Date of request: 01-NOV-2018

Request ID: E-2018-FCS-143

College: E

Department: FCS

Initiator name: Angel Gullon-Rivera

Initiator email: angel.gullon-rivera@wmich.edu

Proposed effective term: 202010

Does course need General Education approval?: Y

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:
WES Change Course FCS 3150
Specific Course Change type selected: WMU Essential Studies - Level 3: Connections

1. Existing course prefix and number:
FCS 3150

2. Level 3: Connections:
Indicate which course category the course should be placed in:
Global Perspectives

3. Indicate which ONE additional required student learning outcome the course will assess:
Develop sensitivity to diversity and inclusion

4. AND, Indicate which ONE additional required student learning outcome the course will assess:
Demonstrate effective and appropriate written communication abilities

5. How are you going to address this in your course?
The course promotes understanding of families in the global environment, using social construction theory on the shared assumptions on how human society and cultures are viewed. The course includes
an examination of the following factors and influences on families: religion, ethnicity, education, economics, socio-political, family structure and dynamics, gender roles, meals/food preferences, access to healthcare, housing and geographic location, mass-media, relationships with other people (friendships, community and networking systems), and issues related to globalization and tribalism. A social constructionist perspective will guide explanation of families from a variety of world cultures. The course highlights the factors, structures, and dynamics that impact the functioning of family experiences across contexts. The course evaluations consist of discussion forums on the topics mentioned above, written papers, quizzes, and oral and written presentations on global perspectives.

A. Please choose Yes or No to indicate if this class is a Teacher Education class:  
No

B. Please choose the applicable class level:  
Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.  
Yes

D. Explain briefly and clearly the proposed improvement.  
Initial WMU Essential Studies review and approval.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).  
Initial WMU Essential Studies review and approval.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.  
1. Develop awareness five levels of awareness: awareness of one’s own culture; awareness of racism and sexism; awareness of individual differences; awareness of other cultures; and awareness of diversity and ability to demonstrate an understanding of this awareness on a personal basis.

2. Demonstrate critical thinking skills to analyze topics related to the variety of factors that influence families and cultural groups.

3. Develop strategies for effectively working with culturally diverse families

4. Increase foundational knowledge of the social changes affecting families globally and understand their needs and demands; and of differences and similarities among families in different parts of the world.

5. Develop global awareness and international perspectives (WMU Essential Studies SLO).

6. Develop sensitivity to diversity and inclusion (WMU Essential Studies SLO).
7. Demonstrate effective and appropriate written communication abilities (WMU Essential Studies SLO).

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. Initial WMU Essential Studies review and approval.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. Initial WMU Essential Studies review and approval.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. Initial WMU Essential Studies review and approval.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale. Initial WMU Essential Studies review and approval.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students? Initial WMU Essential Studies review and approval.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

We offered multiple sections of FCS 3150 throughout the academic year, altogether 14 sections: 10 Online sections, 3 Traditional sections, and 1 Open Learning (1 section). The sections are offered in Fall, Spring, and Summer with 25 student capacity for the online sections, 50 student capacity for the traditional sections, and 40 student capacity for the open learning section.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must
be attached in the Banner Workflow system.
Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.
Initial WMU Essential Studies review and approval.

O. Current catalog copy:
FCS 3150 Global Ecology of the Family:
Study of families in the global environment, using social construction theory. Includes an examination of the following factors and influences on families: religion, ethnicity, education, economics, socio-political, family structure and dynamics, gender roles, meals/food preferences, access to healthcare, housing and geographic location, mass-media, relationships with other people (friendships, community and networking systems), and issues related to globalization and tribalism. A social constructionist perspective guides explanation of families from a variety of world cultures.
(3 hours)

P. Proposed catalog copy:
FCS 3150 Global Ecology of the Family:
Study of families in the global environment, using social construction theory on the shared assumptions on how human society and cultures are viewed. The course includes an examination of the following factors and influences on families: religion, ethnicity, education, economics, socio-political, family structure and dynamics, gender roles, meals/food preferences, access to healthcare, housing and geographic location, mass-media, relationships with other people (friendships, community and networking systems), and issues related to globalization and tribalism. A social constructionist perspective guides explanation of families from a variety of world cultures. The course highlights the factors, structures, and dynamics that impact the functioning of family experiences across contexts. This course meets the student learning outcomes in the WMU Essential Studies Level 3- Connections, Global Perspectives Course Category. This course also meets the Diversity and Inclusion student learning outcome. (3 hours)

Department Curriculum Chair approver: Richard Zinser

Department Curriculum Chair comment:
Date: 05-DEC-2018

Department approver: Richard Zinser

Chair comment: faculty made revisions requested by the committee

Date: 05-DEC-2018
# FCS 3150: Global Ecology of the Family

**Family and Consumer Sciences**  
**Global Ecology of the Family (FCS-3150)**

**Instructor:** Angel L. Gullón-Rivera, Ph.D., CFLE, Associate Professor  
**Email:** angel.gullon-rivera@wmich.edu; Phone: (269) 387-3715 (office).

