

HDFS 3423 – Families, Schools, Communities
(3 credits)

Professor: Dr. Lauren Nunez, CFLE

Email: lauren.kelly@unt.edu

Meeting times/day: T/R biweekly at 11-12:20 p.m.

Classroom: Gate 142

Office Hours: T/R: 8:30 am-9:30 am & 11-12:30 pm and Wednesdays 12-2 pm

Office Location: Matthews Hall 322C

Required Textbook-None. Articles can be found in the canvas modules and in the library link on canvas.

Course Description: Analyzing family, school and community resources and needs as related to the family life cycle; child welfare and education, ecological approach; and exploration of careers related to children and families. Strategies to improve communication and collaboration are emphasized with a focus on family types, cultures, economic conditions, school systems, community services, political forces, advocacy groups, and other factors that impact young children and their families.

Fifteen hours a semester in fieldwork arranged by student. 3 semester credit hours. Estimated average 10-12 clock hours per week for class attendance on-line reading/study, mail/announcements, discussion, assignments, and fieldwork

Objectives for courses in the UNT Language, Philosophy, and Culture Core Curriculum:

1. To develop critical thinking skills,
2. To develop communication skills,
3. To develop personal responsibility,
4. To develop social responsibility.

Course Prerequisites: This is a 3000-level course and has no prerequisites.

Course Format: The course will be 50% distance education and administered through the Canvas Learn system at UNT and 50% in person. Content will primarily be communicated from textbook readings and online materials. The online content provides students with considerable flexibility in how they approach and process the material. Students can review content at any point and as often as desired. The overall goal of the provided material is to replicate the presentation in the traditional classroom.

How to Succeed in this Course

Share your availability with students (office hours, communication preferences, etc.) in a way that communicates the value of connecting outside of class and normalizes success through goals and challenges. Share what success means to you. Include common feedback you receive from students when they utilize office hours and other academic resources. Include the ADA accommodation statement:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable 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, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

How to Communicate With Your Instructor

Connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.

Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://deanofstudents.unt.edu/conduct)) (<https://deanofstudents.unt.edu/conduct>)

Assignments

Below is a list of assignments that will be used to assess your progress in the course. You will experience a variety of assessments both formative and summative in nature throughout the course. The assessments are aligned with the Student Learning Objectives to test your understanding of the course material and readings. Each week you will work on various combinations of assignments, activities, discussions, readings, and research.

1. Introductory Reflection (25 pts)

The introductory reflection is a way for you to share any preconceived bias, beliefs or understandings you have regarding families and individuals in need. I do not want a meaningless reflection that does not examine your thoughts, but one that truly shares with me those biased, beliefs, and understandings you have. We all have bias and until we identify those biases, we will continue to allow them to interfere with truly seeing what need means. This needs to be well constructed, a true analysis of your beliefs, and needs to be reflective in nature. This reflection should be a minimum of one page. This will be completed in class during the first week.

2. Discussions and Presentation Course Objectives 1-7 (120 points)

We will have discussions in class which you will be required to engage in. Each student will lead a discussion in class during the semester (60 points). You will sign up for this ahead of time. You will choose a topic to co-lecture on with your professor or peer (depending if more than 1 person signs up for the topic). You can access the topics below. Each topic is posed as "how does this issue affect children and their family's ability to perform in school and the community?" For example, how does homelessness affect family's ability to thrive?

First, you will select a topic in family studies (whether we have discussed it or not (examples are listed). Your discussion may focus on the United States or any other country/comparison you wish.

Select 3-5 print/online-only articles or extended television segments in the news media that discuss this issue – they can be Op-Eds, Longform articles, or traditional length articles in newspapers and magazines. (If you elect to use any television/news segments, please do not use more than two. Cite them in the paper with a link, and try to retrieve a transcript or carefully take notes of exact quotations). Peer reviewed journals may also be used. **There will be articles provided online to assist you if needed (cannot choose the required readings listed in calendar below). You will provide a 15-20 minute overview of the topic. You are also required to provide 2 discussion questions to your peers. You will also be expected to participate in other student's discussions as well. As this is a junior/senior level course, the format is largely discussion based. It is your responsibility to come to the course prepared to discuss the readings and how they relate to the purpose of the class.**

Topic discussion- (mentioned above).

