

Syllabus

Course Syllabus PSY 360 Spring2021							
	<p>Lawrence Eisenberg lawrence.eisenberg@gmail.com Office: Off Campus Office Hours: By Telephone Appointment or On Campus Meeting Phone: 516-384-3721 Cell</p>						
Course Text	<p>Expanded Family Life Cycle, The: Individual, Family, and Social Perspectives, Fifth Edition McGoldrick, Carter, Garcia-Preto & chapter ©2016 Pearson Cloth; 552 pp Available ISBN-10: 0-205-96806-6 ISBN-13: 978 - 0-205-96806-0</p> <p style="color: red; text-align: center;">FIFTH EDITION ONLY</p>						
Course Description	<p>This course examines family, marriage, and familial influences on human development. Some of the specific topics we will cover include the family life cycle, gender roles in the family, social class, parental influences on child development, sexuality and the family, and family stress.</p>						
Course Objectives	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; background-color: #e0f0ff;">1</td> <td>Students will be able to demonstrate the ability to apply systems theory principles to the family</td> </tr> <tr> <td style="text-align: center; background-color: #e0f0ff;">2</td> <td>Students will become knowledgeable about the relationship between family functioning and child functioning and learn to identify functional and dysfunctional family processes</td> </tr> <tr> <td style="text-align: center; background-color: #e0f0ff;">3</td> <td>Students will become familiar with several models of family functioning a sensitive to the variability of family functioning within cultural contexts.</td> </tr> </table>	1	Students will be able to demonstrate the ability to apply systems theory principles to the family	2	Students will become knowledgeable about the relationship between family functioning and child functioning and learn to identify functional and dysfunctional family processes	3	Students will become familiar with several models of family functioning a sensitive to the variability of family functioning within cultural contexts.
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4	Students will examine how race, income levels, gender, and gender preference form a life cycle perspective that situates families within their cultural and developmental context and links
5	Students will be able to demonstrate competence in the integration of data from multiple sources and family members into a comprehensive family assessment and preliminary treatment and begin to explore the impact of one's family of origin on one's professional practice
6	Students will be able to describe how therapists can conduct a systemic assessment using genograms and family chronologies to place presenting problem in the context of family history, culture, and life cycle stages
7	Students will be able to identify and understand how families and therapists see their lives through lenses formed by their class-based experiences, and the implications of those lenses for family therapy.
8	Students will understand family therapy terms and concepts.
9	Students will understand how to use the library and the internet to locate information on current issues relevant to family psychology.
10	Students research and critical thinking skills will be enhanced

Common Student Learning Outcome for Liberal Education Courses

COMPETENCY AREA COMMON OUTCOME Writing WR Students will prepare arguments for specific audiences and occasions.

EMPIRICAL REASONING ER Students will use appropriate methods for gathering, analyzing and interpreting data.

ETHICAL REASONING ETH Students will justify their moral beliefs when solving a moral problem on their own.

CRITICAL THINKING CTC Students will analyze and interpret the complexity of elements of society and culture in relation to their history, values, politics, communication styles, economy, or beliefs and practices.

PROFESSIONAL READINESS PR Students will develop professional competencies to enhance their success in college and in the workplace.

Course Schedule	Week	Readings	Assignments Due Online
	1 Week of January 25	Chapter 1: Overview: The Life Cycle in its Changing Context: Individual, Family and Social Perspectives	2 Graded Discussions 40 points Optional Class Telephone Chat (Day and Time to be Announced) Locate topics for critique – Download critique rubric
2 Week of Feb 1	Chapter 2: Women and the Family Life Cycle Chapter 3: Men and the Life Cycle: Diversity and Complexity	2 Graded Discussions 40 Points (20 Points each) Zoom conference call about critiques	
3 Week of Feb 8	Chapter 4: Social Class and the Life Cycle Chapter 5: The Life Cycle of Economically Fragile Families	2 Graded Discussions 40 Points (20 Points each) Critique Number One Due Sunday 11/3	
4 Week of Feb 15	Chapter 6 – Sexuality and the Family Life Cycle Chapter 7 – Lesbian, Gay, Bisexual, and Transgender Individuals Chapter 8 – Spirituality and the Family Life Cycle	2 Graded Discussions 40 Points (20 Points each) Midterm (Available Wednesday through Sunday)	
5 Week of Feb 22	Chapter 9 Siblings Across the Life Cycle Chapter 10 Single Adults Across the Life Cycle Chapter 11 Friendship Across the Life Cycle	2 Graded Discussions 40 Points (20 Points each)	
6 Week of March 1	Chapter 12 Migration and the Family Life Cycle Chapter 13 – Becoming an Adult	2 Graded Discussions 40 Points (20 Points each) Critique Number Two Due Sunday	