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## Important Note

This course uses e-Textbook. Students need to purchase the Revel code to access the e-textbook. Students can purchase the e-text directly from the Publisher (Person) or from WMU bookstore. **Price varies:**
- WMU Bookstore, or  
- Publisher (Person-REVEL) Online purchase price.  
(link: [pearsonhighered.com/revel](https://console.pearson.com/enrollment/gdxc9h)). Students who want to have a hardcopy (in addition to the e-text), a 3-ring paper version can be purchased for an additional $ (paper text, but this is once you have purchased the access card).

**Ebook-invite link:** https://console.pearson.com/enrollment/gdxc9h

Use the URL link, click on it (bookmark it) and follow the prompts to join the course ebook. If you need to create a Pearson account, you will need a valid email address (WMU email address). If you already have a Pearson account for another product or service, your existing username and password can be used to access REVEL. If you need assistance with please contact the online support: REVEL support line for students: (855) 875-1801.

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## Additional Required Readings (available on elearning)


## Course Description

Study of families in the global environment, using social construction theory on the shared assumptions on how human society and cultures are viewed. The course includes an examination of the following factors and influences on families: religion, ethnicity, education, economics, socio-political, family structure and dynamics, gender roles, meals/food preferences, access to healthcare, housing and geographic location, mass-media, relationships with other people (friendships, community and networking systems), and issues related to globalization and tribalism. A social constructionist perspective guides explanation of families from a variety of world cultures. The course highlights the factors, structures, and dynamics that impact the functioning of family experiences across contexts. This course meets the student learning outcomes in the WMU Essential Studies Level 3- Connections, Global Perspectives Course Category. This course also meets the Diversity and Inclusion student learning outcome (3 hours).

## Course Goals and Objectives

- Use critical thinking to identify hidden biases that inhibit cross-cultural competency
- Understand theories that guide the study of families across the world
- Identify factors influencing one’s own family and cultural experience
- Recognize environmental and societal factors influencing families across the globe
- Develop an understanding of globalization and cross-cultural competency
- Develop writing, presenting and critical thinking skills (individually and in groups)
- Promote an understanding of diversity and inclusion within social contexts

## Students Learning Outcomes:
FCS 3150: Global Ecology of the Family

1. Develop awareness five levels of awareness: awareness of one's own culture; awareness of racism and sexism; awareness of individual differences; awareness of other cultures; and awareness of diversity and ability to demonstrate an understanding of this awareness on a personal basis.
2. Demonstrate critical thinking skills to analyze topics related to the variety of factors that influence families and cultural groups.
3. Develop strategies for effectively working with culturally diverse families
4. Increase foundational knowledge of the social changes affecting families globally and understand their needs and demands; and of differences and similarities among families in different parts of the world.
5. Develop global awareness and international perspectives (WMU Essential Studies SLO).
6. Develop sensitivity to diversity and inclusion (WMU Essential Studies SLO).
7. Demonstrate effective and appropriate written communication abilities (WMU Essential Studies SLO).

General Requirements

- **Required knowledge of the syllabus and other course materials**
  - This syllabus is extensive and detailed. It is expected that each student will study the syllabus carefully and refer to it regularly during the term. Before sending an email or calling to ask question/s, make sure that you have tried to look for the answer first in the posted or announced course information.
  - If after carefully reading of the syllabus, assignment guidelines, class modules, and handouts you continue to have a question, please email me with a detailed question.

- **Communicating with the instructor**
  - **The best way to contact the instructor is through WMU email.**
  - All online communication between the student and the instructor will be done through email. To maintain professionalism in this course, we are expected to observe respect and courtesy with each other. Here are some guidelines for sending email messages:
    - Consider email a formal means of communicating with faculty. This means that professional etiquette is expected in exchanging information through email. Conduct yourself accordingly. Use complete sentences, appropriate capitalization, properly spelled words, and correct punctuations.
    - Read and edit messages before sending.

- **Attendance.** The instructor can track student attendance during the semester (REVEL and ELearning). This means that the instructor can access information regarding how many times, how long, and what content have been accessed in the course website. REVEL’s quizzes will be another form to evaluate students’ class participation.

