



## CD 115 Changing American Family

### Instructor Contact Information

Kathryn Kotowski, Ed.D.

Email: Use Canvas Inbox

If you have questions regarding the course, please contact me via the Canvas inbox and allow a 24 hour response time Monday-Friday.

### Spring 2018

A 3 unit course taught exclusively online using Canvas. All Assignments, lectures, notes, presentations, discussion, quizzes, and activities will all be delivered on-line. All assignments must be submitted online as a Word document, docx, or pdf.

### Student Learning Outcomes

By the end of the semester the student should be able to:

1. Analyze the issues and life events that have a major impact on contemporary American families
2. Research future trends in the area of family life

### Course Description

This class is designed as an overview of the contemporary American Family with emphasis on changes in form, functions, and expectations. The history of the family, both public and private, will be considered and examined in relation to the effects of class, ethnicity and social policy. The effects on the family of common life events experienced by individuals and family members will be covered including sexuality, mate selection, marriage, childbearing, the working family, divorce, domestic violence and aging. The future of the family including implications for the individual and society will be discussed

### Required Textbook

Cherlin, A. (2016). *Public and Private Families* (8<sup>th</sup> ed.). McGraw-Hill Publishing You may use an older edition, but be aware that the information will not be exactly the same.

### Supplemental Reading—Choose One Book for Assignment 1

1. *Etched in Sand: A True Story of Five Siblings Who Survived an Unspeakable Childhood on Long Island* by Regina Calcaterra (2013)
2. *Another Place at the Table* by Kathy Harrison (2004).
3. *Lucky Girl* by Mei-ling Hopgood (2010).
4. *The Color of Water: A Black Man's Tribute to His White Mother* by James McBride (2006).
5. *The Glass Castle: A Memoir* by Jeannette Walls (2006).

### Prerequisites/Technology Requirements

- Students must have the ability to submit written assignments as a doc, docx, or pdf

- Students must have basic computer skills (word processing, e-mail, sending attachments, web browsing).
- To participate in this class, students need a reliable internet connection and access to a working computer. This course is taught using the “Canvas” course management system. Please bookmark our course web site: <http://gcccd.instructure.com>
- Campus Help Desk (for online students) (619) 660-4395

## Grading and Assignments-Course Requirements/Expectations

- Participation: reading, responding to the discussion topics, and posting at least 2 meaningful responses to other students’ postings one or more days after you post your own response. (15 discussion topics X 10 points = 150 points)
- Log into course several times a week to check announcements, participate, and submit assignments
- Completion of 4 course Verification Assignments 5 points each (4 X 5 = 20 points)
- Completion of weekly 10 point quizzes that cover the syllabus, reading assignments/and or learning activities. (150 points)
- Book report/response on the novel of your choice from the list above (50 points)
- 3 Learning Activities (3 activities X 70 points = 210 points)
- Final Exam – will cover concepts from the entire semester (40 points)

## Total possible = 620 points

*Note: specific information will be available in the Assignments section on the course menu when required. The instructor reserves the right to make changes to this syllabus during the semester.*

## Grading Scale

A	=	100%	-	93%	C+	=	<	80%	-	77%	
A-	=	<	93%	-	90%	C	=	<	77%	-	70%
B+	=	<	90%	-	87%	D	=	<	70%	-	60%
B	=	<	87%	-	83%	F	=	<	60%	-	0%
B-	=	<	83%	-	80%						

## Due Dates, Make-ups and Incompletes

- Assignments turned in after the due date may *not* be graded without prior approval from the teacher, with a compelling reason for the late submission. Late assignments will not receive full credit. Assignments may always be submitted early.
- Quizzes will not be available after the due date...there are **no make-ups for quizzes**.
- An incomplete grade is given only when there is an emergency near the end of the semester.
- Written Assignments and quizzes are due by **11:00 pm** Sunday, PST each week.
- Discussions and Peer responses are due by **11:00 pm** Fridays, PST each week.

## Participation and Grading Criteria

You will need to respond to each week's topic with something that can be supported from the readings or from your personal experiences; for full credit your responses must be meaningful and relevant to the discussion.