Participation- You will also be required to participate in your peers' presentation (60 points total). You will be graded by your professor regarding your participation efforts. You are expected to respond at least once a week to peer presentations.

3. Field Work- Course Objective (205 pts; initial placement confirmation 10 pts, 4 journals at 20 pts each; final reflection paper 100 pts; time log- required to receive credit 15 pts)-

*****If students do not submit a signed time log with a total of 15 hours s/he will not receive credit for any part of the field work assignment (journals, reflections, etc.), as the time log serves as verification that service learning was completed*****

You will complete a minimum (more is always encouraged) of 15 hours in a Service Learning experience, keep a journal, and reflect on collaboration strategies. **This is not an optional activity for this course and all 15 hours must be completed.** If you do not complete this assignment you will not pass the course. It is critical that you find your placement within the first week of class. Anyone without a placement after the 2 weeks must contact me for assistance. I do understand people are busy, have families, and work but these are the requirements of this course. Child care issues, work schedules, etc. are not acceptable reasons for nor completing the field work. Please drop the course if you cannot fulfil this requirement.

Journals are completed online.

****The Canvas shell contains details that are more specific**

4. Action Plan –Course Objective 4 (50 pts)

Students will work with their chosen group for this assignment, as it can be difficult to generate ideas. Students will have an opportunity to create an action plan. This is probably the most difficult of the activities because it requires reflective and critical thinking. Here are some things to consider when working with groups:

The following grading scale will be used:

A-550- 441
B- 440-386
C-385-331
330-276= D,
< 275= F

(Topics and dates are subject to change)			
Date	Topic	Readings	
8/19	Introduction to the course, What is Service Learning?	Syllabus Felten	
Week 2: Online:8/26	Service Learning, Family Definitional Issues	Mandell Taylor	<i>Select action plan groups</i> <i>Initial placement due 8/30 @ 11:59 pm</i>
Week 3: 9/2	Family engagement/ Homelessness	Presentations	Reflection due in class

Week 4: Online: 9/9	Family Violence	Lecture	<i>Reflection during Class</i>
Week 5: 9/16	Community Partnerships <i>And foster care/adoption</i>	#4B Epstein, 1995, Easterling, 2003 Lasker, 2003 Presentations	
Week 6: Online: 9/23	Foster Care/Adoption	Parini, 2017 Talamo, 2017	<i>Journal 2 Thurs @ 11:59 pm</i>
Week 7: 9/30	Family variability	Harry, 2005 Doherty, 2009 Presentations	<i>Action plan due Thursday @ 11:59 pm</i>

Week 8: Online: 10/7	Work-life balance & P-C relationships	Roy, 2004 Gay, 2005 Reczek, 2016	
Week 9: 10/14	Addiction in Families	Fischer et al., 2009 Nelson, 2009	
Week 10: Online: 10/21	Military Families, Schools, and Community	MacDermid, 2010	
Week 11: 10/28	Parenting & Support in schools/ Gay & Lesbian Parenting	Horvath 2014 <u>Gay & Lesbian Parenting</u> Bos, 2016 Johnson, 2012	
Week 12: Online 11/4	Family Stress/ Parenting Factors	Valdez et al. 2012 Estefan, 2012	<i>Journal 3- due Thursday @11:59 pm</i>

Week 13: 11/11	Family and the Media	Jennings, 2017 Presentations	
Week 14: Online: 11/18 No class 11/25	Advocacy and School involvement	Davis, 2017 Cotton Overton, 2016	<i>Journal 4 & Final reflection due Thursday @ 11:59 pm</i>
12/2	Wrap-up		

University and Classroom Policies

Standards for Academic Integrity

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage.

The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Please review [Academic Integrity Policy \(PDF\)](#)

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <http://deanofstudents.unt.edu>.

ADA STATEMENT

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of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu>. You may also contact them by phone at (940) 565-4323.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>

SPOT Course Evaluation

Student feedback is important and an essential part of participation in this course. SPOT is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

Attendance and Participation

Attendance is necessary for success. Late work is not accepted.

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the Policy here:

<https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf>

If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.

Because this course involves collaboration, participation is essential to learning. Our project-based activities require you to be actively engaged in discussions and group work. I understand tardiness and absences may occur. If you are late to class, please drop me an email to let me know the circumstances. If you must miss class, please let me know prior to your absence.