- **Responsibility to access course materials.** This course is an online course and requires appropriate computer hardware and software, and reliable Internet access. Students are responsible to ensure that they can access GoWMU, WMU's E-learning (also known as Desire2Learn), and WMU's online library services; and that they have the capability to receive streaming audio and to view online videos. **For assistance with technology contact WMU's Help Desk at 269-387-4357.** To access E-learning for this class, click on GoWMU on WMU’s homepage. Log on with your user I.D. and password. A problem accessing the internet is not a legitimate excuse for requesting special treatment or submitting an assignment late.
• **Computer software needed.** Adobe for PDF files, MS Word, Power Point, QuickTime player for video files that are not video streamed (although most are), and mp3 player for audio files and a reliable internet browser. WMU campuses have computer labs that are open to registered students and these labs have the required computer softwares for this course. **If you having any technical problems please contact the Help Desk at 269-387-4357.**

• **Assessments (quizzes) and Assignment due dates are specified in the Class Schedule. Pay close attention to these dates as it is the student's responsibility to complete all tasks on time.**

• **Late Assignments** will be assessed 50% of the points allowed. Assignments more than one-week late will not be accepted. Assignments are to be submitted directly through E-Learning in the assignment drop box.

• **Incomplete grades** may be awarded to students who are delayed in completing their course requirements during the scheduled semester due to personal and family crises that may arise. An Incomplete grade allows students one academic year to complete assignments without paying to retake the course. Documentation of the personal or family crisis and an appointment with me to discuss the situation are required but may not be sufficient to warrant the assignment of an incomplete grade. When an incomplete grade is decided upon, the deadline for completion of assignments/activities will also be determined and noted on the incomplete grade document that is sent to the WMU's registrar in lieu of a final grade. The student is responsible for remembering and meeting the deadline for completion. Missing this deadline will result in earning a failing grade.

Please be aware that: 1) Incomplete grades are granted at the discretion of the instructor and will not be given simply to keep a student from failing; 2) If granted, one letter grade is deducted from the student's final grade in exchange for extra time being allowed to complete course requirements; and 3) Incompletes that are not satisfactorily completed within the specified time automatically default to a failing grade per the university's policies.

• **Academic dishonesty and plagiarism.**

   From the Office of Student Conduct, plagiarism is defined as “intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, are common knowledge.”

   Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering work of someone else as one’s own work is plagiarism. Any student who does not give credit for ideas or materials taken from another source (books, periodicals, speeches, or the writings of other students) is guilty of plagiarism.

   “Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at http://catalog.wmich.edu/content.php?catoid=24&navoid=974 and the Graduate Catalog at http://catalog.wmich.edu/content.php?catoid=25&navoid=1030.

   If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. In addition, students are encouraged to access the Code of Honor, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

   - Office of Student Conduct [www.wmich.edu/conduct](http://www.wmich.edu/conduct)
   - Division of Student Affairs [www.wmich.edu/students/diversity](http://www.wmich.edu/students/diversity)
   - Registrar’s Office [www.wmich.edu/registrar](http://www.wmich.edu/registrar) and [www.wmich.edu/registrar/policies/interfaith](http://www.wmich.edu/registrar/policies/interfaith)
   - Disability Services for Students [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices).”
Writing Requirements

Important note: Because there are writing requirements in this course, the American Psychological Association (APA) style will be used in citing and referencing your sources. FCS 3150 (and other Family Studies courses) uses APA style to document the work of others. You will need to use any of the following APA resources:

b. http://www.wmich.edu/casp/writingcenter/ (go to resources for writers button on the left for tips and lessons)
c. http://owl.english.purdue.edu/owl/resource/560/01/

Competent writing is a foundational skill required of college students and critical to career advancement. Therefore, to insure attention is paid to writing, points will be deducted from grades when writing mistakes are present in any assignment.

If you know you have writing challenges, please seek the assistance of the Writing Center on the main campus during the process of writing the papers. It is considered academic dishonesty for another person to write any portion of your papers. The Writing Center staff members know how to provide assistance without writing papers for you. Visit the Writing Center's website at http://www.wmich.edu/casp/writingcenter/index.html for contact information.

The following examples are common writing problems that should be avoided:

- **Possessives**: its = possessive (e.g., That family is close. Its motto is we are always here for each other.)
  It's = it is (e.g., It is the department of Family and Consumer Sciences.)
  One parent's rules = singular possessive; two parents' rules = plural possessive. (My maternal grandmother's family was from India. And My great-grandparents' love and values permeated subsequent generations.)

- **Structure**: Check sentence structure and avoid one-sentence paragraphs. Avoid incomplete sentences (e.g., My family's interactions consist of empathic listening and direct statements of feeling and thoughts. Although we sometimes avoid sharing unpleasant news with one another.). Although we is a sentence fragment. Rewrite as, My family's interactions consist of empathic listening and direct statements of feeling and thoughts, although we sometimes avoid sharing unpleasant news with one another.

- **Lone This**: Avoid using only the word "this" to refer to a previous idea, thing, person; "this" what? This idea, this point, this experience, this family member, this stressor, this interaction et cetera. Think precision when writing.

- **Contractions**: Avoid contractions in professional writing. For example, do not use "don't." Use do not, it is, has not, were not.

- **You**: Avoid using YOU except when directly communicating with a reader during the discussion forum. For example, I think it is easy to tell whether a relationship is good or not. You just look at the way a couple interacts in front of others. Rewrite the sentence, I think it is easy to tell whether a relationship is good or not by observing how a couple interacts in front of others. [To what extent, if any, does research support this personal opinion?]