Discussion questions will be evaluated using a rubric emphasizing quality of analysis, comparison, content, and connection with supporting material, Responses should be well written and clearly address the issues being discussed. All work must be original or correctly cited and referenced.

In our discussions, late work means that others may not have the opportunity to respond to your comments. It also means that you will not have the benefit of as much interaction with other students as you will have if your assignment is posted early in the week. Posting responses at the last minute is a bit like making a statement or talking to someone just as the bell is ringing in a face-to-face classroom. It leaves very little time for follow-up or clarification when needed. If you know you will be away on the day your assignment is due, please post your work before you leave.

## Attendance/Drop Policy

Weekly participation in the Discussions on the Canvas website is expected and counted as attendance in this class. Missed discussion postings and missed quizzes are the same as absences. Students not participating in the course during the first five days of class will be dropped to make room for students on the waitlist.

*During the remainder of the semester students who are inactive will be dropped from the course. If a week goes by with no activity on your part either through the discussion board participation, email communication, submission of work, or quizzes, you may be dropped. Therefore, it is imperative that you let me know if your contribution to the class will be interrupted. Your full participation on a weekly basis is not only a requirement; it is an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up any missing assignments.*

## Course Communication

Post general questions to our course questions area "Ask Dr. K" in the Getting Started Module. Check the inbox regularly for messages and send me questions there. When I log on to our class I will always check the inbox prior to anything else so that I can respond to student questions first.

## Course Accommodations

Please inform instructor of any needed special accommodations in the first two weeks of class or if you are working with Disabled Students Programs and Services (DSPS). For contact information see [www.cuyamaca.net/eops/dsps.asp](http://www.cuyamaca.net/eops/dsps.asp)

## Pass/No Pass

If you are taking this class for your major or a certificate please do not take it for Pass/No Pass. You need to have grades of "C" or better in all the classes that are in your major. Classes with Pass/No Pass will not count towards your major, a certificate of achievement, or a certificate of specialization.

## Class Policies

1. Class work and projects will be graded on content as well as presentation. This includes grammar, spelling, and mechanics. Your written work should reflect college level skills.
2. All work submitted is required to be the student's original work. Cuyamaca College's academic expectations as outlined in your class schedule and catalog will be enforced.
3. Late work will not be accepted without prior approval from the instructor.

## Academic Integrity

When presenting research from the Web for this course, please be aware that utilizing content without acknowledging the source is unethical and unacceptable in this class. In any such case, the student will receive a zero on the assignment; the information will be submitted to the dean of the department, the dean of this division, as well as the dean of student discipline and may be subject to disciplinary action as described in the Cuyamaca College catalog. Any content that is not your own, must be cited and credit given to the author. Remember changing a few words or rearranging the word order does not make the work your own. When in doubt; cite, cite, cite!

## Important dates

January 29	Class Begins
February 9	Last Day to Add or Drop
March 2	Last Day to Apply for P/NP
March 9	Last Day to Apply for spring 2018 degree
March 26-4/1	Easter Break
April 27	Last day to drop semester length classes
May 29	Final Exam
June 6	Commencement

## Office hours

I strongly encourage you to contact me using the message system within our course so I can quickly identify you as a CD 115 student, or you may send an email to [kathy.kotowski@gcccd.edu](mailto:kathy.kotowski@gcccd.edu) make sure that to include the **course number** in the subject line and your **registered** name in the email. If you don't use your registered name I have no way of knowing who you are and I won't be able to help you or respond to you.

