



Abraham Baldwin

AGRICULTURAL COLLEGE

A State College of the University System of Georgia

TIFTON, GEORGIA

Course Syllabus

Course Name: Community Context of Individual and Family Well-being
Course Number: FACS 4100
Course Description: Impact of community contextual influences on human development and families. Socio-psychological and economic impact of housing and community on children and families will be explored. The family will be examined from an ecological perspective and analyzed as a producing and consuming unit within a community. The course will involve an analysis of conceptual frameworks, methodological approaches, and current research.
Pre-requisites/Co-requisites: Upperclassman standing
Course Learning Outcomes: <ol style="list-style-type: none">1. Explain the meaning and importance of community context for family well-being.2. Identify how community context affects human health, behavior, and life chances.3. Discuss current research examining community context and family well-being.4. Determine the implications of course content – activities, discussions, reading, etc., for individual and family life chances/trajectories.5. Evaluate the implications of course content – activities, discussions, reading, etc., for social and family policy.6. Identify theoretical frameworks used in scholarly and professional literature on community context and family well-being.
College Policy on Course Attendance: <p>Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. The interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. Therefore to attain maximum success, students should attend all their classes, be on time, and attend all scheduled course activities. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.</p> <p>Individual instructors will establish attendance policies for each class, will publish the policy in the course syllabus, and keep attendance records. The penalty for absences is at the discretion of the instructor and may include failure of the course. Whenever a student is absent, the student must assume responsibility for making arrangements for any assignments missed due to the absence. A student who stops attending class without officially withdrawing will still receive a grade for the course. A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's college catalog and student handbook.</p>
INSTITUTIONAL ABSENCE <p>A student who serves as an official representative of the college is defined as one who:</p> <ol style="list-style-type: none">1. is authorized to use the college name in public relationships outside the institution;2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);3. represents the college as a part of a group and not as an individual;4. represents the college under the direct supervision of a college faculty or staff member; and



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5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures

1. If a student admits responsibility in a case of suspected academic dishonesty which does not involve a grade penalty significant enough to alter the student's final grade in the course, the faculty member may handle the case on an informal basis by talking with the student and securing a signed statement from the student admitting responsibility and acknowledging the penalty to be imposed, if any. In all cases of suspected academic dishonesty in which the student does not admit responsibility or in which the grade penalty would alter the student's final grade in the course, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.

2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.



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3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.

4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.

5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.

2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:

- A violation of due process
- Prejudicial treatment by the original hearing body
- New evidence has become available which was not available at the time of the hearing.

3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.

4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision will be considered final and conclusive.

5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances



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connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.

6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.

Revised December 16, 2010

Course Syllabus

FACS 4100

Spring 2011

Tuesday/Thursday 11:00-12:15 CRN 30198

Instructor: Dr. Darby Sewell
Dean of the School of Human Sciences &
Associate Professor of Family and Consumer Sciences

Office: 205 Bowen Hall

Phone: 229-391-4810

Email: dsewell@abac.edu

Office Hours: By appointment

Required Textbook: There is no textbook for the course. A list of required readings will be provided.

Course Activities in which you should intend to engage:

- Read assigned materials
- Participate in discussion
- Read/review information posted about topical units
- Visit suggested web sites
- Submit assignments on due date
- Check WebCT on a daily basis for updates/changes/discussion postings related to class

Evaluation:

1. **Assignments:** Assignments will be posted in WebCT throughout the semester. Each assignment is to be completed individually by the student and shared with the class on the due date. These assignments are designed to facilitate understanding of course material and prompt further class discussion on course topics.



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- 2. Discussion/Class participation:** Active participation is expected for all students. Participation will be expected and evaluated in multiple ways. Students should read all assigned materials, complete discussion questions, and class assignments so they are prepared to actively participate in the class discussion. Guest speakers and film presentations will also be an important component of the course. Attentiveness and participation during visits and presentations is also part of this category. Attendance and class participation are important to achieving all possible points for this category.
- 3. Final mini-literature review:** This assignment consists of two parts: a final paper and a PowerPoint Presentation. Each student will select a topic of personal interest and relevance in the area of community context and family well-being. Students will research the topic and prepare a 5-7 page, double-spaced summary paper. More details will be provided.