**Overall**: Write clearly and concisely. Edit your work and hand in your best. Do not submit first draft. When an instructor read your work, he/she is assuming reading the best demonstration of your competency and skills. Make sure you submit the final edited and proofread draft. Follow grammar, punctuation, and spelling rules. Follow APA guidelines in terms of content, organization, expression of ideas, and editorial style. For the reflective writing sections of papers, it is appropriate to use the personal pronoun (preferred in this class rather than the impersonal "one" or "the writer"). Always use double-spacing, Times New Roman font in 12 pt. size (unless otherwise stated).

**Please study this syllabus carefully and refer to it regularly during the term.**
COURSE POLICIES

*Academic Honesty/Integrity:* It is my goal to create and maintain an open, honest, trusting relationship with you and do not want to jeopardize the development of mutual trust by having to deal with suspicions of dishonesty. Let’s practice academic integrity so our mutual trust is not shattered (see *Plagiarism* section).

If there is a reason to believe a student(s) has been involved in academic dishonesty, the student will be referred to the Office of Student Conduct. The student will be given the opportunity to review the charge(s). If the student believes are not responsible, he/she will have the opportunity for a hearing. Please consult with the instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. For further information and details on academic policies, please refer to: http://osc.wmich.edu and http://www.wmich.edu/registrar to access the Code of Honor and general academic policies on such issues as diversity, religious observance, student disabilities.

*Emailing and Technology Concerns*

  *Technology Problems:* Contact Online Education for assistance with technology problems at the WMU Help Desk at (269) 387-4357, Option 1 or helpdesk@wmich.edu. For more information visit http://www.wmich.edu/elearning/

  NOTE: Technology issues (computer crashed) are not an excuse for NO submitting or turning in Late assignments. It is important not to wait until the day of or the day before an assignment is due to submit.

*Email:* Please use your @wmich.edu email account. It is recommended to check your emails and announcements regularly (at least twice a week).

*Email Etiquette/Communicating*
- Use appropriate level of formality
- Spell names of people correctly and use the spell check
- Use proper sentence structure, type in complete sentences and spell the whole word (avoid slang)
- Make sure the message is clear.

*Incomplete Policy:* Incomplete grades may be awarded to students who are delayed in completing their work due to a personal or family crisis and who, at the time of the crisis, had completed a significant amount of the work required for the course (about 3/4 of the requirements) while having earned a passing grade. Documentation of the personal or family crisis and an appointment with the instructor to discuss the situation are required but may not be sufficient to warrant the assignment of an incomplete grade. Students who stop coming to class (no turning in assignments or login in Elearning and REVEL) without discussing the situation with the instructor, will earn a failing grade. If a crisis occurs early in the semester or before a majority of the work has been completed, and the crisis will affect the quality of submitted work, it is recommended that the student drop the course. If you remain in this course after the first class session, you are indicating that you have carefully considered the workload of this course and the work required; understand the consequences of not meeting deadlines; understand there are no “excused” absences; and have decided your personal schedule (regardless of the number of other courses you are taking) and personal circumstances support your continuation in this course.

*Students with Disabilities:* If you require accommodations due to a disability or due to English being a second language, please contact instructor as soon as possible to discuss your situation. If you require accommodations due
Some of the requirements below will ask you to elaborate your point. Explain why it is necessary to add it.

messages such as discussion question and to at least one other student's response. Responses must be posted BEFORE or BY THE DUE DATE for credit. Students are required to respond to each discussion question and to at least one other student's response (posting). However, simply by replying with cryptic messages such as I agree or Nice answer DO NOT merit points. Please elaborate on your responses. If you are agreeing, explain what you are agreeing to (and why) and do the same if you are disagreeing. If you want to add to the response, elaborate your point. Explain why it is necessary to add it.

Discussion Forum Topics:
1- Historical social changes and the definition of family
2- Social classes, social inequalities, and upward mobility
3- A global perspective on parenting and family relationships: Linkages to social and cultural environments
4- Family structures and international family relationships: Challenges of cultural blindness and cultural competence
5- Global families: Developing cultural competency of professionals working with families

Performance Indicators for FCS 3150 Discussions. Grades will be assigned according to the criteria below:

<table>
<thead>
<tr>
<th>Indicator/Points</th>
<th>0 point</th>
<th>1 point</th>
<th>2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughness</td>
<td>Did not address the question/s</td>
<td>Addressed some of the question/s</td>
<td>Addressed all the questions</td>
</tr>
<tr>
<td>Application/Incorporation of course material/s</td>
<td>Did not incorporate or integrate any of the course material</td>
<td>Incorporated material from 1 course reading/audio/video; and demonstrated partial understanding of material, or critical thinking.</td>
<td>Incorporated material from 2 or more course readings/audio/video; and demonstrated understanding of material and critical thinking.</td>
</tr>
<tr>
<td>Use of APA style</td>
<td>Did not use APA style at all</td>
<td>Partially used APA style</td>
<td>Correct use of APA style</td>
</tr>
<tr>
<td>Professional reply to another student's response</td>
<td>No connection to course concepts. Unprofessional response</td>
<td>Little connection to course Concepts.</td>
<td>Reply connected to content and professional.</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing is disconnected with</td>
<td>Some misspelled words and</td>
<td>No misspelled words, correct</td>
</tr>
</tbody>
</table>

ASSIGNMENTS
Specific Course Assignments/Requirements Total points from all assignments = 500

*Review Class Schedule for specific due dates for quizzes and assignments for each semester.