7 Week of March 8	Chapter 21: Single Parents Chapter 24: Alcohol Problems and the Life Cycle Chapter 26: Creating Meaningful rituals	2 Graded Discussions 40 Points (20 Points each) Final (Available Wednesday through Saturday) All work must be completed by courses end on SATURDAY
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Assignment Values and Letter Grades	<p>The maximum score in this class is 1000. The categories, which contribute to your final grade, are weighted as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Assignment</th> <th>Points</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Discussions</td> <td>294</td> <td>28%</td> </tr> <tr> <td>Critiques</td> <td>200</td> <td>22%</td> </tr> <tr> <td>Midterm</td> <td>250</td> <td>25%</td> </tr> <tr> <td>Final Exam</td> <td>250</td> <td>25%</td> </tr> <tr> <td>Total Points</td> <td>1000</td> <td>100%</td> </tr> </tbody> </table> <p>Discussions cannot be made up. Like real life discussions they have a beginning and an ending. All discussions begin on Sunday and end on the following Sunday. Exams are proctored. Stay alert to announcements about proctoring procedures and locations.</p> <p>All of your course requirements are graded using points. At the end of the course, the points are converted to a letter grade using the scale in the table below..</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Letter Grade</th> <th>Points</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>900 - 1000</td> <td>90% to 100%</td> </tr> <tr> <td>B</td> <td>800 - 899</td> <td>80% to 89%</td> </tr> <tr> <td>C</td> <td>700 - 799</td> <td>70% to 79%</td> </tr> <tr> <td>D</td> <td>600 - 699</td> <td>60% to 69%</td> </tr> </tbody> </table>	Assignment	Points	Weighting	Discussions	294	28%	Critiques	200	22%	Midterm	250	25%	Final Exam	250	25%	Total Points	1000	100%	Letter Grade	Points	Percentage	A	900 - 1000	90% to 100%	B	800 - 899	80% to 89%	C	700 - 799	70% to 79%	D	600 - 699	60% to 69%
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Discussion Requirements	<p>In the "Discussion" areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course.</p> <p>A successful student in online education is one who takes an active role in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week.</p> <p>The discussions will be graded for:</p> <p>1. Frequency—o Number and regularity of your discussion comments, and</p> <p>2. Quality—a Content of your contributions. Say something meaningful Teach us something. Share your thinking Process.</p> <p>Frequency— Number and regularity of your contributions. Students are expected to log into the course and post (respond) in each discussion topic on a minimum of three separate days per week, beginning no later than Tuesday midnight of each week.</p> <p>Quality—o Content of your contributions. Examples of quality posts include:</p> <ul style="list-style-type: none"> • Providing additional information to the discussion; • Elaborating on previous comments from others; • Presenting explanations of concepts or methods to help fellow students, • Presenting reasons for or against a topic in a persuasive fashion, • Sharing your own personal experiences that relate to the topic, and • Providing a URL and explanation for an area you researched on the Internet • Providing an APA citation and explanation for an area you researched in the online library. • Full credit is awarded when both high quality and required frequency is met. <p>THIS IS a small class so more of your posts may need to be based on research you conduct.</p>			

Online Course

All of the courses in the School of Professional Studies require the use of Moodle. Weekly readings, activities, and assignments will be listed in Moodle. If you have any problems accessing Moodle please contact Dr. Lori McClaren, Director of Online Learning at 919-508-2367.]

Late Assignments

Late assignments **will not** be accepted. Students with serious, mitigating circumstances that prevent them from completing assignments on time should contact the instructor as soon as possible - **prior to the assignment deadline**. Students who find themselves in this situation should be prepared to provide documentation/verification of the circumstances that prevent them from submitting work on time. In these cases a contract will be established outlining the conditions for an extension.

William Peace University Non-discrimination Policy

William Peace University does not discriminate on the basis of gender, race, creed, color, national origin, religion, sexual orientation, age, disability or veteran's status in the recruitment and admission of any student. This nondiscriminatory policy also applies to all the rights, privileges, programs and activities generally accorded or made available to students at the university and to the administrators, faculty and staff and to the administration of educational policies.

Plagiarism policy (from student handbook):

Plagiarism is theft; it is the *deliberate or accidental* use of a source's words, interpretation, or information *without properly quoting or paraphrasing and acknowledging that use*.

In both the professional world and the academic world, plagiarism is punished. In the professional world, charges of plagiarism, when proven, carry potentially enormous financial penalties. In the academic world, universities and colleges punish plagiarism with varying degrees of severity, with the penalties ranging all the way from expulsion from the school, to automatic 'F' in the course, down to automatic 'F' on the particular project or paper.

There are only two ways to avoid plagiarism:

1. **Quote and Citation**: Use the source's *exact* words, place quotation marks at the beginning and end of them, and insert a citation immediately at the end of the quotation according to the standards of the discipline.
2. **Paraphrase and Citation**: Transform (paraphrase) the source's words and information *entirely* into your own style of writing, and insert a citation at the end of this paraphrase. If what you write still echoes the source's *words and style*, you have plagiarized. If you fail to insert a citation, you have plagiarized.

Honor Code

All students in this class will be held to the William Peace University Honor code. The William Peace University Honor code is as follows:

On my honor as a William Peace University student, I will not lie, cheat, or steal; nor will I condone the actions of those who do.

A complete summary of the Honor Code and Honor Board policy can be found in the Academic Catalog.

Incompletes

An Incomplete is appropriate for a student that has been making steady, successful progress in a course and has an unexpected, verifiable mitigating circumstance at the end of the semester which precludes them from completing the last assignment or exam. Poor time management is not an appropriate reason to request an Incomplete. All incomplete grade requests must be approved first by the Instructor, and then by the Director of Online Programs. If the Incomplete is approved the student will have up to six additional weeks to complete the work, as determined by the Instructor. If the student does not complete the final work, the Instructor will assign the appropriate letter grade for work completed or the grade will revert to an "F."

Assignments and Grading

Each week begins on Monday and ends on Sunday night 11:59 PM . I'll endeavor to have your grades for each week up on Moodle no later than Wednesday each week

EXAMS AND PROCTORING

The on-campus proctoring will be available for the spring semester. If you plan to utilize the on-campus proctoring, you can sign-up up for time slots online: <https://www.signupgenius.com/go/70a0f45a8ab2ba75-spsproctoring>

A few reminders:

- You must have a valid ID to verify your ID (government issued ID or Pacer card)
- You must sign up for an individual time slot for each exam

You can also sign up to be proctored through ProctorTrak. I'll publish current directions when they're available

Email

Feel free to email me from within Moodle or directly at lawrenceeisenberg@gmail.com.
I'll endeavor to respond to you within 24 hours.