Assignments submitted past the deadline will be subject to penalty and may not be accepted.

Course Attendance Policy: Class attendance is expected. To attain maximum success, students must attend all class meetings, be on time, and attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences and lectures. This interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and grades. A student must understand the importance of regular participation in classroom and laboratory activities. The absence of any student affects not only his or her performance but the performance of the class as a whole. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

The instructor will keep accurate attendance records. Excessive absences will result in grade penalties ultimately resulting in a lower grade for the entire course at the discretion of the instructor. After three unexcused absences, students will have 10 points deducted from their discussion participation grade for every additional unexcused absence. The following documented excuses only will be accepted: medical illness or emergency, jury duty, family death, and/or approved ABAC functions. Legitimate written documentation must be provided. Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for finding out what will be covered in class. However, final approval for the ability to makeup work remains with the individual instructor. A student who stops attending class without officially withdrawing from the course will receive a grade of "F" for the course. A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's college catalog and student handbook.

Make-Up Policy:

Written Assignments: College students are required to have sound time management skills, and the instructor discourages late work. Assignments submitted past the deadline will be subject to penalty and may not be accepted. Assignments are due on the specified due dates regardless of your presence. If accepted, work that is submitted late will incur a penalty with 10% of the total possible grade being deducted per day late. Work is due at the beginning of class. Computer failure, printer failure, flash drive issues, and lack of empty computers at the computer lab are not valid excuses. Arriving late to class the day an assignment is due, will result in the loss of points on your assignment.

Discussion/Class Participation Grades: Participation points are calculated into the final course grade. Therefore, excessive absences will adversely affect the student's course grade. Attendance and active class participation is important to achieving all points. Tardiness will result in the inability to participate in assignments given at the beginning of class and/or receive full credit for class participation. Students will need to discuss all absences and participation points with the instructor outside of class.

Tardiness: Class begins at the time listed on the schedule. I expect students to be in class and ready to begin at that time. Tardiness is distracting to me and other students. If any student is tardy, it is **his/her responsibility** to tell me **after** class that he/she has indeed attended class. If I am not told at the end of the class period, I will count the student as absent. Five points will be deducted from your discussion/class participation grade for each tardy. You are tardy if you enter class late or leave early. If you are late, you will be unable to make up quizzes, tests, or points earned from guest speaker evaluations. Three tardies will equal one unexcused absence.

Refer to the current ABAC Catalog for all academic policies and procedures: www.abac.edu/catalog.



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Course expectations and rules:

- Be on time. Class will begin on time. It is unprofessional to arrive late to class and get up in the middle of class unless it is an emergency. It is also disruptive to the instructor and other students.
- Be prepared. You are expected to attend class on a regular basis and participate in all activities and discussion
 - If a student is not prepared for class or misses an assignment deadline, the student's grade may be lowered and/or work may not be accepted
- Type assignments. All assignments must be typed unless otherwise indicated. Correct grammar and spelling are expected and are part of the total points given on any assignment. Please review and edit your papers before submitting them.
- Respect and welcome each other's opinion; wait your turn to provide input. It is important to be courteous and respectful to instructor, class members, and guests.
- Stay on topic. Avoid studying or reading other material, sleeping and not participating in group discussion or activities that are considered disruptive behavior according to the Board of Regents policy on disruptive behavior.
 - Students who engage in disruptive behavior can be asked to leave class.
- Be professional with all actions
- Respect all equipment and furniture in the facility.
- Turn Cell Phones off before class begins. If your cell phone rings in class or a student participates in text messaging during class, all students will take a pop quiz immediately and the grades will count.
- No eating during class.
- Drinks in spill proof containers are permissible.
- Use your breaks between classes to use your cell phone and eat your snacks.

