- Use Canvas messages exclusively for contacting the instructor. Emails sent to the instructor's untDallas.edu email will not be answered.
- Regularly check Canvas for important updates, assignment descriptions, grading criteria, and to submit your assignments.
- Canvas and Zoom will serve as our primary communication platforms throughout this course.

The instructor is committed to responding to all messages promptly and appreciates your understanding and cooperation.

**To log directly into Canvas**, go to. [untDallas.instructure.com](https://untDallas.instructure.com). You will need to use your EUID and password. **For more information on accessing Canvas** go to - [Accessing Canvas](#). Be sure to format your Canvas message communications using the following guidelines below:

1. In the subject line of the Canvas message state the course name and the purpose for the email. (Example: CDFS 3305 Family Development - Question about an assignment).
2. Include salutation. Example: Dr. Benjamin. Do not state Mrs. or Ms. Benjamin because these prefixes are not the professor's professional title.
3. In the body of your email state your question and comments. Be clear and specific.
4. Make sure messages are free of spelling, grammatical and capitalization errors close the email by including your first and last name and student ID #.

#### **SAMPLE Canvas Message**

Subject: CDFS 3305 Family Development - Question about an assignment

Dr. Benjamin,

I had a question about the Journal Article Review, where can I find journal articles for this assignment?

Yours sincerely,

Renee Clarke

Student ID#: 23456789

Canvas messages or emails not correctly formatted will not receive a response from the professor. When communicating with classmates, please exercise courtesy and respect whether you are sending a classmate a direct email or responding to discussion assignments.



**Notifications:** Any changes to the course schedule will be posted on Canvas Announcements. Periodically, announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from Canvas by clicking "Announcements" listed in the menu on the left side of the screen.

**Grading:** While I will do my best to have your assignments grading in a timely manner, which will not always be possible. I may take up to 2 weeks to grade any assignments and will post grades to the Grade Center. I usually include comprehensive feedback on assignments, I encourage you to review all my comments and feel free to reach out to me if you have any questions.

**Grade Inquiries:** Students are encouraged to inquire about their academic performance in class throughout the semester. All grade inquiries will be reviewed, and responses provided within 3 business days of the initial inquiry. Students with questions about their grades and scores should contact the instructor within 5 days after the grades have been posted. After this deadline, scores and grades on assignments will not be reviewed or changed.

**How Students Should Proceed Each Week for Class Activities:** Each week you must access Canvas and the materials in this course in order to be successful. Read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the "Assignments" folder in each module for a description of required assignments.

**How Students Should Proceed Each Week for Class Activities:** Several times a week, you must access Canvas and the materials in this course in order to be successful. Review the Learning Modules and assigned readings in order to contribute to weekly course activities such as discussions, assignments/activities, and/or finals. Carefully review the "Discussion Board" and "Assignments" folder in each module for a description of required discussion boards and assignments. Discussion Boards and Assignments are due by the dates and times provided in the course timeline. **Please note there will be no late assignments accepted or extensions given if the student's rationale does not align with Student Policies at UNT-Dallas.** Attached is the link to the policy.  
[https://president.untDallas.edu/sites/default/files/7.005\\_student\\_attendance.pdf](https://president.untDallas.edu/sites/default/files/7.005_student_attendance.pdf) Modules will close after the due date time of each assignment.

### **Cameras**

Cameras must be on during office hours or meeting times. Students must be on time to their scheduled meetings. Students must be in a secure place while receiving instructions. Students must not be in their beds. Students must not be at a place where they cannot actively participate in the class. Students must not be driving during the course period time. Students must contact the instructor if there are issues with their camera or if they do not have a camera.

### **University Policies and Procedures**

#### **Students with Disabilities (ADA Compliance):**

The University of North Texas at Dallas makes reasonable academic accommodations for students with

disabilities. Students seeking accommodation must first register with the Disabilities Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodation at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at [UNTDisability@untDallas.edu](mailto:UNTDisability@untDallas.edu) on the first floor of the Student Center.