## Course Schedule CD 115

Module	Topic	Due
1/29 Module 1	Post your 1 <sup>st</sup> discussion response on the discussion board & begin reading chapter 1	Get to know each other by reading & responding to a few travel postings! Syllabus Quiz
2/5 Module 2	Public and Private Families Chapter 1	Discussion 1 and Quiz 1
2/12 Module 3	History of the Family Chapter 2	Discussion 2 and Quiz 2
2/19 Module 4	Gender and Families Chapter 3	Discussion 3 and Quiz 3
2/26 Module 5	Social Class and Families Chapter 4	Discussion 4 and Quiz 4 <b>Activity 1 Book Review Due</b>
3/5 Module 6	Race, Ethnicity, and Families Chapter 5	Discussion 5 and Quiz 5
3/12 Module 7	Sexuality and Love Chapter 6	Discussion 6 and Quiz 6
3/19 Module 8	Cohabitation and Marriage Chapter 7	Discussion 7 and Quiz 7 <b>Activity 2 Marriage Survey Due</b>
4/2 Module 9	Work and Families Chapter 8	Discussion 8 and Quiz 8
4/9 Module 10	Children and Parents Chapter 9	Discussion 9 and Quiz 9
4/16 Module 11	**Domestic Violence Chapter 11(Please note out of order chapter!)	Discussion 11 and Quiz 11 <b>Activity 3 Domestic Violence Due</b>
4/23 Module 12	The Elderly and Their Families Chapter 10	Discussion 10 and Quiz 10
4/30 Module 13	Divorce Chapter 12	Discussion 12 and Quiz 12
5/7 Module 14	Remarriage and Stepfamilies Chapter 13	Discussion 13 and Quiz 13
5/14 Module 15	The Family, the State, and Social Policy Chapter 14	Discussion 14 and Quiz 14 <b>Activity 4 Family Tree Due</b>
5/21 Module 16	Study for the final	Study for the final
May 29	Comprehensive Final	Final Exam (40 points)

*The instructor reserves the right to alter the topics and dates on the syllabus to fit the flow of the class. This course adheres to the policies outlined in the Cuyamaca College catalogue. For further information, see Academic policies stated in the catalogue.*

## Learning Activity 1—Due Week 5 Book Review

For this assignment you will be choosing a novel to read from the list in the syllabus. These are non-fiction contemporary novels on the American family, after reading your book you will write a personal reflection on the book as it pertains to the American family. In your reflection you will discuss and analyze the issues and life events that have a major impact on the American family from your book choice. You may use our text as a reference to support the statements and comments in your paper. Be sure to cite any work within your paper that comes from other sources and include these citations on the reference page at the end of your paper. We will be using APA style for this assignment and you will submit this assignment through VeriCite. To Submit the assignment click on the “Book Review” in the Week 5 module and follow the prompts, it is very simple.

For this assignment you will write a 1-2 page “review” of the book you have chosen.

Provide responses to the following questions; please don't simply answer these questions one by one, weave your answers into your “review” of the book. Make your answers flow together, use full sentences.

- Why did you choose this book? Was there something in the description or title that caused you to pick it? Was the book what you expected?
- How was this family similar or dissimilar from your own experiences?
- As you were reading this book how did it make you feel? Could you identify with the main character (s)? Did you agree or disagree with their perspective and decisions?
- What did you find most interesting or surprising about the novel you picked? Did this book change you?
- After reading this book do you think the type of family you read about reflects the future of American families? Why or why not? If not what do you think future families will look like? If yes, what makes you believe this is the future of the American family?

Write a 1-2 page “review” of your book, incorporating your answers to the above questions in your review. Make sure to include a brief summary of the book and at least one theme from the book. Then provide a critique of the book (would you recommend this book, why or why not?).

Make sure to include the title and author of the novel you read. Enjoy your book. I have read each of these books and I can't pick a favorite!

### REFERENCES:

*Your assignments in this class will require a reference section that needs to be cited correctly. Please use APA format, an example is listed below. If you use sources from the internet the sites you use must end in '.org' or '.edu'. Be sure to cite the full required information, plus the last date that the website was updated, the organization that supports the website, and a link to it.*

### A book citation looks like this:

Barbour, C., Barbour, N. H., & Scully, P. A., (2011). *Families, schools, and communities: Building partnerships for educating children*. (5<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson.



## Learning Activity 2—Due Week 8 Married Couples Survey

Please conduct a short, nonscientific survey of your friends who are married. After collecting your information, please compare and contrast the couples you interviewed. This is a very effective way to understand the concept, even if you are married yourself. You may see a vast difference in the responses of older couples vs. younger couples. If possible try to interview couples who represent different racial-ethnic groups. Did you find a cultural difference?

After you have interviewed 3-4 couples, compile your information into an essay. You do not need to include all of the specific interview answers, just make general observations such as: “Of the 4 couples I interviewed 3 were recently married and 1 had been married over 10 years. Of the newlywed couples only 1 had lived together prior to marriage and they had not told their parents about their living arrangements. This couple had gone to elaborate lengths to cover up or conceal this information. They were concerned about the reaction of their parents and didn’t want to upset them. This couple told me they had been together for 5 years prior to their marriage and keeping the information secret was sometimes difficult during the holidays and added some stress to their relationship.”