Late submissions will automatically lose 3 points for each day they are late. WORK WILL BE ACCEPTED FOR CREDIT BUT NOT BE AWARDED POINTS ONE WEEK PAST THE DUE DATE.

Some of the requirements below will ask you to view or listen video posted in the course website. Click the Streaming Video Links folder and make sure you have the necessary software to access them.

Requirements: (A) Introduction assignment, (B) Discussion board, and (C) Major Assessments

A- Introduction assignment (to complete first, located under Course Introduction). -Worth 20 Points
- This assignment is about students’ understanding of this course and other factors related to global ecology of the family. The second part of the assignment pertains to students’ personal reflection and awareness on global diversity and the factors are believed could influence global diversity. The last question asks students to describe what skills people are needed in order to live harmoniously in a global diverse environment. Please use complete sentence when answering the questions (Avoid: Yes or NO answers).

B- Participation in Discussion Board (DB) - 50 points
Participation in this course is demonstrated through the posting of answers to discussion questions and responding to other students' answers. There are five discussion forums worth 10 points each for a total of 50 points. Discussion answers and responses must be posted BEFORE or BY THE DUE DATE for credit. Students are required to respond to each discussion question and to at least one other student's response (posting). However, simply by replying with cryptic messages such as I agree or Nice answer DO NOT merit points. Please elaborate on your responses. If you are agreeing, explain what you are agreeing to (and why) and do the same if you are disagreeing. If you want to add to the response, elaborate your point. Explain why it is necessary to add it.

Discussion Forum Topics:
1- Historical social changes and the definition of family
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4- Family structures and international family relationships: Challenges of cultural blindness and cultural competence
5- Global families: Developing cultural competency of professionals working with families

FCS 3150: Global Ecology of the Family

to a disability, please contact the instructor the first week of class. You will need to provide documentation from the Office of Disability Services for Students at (269) 387-2116 or http://www.wmich.edu/disabilityservices/
It is expected that students demonstrate the following professional behavior in answers to discussion questions and in responses to others' answers:

- Intellectual involvement with the course material through integration of material into answers
- Integration of two or more course materials (e.g., readings, videos, audios) from the module with proper acknowledgement of the origin of the materials through the use of APA style.
- Encouragement of colleagues to develop their ideas.
- A willingness to understand & appreciate content (remember, understanding does not equal agreement).
- Respect for colleagues' ideas, thoughts, and feelings.

PROOF READ AND EDIT ANSWERS AND RESPONSES PRIOR TO POSTING.

C. Major Assessments/Quizzes:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Six quizzes (Elearning) = 120 points</strong></td>
</tr>
<tr>
<td>Note: The quizzes are located on Elearning and are based on specific modules.</td>
</tr>
<tr>
<td>Quizzes are completed on E-learning. Students have one attempt to take each quiz. Quizzes are timed and allotted one hour to complete. Quizzes MUST be completed by the dates indicated in the course schedule. There are NO exceptions to these deadlines. Quizzes will be available before the deadlines allowing you to work ahead if you prefer. I recommend that you complete each quiz a few days prior to the due date to provide time to fix any computer problems you may encounter. You are only allowed to take each quiz one time. Quizzes are worth 20 points each.</td>
</tr>
</tbody>
</table>

Assignments (students will submit 4 papers). Click on the Assignments folder in the Course Content for the guidelines of each paper. To submit, click on Assignments. **All assignment must be completed using MS Word format (.doc or .docx).** If the paper is not acceptable or cannot be opened, the assignment will be returned to the student and deduction of points will begin until the correctly formatted paper is accessed and opened by the instructor. Graded papers with feedback will be returned to the student (under the respective Assignment was submitted it).
### Paper 1:

**Social Construction and Human Ecology Theory Paper**  
(70 Points)

**Learning outcome:** Develop self-awareness of social factors and how they affect self and others.

This assignment contains **two parts**:

**Part I** - Students will use the *Environmental Assessment Inventory Form* (this form can be found at the bottom of the assignment) to investigate the influence of different social factors on their family experience. In this activity, students will explore and rate the impact of each of the ten factors, and how each factor relates to their personal family experience. Students will examine ways in which their families experienced issues relating to media and technology, sociopolitical systems and structures, education, socio-economic status, ethnicity, religious beliefs and practice, urban and/or rural dwelling, peer and local community support, disease and health status, food belief, attitude and practice.