Course Grading:

Assignments	150
Discussion/Class Participation	130
Final Mini-literature Review (2 parts @ 50)	100
Total Points	380

Grade	Points
A	342-380 (90-100%)
B	304-343 (80-89%)
C	266-303 (70-79%)
D	228-265 (60-69%)
F	227 and BELOW (59% & Below)



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Course Calendar
FACS 4100
Community Context of Individual and Family Well-Being
Tentative Plan

Instructor reserves the right to change the course plan. Students will be notified of any changes.

Day	Date	Activity/Assignment
Tuesday	January 11	Course Overview <i>Distribute 1st Reading:</i> The Meaning of Marriage & Family
Thursday	January 13	Topic: Meaning of Marriage & Family <i>Be prepared to Discuss Reading # 1 & Discussion Questions for The Meaning of Marriage & Family</i>
Tuesday	January 18	Meaning of Marriage & Family <i>Controversial Issues in Family Assignment #1 Due</i> <i>Be prepared to discuss</i>
Thursday	January 20	<i>2nd Reading/Discussion Questions:</i> Topic: Studying Marriages & Families
Tuesday	January 25	Review of Theories <i>3rd Reading/Discussion Questions:</i> Ecological Psychology Ecological Theory Model
Thursday	January 27	Doll Maker Film
Tuesday	February 1	Doll Maker Film
Thursday	February 3	Complete Film <i>Quantitative/Qualitative Assignment #2 Due</i>
Tuesday	February 8	Discussion of Film & Questions Topic: Introduction to Contexts <i>4th Reading/Discussion:</i> Contexts of Development
Thursday	February 10	Topic: Introduction to Contexts continued <i>Picture Assignment#3 Due</i> <i>5th Reading/Discussion Questions:</i> The Many Faces of Context* The Cultural Grounding of Personal Relationship* Neighborhood Context and Financial Strain* Close Relationships and Placemaking* <i>*Readings available through Library Databases</i>
Tuesday	February 15	Topic: Introduction to Contexts continued



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Thursday	February 17	Guest Speaker: Kathy Wages Georgia Family Connections Partnership
Tuesday	February 22	Topic: Neighborhood as Context <i>Location/Context Assignment #4 Due</i> <i>6th Reading/Discussion Questions</i> Neighborhoods as Developmental Context* Neighborhood Characteristics & Depression* Objective and Perceived Neighborhood Environment <i>*Readings available through Library Databases</i>
Thursday	February 24	Topic: Neighborhood as Context continued
Tuesday	March 1	Film presentation <i>Midterm withdrawal w/o academic penalty on</i> <i>March 2 @ 4:30</i>
Thursday	March 3	Film presentation
Tuesday	March 8	Film discussion <i>Neighborhood Investigation Assignment #5 Due</i> Sharing conference information
Thursday	March 10	Topic: Housing as Context <i>7th Reading/Discussion Questions</i> Housing & Mental Health* The impact of low and moderate wealth homeownership on parental attitudes & behavior Does homeownership affect child outcomes? <i>*Readings available through Library Databases</i>
Tuesday	March 22	Housing as Context Continued
Thursday	March 24	Minority Families' Experiences in Context <i>8th Reading/Discussion Questions</i>
Tuesday	March 29	Minority Families' Experiences in Context Continued
Thursday	March 31	Rural Communities: Meanings for Families <i>Class search/presentation/discussion on articles</i> <i>related to this topic</i>
Tuesday	April 5	Rural Communities: Meanings for Families continued
Thursday	April 7	Rural Communities: Meanings for Families continued
Tuesday	April 12	Rural Communities: Meanings for Families continued <i>Neighborhood Experiences Assignment #6 Due</i>
Thursday	April 14	Schools, Neighborhoods, & Residential Mobility



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Tuesday	April 19	Schools, Neighborhoods & Residential Mobility continued
Thursday	April 21	Families & Economics
Tuesday	April 26	Families & Economics continued
Thursday	April 28 (Last day of class)	<i>Final Literature Review Presentations</i>
Final Exam Period Tuesday, May 3 @ 10:15-12:15 <i>Final Literature Review Presentations</i>		

Revised January 3, 2011