Your paper should be roughly 13-14 paragraphs. Including an introductory paragraph, a paragraph reporting the responses to each question (that’s 12 paragraphs right there!), and a concluding paragraph.

### Married Couples Survey

General information to be gathered for each couple while you are interviewing them:

Sex of the person you are interviewing (male or female) and the age of the person you are interviewing.

1. How long were you dating your spouse before you got engaged, before you were married? How old were you both when you married each other? Is this your 1<sup>st</sup> marriage?
2. How long have you been married and how did you meet?
3. Did your parents approve of your dating relationship with this person before you got married?
4. Do your parents get along with your spouse?
5. Do you have children or do you both want children? Did you agree on a specific number of children?
6. Do you get along with your in-laws, if not, explain?
7. Did you live together before you got married, if so how long?
8. Was love the primary reason that you got married, is it (or was it) enough?
9. What things do you have in common with your spouse? What are the biggest differences between you?
10. If you could go back in time would you marry this same person again?
11. What advice would you give someone getting married in the near future?

### **Learning Activity 3—Due Week 11 Domestic Violence**

Please write a short (one-page) essay on two of the three following subjects: (1) domestic violence, (2) child abuse, and (3) date rape. At the end of each essay write a paragraph discussing what you think should be done to prevent this type of violence from further occurring. Make sure that you include citations and references for the articles or websites that you used for your research.

You should plan on about  $\frac{3}{4}$  of a page for one essay, then write your own paragraph describing what you think should be done about the problem = 1 page essay on 1 topic (about 500 words, 12 font Times New Roman) Then write another short research essay about  $\frac{3}{4}$  of a page in length with your own concluding paragraph summarizing your thoughts about what should be done about the issue. Again = 1 page essay on a different topic (about 500 words, 12 font, Times New Roman),  
Now you should have a 2 page essay completed on 2 different topics (your choice 2 of the 3 choices).

### **Learning Activity 4—Due Week 15 Family History Project Activity**

For this activity I would like you to do some family research into the origins of your family. Trace your ancestors' dates of marriage, number of children, dates of death or divorce, and remarriages. Interview various family members about when your family came to the United States, why they came, how life was at the beginning, what hardships they faced, and what traditions have been passed down from generation to generation. Go back as far as you can. What differences in levels of education, occupation, marriage ages, birthrates, divorce, and any other "family events" do you see? Is there a pattern of education, transportation, food habits, and so forth for other generations of your family? How do previous generations compare to the current one in your family? This activity takes some time and some effort on your part; it is never too early to start on this project. Every family has a history worth preserving; begin by calling, emailing, writing, or looking online for relatives.

This project will take most of the semester and is going to be written out as a narrative. Over the course of the semester you will be collecting data on your family and writing it down. It is an ongoing family historical document that will continue to grow and evolve as your family changes. It is not designed to be a project with a specific beginning and an end. You will not be able to do this project at the last minute, or the week prior to the due date. You may include an actual "Family Tree" if you want but the actual project does not require one. You will want to gather as much information early on as you can. Try to record on your smart phones older family members telling stories (your oral family history) around the table at family gatherings, add their stories to your document. Send out letters, emails, text messages, etc. to all family members asking for information. Start to gather as much as you can so that when you sit down to record this you have a substantial amount of information to work with.

**PLAGIARISM AND CHEATING:** *GCCCD's academic expectations as outlined in your class schedule and catalog will be upheld. Please note: plagiarism will result in a "0" grade for the assignment. Plagiarism includes presenting another person's words, phrases, or ideas as your own. This includes presenting another person's work as your own, cutting and pasting from the internet without using quotation marks and citations properly, restating the work of another writer without citing it, failing to put quotation marks around ideas which you cite but which you don't put fully into your own words, presenting homework or written work which was extensively re-written by some else as your own. It also includes work conducted collaboratively which was designed to be completed by the individual. Refer to the Academic Standards for additional information, including tutoring and special needs.*