**Part II** - In addition, students will apply the ten factors from the assessment form to the experiences of an individual from the **videos** (case scenarios found in the Streaming Video Links: [http://www.thirteen.org/edonline/wideangle/video_bank_humanrights.html](http://www.thirteen.org/edonline/wideangle/video_bank_humanrights.html)  
(Neeraj’s experience, Nanavi’s experience, Jefferson’s experience, and Shugufa’s experience). Students are expected to write a paper on how the Ecological Theory is applied to the analysis of the selected individual.

### Paper 2:

**Comparative Research on Cross-Cultural Families Paper**  
(50 Points)

Students will choose a cross-cultural research article on participants from different racial and cultural backgrounds. Please note that a cross-cultural research has participants that are from different cultural backgrounds. Please take note that the article that you choose should be comparative; meaning it compares the samples or participants with culture as a main factor. Based on the selected article, students will complete the **Comparative Research on Cross-Cultural Families Questions** (included in the assignment). Please note that the final questions of the assignments are a description and reflection of what you learn from the study and the authors’ perspectives on diversity and how they differ from your own. The goal of this assignment is to bring awareness to differences and similarities within and between groups and the understanding of potential forces that influence the variety using cultural frame of references.
Paper 3:

Interview Paper Cultural Competency-

(60 Points)

Note: this paper contains two parts. The first part is an objective description of the responses shared by the interviewee. The second part ask students to apply key concepts from the assigned readings.

Please read the instructions.

Interview a professional who works with culturally diverse families (ethnically diverse or families from different countries). Examples where you can find them are: childcare centers, schools, social work agencies, health related offices or various human service professional agencies.

Student will ask the following questions:

a. Describe your work and responsibilities. How did you start in your work?

b. Describe the families that are involved in your work. What are their cultural backgrounds? Do you find their backgrounds similar or different than yours?

c. What do you find rewarding in working for culturally diverse families? What example(s) can you cite?

d. What do you find challenging in working with culturally diverse families? What example(s) can you cite?

e. How do you face the challenges? What helped you in responding to these challenges?

f. How do you prepare yourself so that you are effective in your work with culturally diverse families?

g. What will you suggest to people who are interested in working with culturally diverse families and individuals?

i. How the concept of cultural blindness relates to develop cultural competence when working with diverse families.

Submit a 3-4 page paper. The paper will include two parts:

Part I. A complete and comprehensive summary of the responses from the interview: with an introduction of the interviewee (name of interviewee may be left out for confidentiality). Please remember that a summary is not a transcript of what went on during the interview. Use your own words to explain the answers of your interviewee to the questions you asked.

Part II. The second part of this assignment consists of an explanation of what cultural competency of professionals looks like when working with the particular culturally diverse families involved in the interviewee's work. It is expected that the students will apply a minimum of five (5) key concepts from any of the assigned articles below (please highlight the 5 concepts in yellow). You will need to integrate the highlighted concepts with the interviewee's responses.

When you integrate a concept or idea from the articles, DO NOT just mention the concepts. Student will need to provide a brief explanation of what the concept is all about and how it fits in with the interviewee's responses.

Articles:


Students will cite and reference sources (including articles and interview) in APA style.

Example of Citing interviews in APA:

{E. Robbins, personal communication, January 4, 2001}.

A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).
<table>
<thead>
<tr>
<th>Paper 4: Country Project: Paper and Power Point Slides</th>
<th>This assignment has two parts: (a) a paper, and (b) a Power Point Presentation. The purpose of the research paper is to compare and contrast cultural issues related to families in the United States to those of other countries. First, students will choose one country other than their own and focus on the impact of the following nine factors or forces on families and individuals:</th>
</tr>
</thead>
</table>
| Total point for this assignment (110 Points) | **1. Housing and geographic location**  
- a. Describe the geographic location and housing of the population of the country you chose. Please include population; the exact location; physical features of the country; available housing; materials of the houses and other pertinent information.  
- b. How does the information gathered compare to that of the United States?  
**2. Religion**  
- a. Describe the religious that make up of the country and how it impacts the daily lives of the people.  
- b. How does the information gathered compare to that of the United States?  
**3. Technology and mass media**  
- a. Describe how the use and access to technology and mass media has affected families.  
- b. How does the information gathered compare to that of the United States?  
**4. Family and socio-cultural beliefs and values**  
- a. What are the socio-cultural beliefs and values of families in that country? Please include family systems such as gender roles, parenting; the elderly, traditions and beliefs.  
- b. How does the information gathered compare to that of the United States?  
**5. Economics**  
- a. Please describe the economy of the country. Please include the Gross Domestic Product (GDP); labor force; gross national income, unemployment, imports and exports.  
- b. How does the information gathered compare to that of the United States?  
**6. Socio-political systems and structures**  
- a. Describe the sociopolitical system and structures of the country. Please include the type of government, branches of government, elections, and appointments.  
- b. How does the information gathered compare to that of the United States?  
**7. Food, dietary habits and body image**  
- a. Describe the food and dietary habits within the country. Please provide specific foods used.  
- b. What impact does body image have on these food choices?  
- c. How does the information gathered compare to that of the United States?  
**8. Education**  
- a. Describe the educational systems within the country. Please include how accessible the system is; literacy rate, levels of education, public or private, higher education and who pays.  
- b. How does the information gathered compare to that of the United States?  
**9. Access and utilization of health care**  
- a. Describe the access and utilization of healthcare in the country. Please include who pays; public or private; government funding, and the availability of hospitals and doctors.  
- b. How does the information gathered compare to that of the United States?  

