Course Syllabus

<table>
<thead>
<tr>
<th>Course Name: Community Context of Individual and Family Well-being</th>
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<tbody>
<tr>
<td>Course Number: FACS 4100</td>
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<tr>
<td>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.</td>
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<td>Pre-requisites/Co-requisites: Upperclassman standing</td>
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<td>Course Learning Outcomes:</td>
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<tr>
<td>1. Explain the meaning and importance of community context for family well-being.</td>
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<td>2. Identify how community context affects human health, behavior, and life chances.</td>
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<td>3. Discuss theoretical frameworks used in scholarly and professional literature on community context and family well-being.</td>
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<td>4. Analyze public policies impacting families and communities.</td>
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<td>5. Complete a practicum using effective communication skills, professionalism and hands-on experience.</td>
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<td>6. Utilize quantitative and qualitative research methods to engage in original research project.</td>
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<td>7. Demonstrate effective oral and written communication skills.</td>
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<td>College Policy on Course Attendance:</td>
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<td>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.</td>
</tr>
<tr>
<td>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.</td>
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INSTITUTIONAL ABSENCE
A student who serves as an official representative of the college is defined as one who:

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
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

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 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 January 7, 2013

Course Syllabus
FACS 4100
Spring 2013
Tuesday/Thursday 11:00-12:15 CRN 30086

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


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 D2L on a daily basis for updates/changes/discussion postings related to class
- Participate fully in research project
- Participate in practicum
Evaluation:

1. **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, film presentations, written assignments, and work on the research project will also be important components 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.

2. **Research project:** This assignment consists of multiple parts: working with the class to develop research tools such as an interview guide, writing assignment, and quantitative survey; conducting focus group interviews with identified participants; transcribing the interviews; writing a reflection of the research process and of the meanings drawn from the process; and an oral presentation.

3. **Practicum Experience:** Each student will be required to participate in a practicum experience in a community program or agency office focused on families, youth and children. At minimum, each student will spend 15 hours over the course of the semester in this capacity. A list of these opportunities will be provided to students. It will be the student’s responsibility to initiate the practicum and to provide documentation of completion of service in addition to a reflection paper, no more than 2-3 pages. Depending upon the agency, students may be required to complete criminal background checks before completing on-site hours. Students will conduct oral presentations detailing experiences.

4. **Policy Investigation:** The purpose of the policy investigation is to introduce students to the concept of public policies focused on issues affecting families, youth, children and communities. This investigation will provide a foundation for future projects in the Rural Studies program. Each student will complete a written paper summarizing his/her investigation of a specific policy. The paper should be 3-5 pages cited using APA or MLA style. Students will present his/her paper/ findings to the class.

5. **Final Exam:** A final exam will be given at the end of the term. The final will cover text material, class lectures, guest speakers, and supplemental videos viewed in class.

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 absences, students will have 5 points deducted from their participation grade for every additional absence. 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. Students may appeal the final grade 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.

**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 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 absence.

Refer to the current ABAC Catalog for all academic policies and procedures: [www.abac.edu/catalog](http://www.abac.edu/catalog).

**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, points will be deducted from your participation grade.
- 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:**

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<thead>
<tr>
<th>Component</th>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>100</td>
<td>(21%)</td>
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<tr>
<td>Research Project</td>
<td>125</td>
<td>(26%)</td>
</tr>
<tr>
<td>Policy Paper &amp; Presentation</td>
<td>75</td>
<td>(17%)</td>
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<tr>
<td>Practicum</td>
<td>125</td>
<td>(26%)</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
<td>(10%)</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>475</strong></td>
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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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity/Assignment</th>
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| Tuesday   | January 8    | Course Overview  
Drop/add ends on Wednesday, January 9 @ 4:30 PM                                   |
| Thursday  | January 10   | Foreword, Preface, & Chapter 11 (Conclusion)  
NCFR Report Articles (Social Capital & Community Articles)                           |
| Tuesday   | January 15   | Chapter 1: Ecological Theory & Its Application to Child Development & Parenting  
Distribute Meaning of Marriage & Family Reading  
Give out Practicum Information                                                         |
| Thursday  | January 17   | Guest Speaker: Miles Drummond  
Overview of 4H  
Distribute Quantitative vs. Qualitative Readings                                      |
| Tuesday   | January 22   | Research Project Discussion  
IRB Approvals  
Quantitative vs. Qualitative  
Guest Speaker: Amy Howell (Tentative)                                                  |
| Thursday  | January 24   | Chapter 2: Theories of Community Influence & additional social capital readings     |
| Tuesday   | January 29   | Chapter 3: Assessing Neighborhood and Community Characteristics                     |
| Thursday  | January 31   | Research Day/NCFR Report Discussions                                                |
| Tuesday   | February 5   | Guest Speaker: Greg Millette  
United Way of South Central GA                                                         |
| Thursday  | February 7   | Chapter 4: The Influence of Neighborhood and Community Characteristics on Families and Children |
| Tuesday   | February 12  | Chapter 5: Children and Young People in Communities                                 |
| Thursday  | February 14  | Chapter 6: Community Interventions and Policy  
NCFR Reports on Policy                                                                 |
| Tuesday   | February 19  | Research Project Discussion                                                         |
| Thursday  | February 21  | Amy Howell (Policy Discussion) Tentative Computer Lab  
Midterm withdrawal w/o academic penalty on Wednesday, February 27 @ 4:30              |
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<tr>
<th>Thursday</th>
<th>February 28</th>
<th>Policy Investigation in Computer Lab</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>March 5</td>
<td>Chapter 7: Community Interventions Aimed at Early Child Development and Parenting Problems</td>
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<tr>
<td>Thursday</td>
<td>March 7</td>
<td>Community Guest Panel</td>
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<tr>
<td>Thursday-Thursday</td>
<td>March 11-15 Spring Break</td>
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<tr>
<td>Tuesday</td>
<td>March 19</td>
<td>Chapter 7 continued</td>
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<tr>
<td>Thursday</td>
<td>March 21</td>
<td>Chapter 8: Children’s Participation in Community Consultation and Planning</td>
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<tr>
<td>Tuesday</td>
<td>March 26</td>
<td>Chapter 9: Schools as Communities &amp; Schools Within Communities NCFR Readings</td>
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<tr>
<td>Thursday</td>
<td>March 28</td>
<td>Project Day</td>
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<tr>
<td>Tuesday</td>
<td>April 2</td>
<td>Guest Speaker On Schools &amp; Communities</td>
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<tr>
<td>Thursday</td>
<td>April 4</td>
<td>Policy Papers &amp; Presentations</td>
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<tr>
<td>Tuesday</td>
<td>April 9</td>
<td>Chapter 10 Community Based Approaches to Youth Safety &amp; Juvenile Crime</td>
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<tr>
<td>Thursday</td>
<td>April 11</td>
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<tr>
<td>Tuesday</td>
<td>April 16</td>
<td>Practicum Presentations</td>
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<tr>
<td>Thursday</td>
<td>April 18</td>
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<tr>
<td>Tuesday</td>
<td>April 23</td>
<td>Research Project Presentation</td>
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<tr>
<td>Thursday</td>
<td>April 25</td>
<td>Last Day of Regular Class</td>
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<td>Course Review</td>
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**Final Exam Period**

**Tuesday, April 30 @ 10:15-12:15**

Revised January 7, 2013

- Incorporate a day to discuss analyzing writings for themes
- Incorporate a day to discuss how to lead a focus group
- Work on quantitative survey