#### **Canvas Instructure Accessibility Statement:**

University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

**NOTE:** Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

#### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

#### **Artificial Intelligence (AI) Use Policy Statement:**

In this course, AI tools such as ChatGPT may be used for ideation and brainstorming, but all submitted content must be written in your own words. Properly cite any information or ideas derived from AI tools to avoid plagiarism and be sure to fact-check AI-generated information as it is not always accurate. Direct copying of AI-generated content is prohibited and will be considered a violation of academic integrity. Ensure that your submissions reflect your original thinking and understanding, demonstrating respect for academic honesty and intellectual property. Inaccurate information and poor or lacking citations will result in poor grades for assignments. I do not recommend relying heavily on AI-generated content.

**Web-based Plagiarism Detection:** Please be aware in some courses, students may be required to submit

written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

**Classroom etiquette:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNT Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>)

**Classroom Disruption:**

Students are expected to always engage with the instructor and other students in this class in a respectful and civil manner to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses because of not meeting with the Dean of Students. The student is responsible for material missed during all absences, and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (**UNT Policy 7.001** found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

**Course Evaluations:**

Student evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I (as the instructor) will not have access to the results of the evaluations until after final grades have been posted. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

**Sexual Harassment, Sexual Misconduct, Intimate Partner Violence and Stalking**

UNT Dallas is committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence,

sexual assault, and stalking, in accordance with Title IX, Texas laws and University Policies. Please note that all employees are mandated reporters and must report all instances of sexual misconduct, dating violence, sexual assault, domestic violence and stalking to the Title IX Coordinator. If you or someone you know has experienced any form of sex or gender-based discrimination or violence and wish to speak to the Title IX Coordinator, you can email them at [titleix@untdallas.edu](mailto:titleix@untdallas.edu) or file a report [here](#).

### **Pregnancy, Pregnancy Related Conditions and Parenting Modifications Under Title IX**

**UNT Dallas** is committed to compliance with Title IX, and to supporting the academic success of pregnant and parenting students and students with pregnancy related conditions. If you are a pregnant, have pregnancy related conditions or a parenting student (child under one-year needs documented medical care) who wishes to request reasonable related modifications from the University under Title IX, please email the Title IX Coordinator at [titleix@untdallas.edu](mailto:titleix@untdallas.edu). The Title IX Coordinator will work with your professors and academic unit to provide reasonable modifications needed to be supportive of your education while pregnant or as a parent under Title IX.

### **Bad Weather Policy:**

Campus facilities will close, and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untdallas.edu/police/resources/notifications>.

### **Inclement Weather and Online Classes:**

Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

**Technology Assistance:** To successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you have trouble accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups.

For more information see:

- UNT Dallas Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10721>
- Canvas Instructure Support & Unsupported Operating Systems: <https://community.canvaslms.com/docs/DOC-10720>

## Syllabus Agreement

By signing below, I certify that:

- ☐ I have read the syllabus in its entirety and understand the course requirements and expectations.
- ☐ I acknowledge that it is my responsibility to ask questions during class, via Canvas message, or during office hours if I need clarification on any aspect of the course.
- ☐ I understand that Dr. Crystal Benjamin is not available after 5 PM on weekdays, nor on weekends and holidays, and that any messages sent during these times will be responded to on the next business day.
- ☐ I am aware that no late assignments will be accepted unless due to illness or an emergency, and that documented evidence, such as a doctor's note, is required within two business days of the missed deadline. (See Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>).
- ☐ I understand that the UNT Dallas Library is available to assist with finding journal articles, books, and other resources needed for assignments.
- ☐ I acknowledge that the Learning Commons is available to support me with writing, proofreading, and other academic needs.
- ☐ I am aware that the Experiential Learning Office is available to assist with service-learning projects and related activities.
- ☐ I understand that Canvas has a 24/7 hotline for any technical issues related to assignment uploads or access to the platform.
- ☐ I recognize that all team members have responsibilities outside of school, and I understand the importance of communication and time management in completing group assignments.
- ☐ I understand that if I do not communicate and/or contribute to group assignments, I will not receive a grade for those assignments.
- ☐ I understand that if I am late to class, points will be deducted from my participation grade because I would have missed valuable discussion with my peers.

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_