Students are expected to do a research on the selected country as well as the information from the United States. Students are encouraged to incorporate information by interacting with someone from the country. Students are expected to demonstrate understanding on the environmental factors and challenges related to the selected country affecting families. A reflection on the similarities and differences between the United States and the selected country is expected in relation to family functioning. The paper should:  
- be a maximum of five pages and written in APA style with page numbers included  
- be double-spaced, includes a cover page, not included in the number of pages.  
- have a reference page (this is not included in the number of pages). Sources could include books, journal articles, and reliable Internet sources (usually the .net, org, and country websites). NO WIKIPEDIA and NO ENTERTAINMENT MAGAZINE articles, nor POPULAR MEDIA (e.g., reality shows). Points will be deducted if students use these banned sources.  
- have at least one paragraph of each of the nine factors, including the comparison.  
- each section should include the subheading of each of the factors. Check the guidelines in the writing requirements. Students must use APA in-text citations and in the references including the sources and interviews.  

**Part 2 - Power Point Slides:** Students will prepare maximum of 20 PowerPoint slides (including title power point slide and reference list). Transfer all the information except the comparison to the United States from the paper to the slides. Be concise and use bullet points. You may incorporate pictures in your slides. Include a map of the country at the slide for geographic location. Make sure that you cite sources in the power point slides using APA style. The presentation should descriptive and reflective.
Class participation: Through Elearning participation & Completion of Ebook quizzes (worth 20 points):
Students can earn a max of 10 points from REVEL online textbook quizzes. The points are calculated as followed: The percentage obtained from REVEL quizzes will be multiplied by .15. For example, 750/900 = .83 (or 83%) x .15 (15%) = .1245 (x 100) = 12.
The student will earn a max of 10 points from REVEL and 10 points from elearning.

The quizzes on REVEL (the ebook) are separate from the main 20-questions QUIZZES posted on Elearning (worth 20 points each).

What is the difference between the quizzes on Elearning and REVEL?
The E-learning quizzes cover the MODULES materials. The quizzes in REVEL (labeled in REVEL as “assignment”) cover a specific section in the textbook. Each REVEL quiz follows the textbook section or chapter.

Plan accordingly (e.g., always plan on submitting assignments days ahead of the deadline).
By remaining in this course, you are confirming that your work and family schedule permits thorough focus on this course and that the computer and Internet provider you are using allow for full access to all course materials. Schedules and computer/internet problems are not valid excuses to warrant special treatment. Life events happen to everyone. Remember that dropping this course is an option for students who are unable to maintain online attendance and/or to submit assignments on time. See the Registrar's website www.wmich.edu/registrar for the schedule for deadlines related to dropping a course. Students are encouraged to carefully consider their responsibilities and make a clear decision that they can commit the time and energy to this course. If you are missing a big portion of the requirements, remember you always have the option of dropping the course and taking it when you are ready.

Summary of Assignment and Grading System:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Grading scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 6 quizzes (20 points each)</td>
<td>120</td>
<td></td>
<td>500-466 A (100%-94%)</td>
</tr>
<tr>
<td>- Introduction assignment</td>
<td>20</td>
<td></td>
<td>465-441 B/A (93% - 89%)</td>
</tr>
<tr>
<td>- Discussion Board (5 discussion forums)</td>
<td>50</td>
<td></td>
<td>440-416 B (88% -84%)</td>
</tr>
<tr>
<td>- Social Construction and Human Ecology Theory Paper</td>
<td>70</td>
<td></td>
<td>415-391 C/B (83% -79%)</td>
</tr>
<tr>
<td>- Comparative Research on Cross-Cultural Families Paper</td>
<td>50</td>
<td></td>
<td>390-366 C (78%-74%)</td>
</tr>
<tr>
<td>- Interview Paper Cultural Competency</td>
<td>60</td>
<td></td>
<td>365-341 D/C (73%-69%)</td>
</tr>
<tr>
<td>- Country Project: Paper and PPT</td>
<td>110</td>
<td></td>
<td>340-316 D (68%-64%)</td>
</tr>
<tr>
<td>- Class Participation (REVEL &amp; Elearning)</td>
<td>20</td>
<td></td>
<td>315-0 E (63% -0%)</td>
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<tr>
<td>Total</td>
<td>500</td>
<td></td>
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</table>

RESOURCES

Because of the intensive writing requirements in this course, it is mandatory that you use the following APA resources:
- http://www.wmich.edu/casp/writingcenter/
- http://owl.english.purdue.edu/owl/resource/560/01/
- http://owl.english.purdue.edu/ (****** helpful website ******)
VI. Course Schedule

<table>
<thead>
<tr>
<th>Modules</th>
<th>Reading/Learning Activities</th>
<th>To Do</th>
</tr>
</thead>
</table>
| Introduction              | • Read the syllabus  
| Week 1                    | • Go through the tutorial: You Quote It You Note It  
|                           | • Read the tutorial on how to avoid plagiarism (found in the Writing Resources folder)  
|                           | Introduction assignment  
|                           | Quiz 1: Orientation to the course                                                                                                                                             |                                           |
| **Module 1**              | **Ecological and Sociological Perspectives of the Family**  
| Weeks 2 & 3               | **Readings:** Chapters 1 & 3  
|                           | **Streaming Videos**                                                                                                                                                    | Quiz 2                                    |
|                           | Descriptive videos on the family as a system and its role in human development.                                                                                                                                         | Discussion 1                             |
|                           | **Paper 1:** Social Construction and Human Ecology Theory Paper                                                                                                           |                                           |
| **Module 2**              | **Factors that Influence Family Development**  
| Weeks 4 & 5               | **Readings:** Chapters 4, 5, & 6                                                                                                                                            | Quiz 3                                    |
|                           | Discussion 2                                                                                                                                             |                                           |
|                           | **Paper 2:** Comparative Research on Cross-Cultural Families paper                                                                                                     |                                           |
| **Module 3**              | **Family Relationships: A Global Perspective**  
| Weeks 6 & 7               | **Readings:** Chapters 7, 8, & 10                                                                                                                                             | Quiz 4                                    |
|                           | Discussion 3                                                                                                                                             |                                           |
| **Module 4**              | **Family Structures & International Family Variations**  
| Weeks 8-10                | **Readings (textbook and articles):**  
|                           | -Chapters 2 & 9,  
|                           | Quiz 5                                                                                                                                                    |                                           |
|                           | Discussion 4                                                                                                                                             |                                           |
|                           | **Paper 3:** Interview Paper: Cultural Competency                                                                                                                   |                                           |
| **Module 5**              | **Social Issues Faced by Global Families and Cultural Competency of Professionals Working with Them**  
| Weeks 11-14               | **Readings:** Chapters 11, 12, 13, & 14                                                                                                                                       | Quiz 6                                    |
|                           | Discussion 5                                                                                                                                             |                                           |
|                           | **Paper 4:** Country Project- Research Paper and Slides                                                                                                               |                                           |
Assessing WMU Essential Studies Student Learning Outcomes

**Level III-Connections**

### Global Perspectives

<table>
<thead>
<tr>
<th>WMU Essential Studies Student Learning Outcome</th>
<th>Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO</th>
<th>When the SLO assessment will take place</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Develop global and international perspectives</td>
<td>- Paper 4: Country Project: A Research Paper and Class Presentation</td>
<td>- At the end of the semester (last quarter of the semester).</td>
</tr>
</tbody>
</table>

### Choose One Student Learning Outcome From Below

<table>
<thead>
<tr>
<th>WMU Essential Studies Student Learning Outcome</th>
<th>Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO</th>
<th>When the SLO assessment will take place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply ethical, critical, and informed thought within and across disciplines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply different methods of intellectual inquiry, investigation and discovery</td>
<td></td>
<td></td>
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<tr>
<td>Work both independently and in collaboration with others to achieve goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Develop sensitivity to diversity and inclusion</td>
<td>- Paper # 3: Interview Paper: Cultural Competency</td>
<td>- Third quarter of the semester</td>
</tr>
<tr>
<td>Develop practices for planetary sustainability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additionally, Select One Level I Student Learning Outcome From Below

<table>
<thead>
<tr>
<th>WMU Essential Studies Student Learning Outcome</th>
<th>Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO</th>
<th>When the SLO assessment will take place</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Demonstrate effective and appropriate written communication</td>
<td>- Paper 4 - Country Project: A Research Paper and Class Presentation</td>
<td>- Last quarter of the semester.</td>
</tr>
<tr>
<td>Demonstrate effective and appropriate oral and digital communication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Carol, in reference to the curriculum proposals for approval of FCS 1030, 2170, 2660, 3150, and 4120 as Essential Studies courses, this note will serve to document the FCS Department's support to provide resources as necessary when additional sections are needed for the courses due to increased enrollment. Thank you. RZ