

13-126a
 LSC: App-4/3/14
 UWUCC: App-4/8/14
 Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE II DEPARTMENT COMMITMENT

Professor Dr. Daniel Puhlman
 Department Human Development & Environmental Studies
 Email Daniel.Puhlman@iup.edu
 Course CDFR 428 Family Dynamics

Received
 JAN 27 2014
 Liberal Studies
 Received
 APR 2 2014
 Liberal Studies

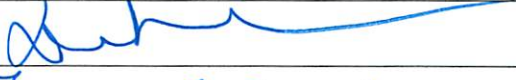

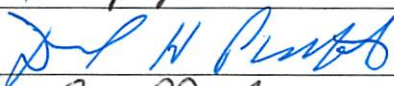

Please provide answers to these questions on the next page:

1. Include the most recent syllabus for the Type II course.

Addendum: This does not have to be the syllabus of record, since the syllabus of record could potentially be rather dated. These syllabi are not meant to replace the syllabus of record; rather they represent how the department is currently teaching a particular Type II W course. These syllabi **do not** have to be revised using the Liberal Studies objective format.

2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Addendum: This section should show how the department is going to support the W nature of a Type II course, not repeat what is being taught in the course. For example, there is no need to repeat the writing criteria (5000 words, essays exams, research papers etc.) in this section as the type of writing and/or assignments might change over the years. The responsibility relies on the department and they should explain how it will be supporting the W course to ensure that it is being taught in the proposed manner. That may be creating a community of writers within the department or a yearly meeting(s) to discuss Type II offerings. It might also be associated with particular outcomes from the course (often in accredited programs).

Approvals:	Signature	Date
Professor (s)		3/31/14
Department Chair		3/31/14
College Dean	See page 2	
Director of Liberal Studies		4/3/14
UWUCC Co-chair(s)		4/8/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE II DEPARTMENT COMMITMENT

Professor **Dr. Daniel Puhlman, Assistant Professor**

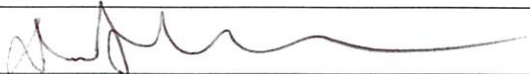



Department **Human Development & Environmental Studies**

Email **Daniel.puhlman@iup.edu**

Course: **CDFR 428 Family Dynamics**

Please provide answers to these questions on the next page:

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2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Approvals:	Signature	Date
Professor (s)		1/29/14
Department Chair		1-15-14
College Dean		1.19.14
Director of Liberal Studies		4/3/14
UWUCC Co-chair(s)		

Received

JAN 27 2014

Liberal Studies

TYPE II DEPARTMENT COMMITMENT

Professor: Dr. Daniel J. Puhlman

Department: Human Development &
Environmental Studies

Course: CDFR 428 Family Issues

1. Include the most recent syllabus for the Type II course.
2. Include a new "Statement Concerning Departmental Responsibility". The "statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

In the Child Development & Family Relations Program, CDFR 428W Family Issues is one of two capstone courses. This course, focuses on the family relations component of the major, the other capstone course, CDFR 429W Teaching in Child Development Centers, focuses on the Child Development component. Both courses have been offered for over 20 years as writing intensive courses.

In addition to meeting IUP's Writing Intensive requirements, both courses were part of an extensive program and course revision (approved in 2010-2011) to meet requirements/standards of the following national organizations and departments: National Association for the Education of Young Children; Pennsylvania Department of Education's Pre K Competencies; and the National Council for Family Relations.

Over the years, multiple faculty have taught both courses. In our department, the HDES Department Chairperson, has the responsibility to assure that any faculty teaching writing intensive courses, meets or exceeds all requirements, and follows the course syllabus and writing assignments.

The student outcomes for CDFR 428 Family Issues are assessed each year. The specific student outcomes that are writing intensive include:

- The bulk of the course is spent writing one research paper. The paper is handed in and graded in 6 steps, including a topic proposal, paper outline, Intro/Background first draft, Peer review, Full first draft, and a final draft.
- Five essay quizzes are given throughout the semester. The quizzes test the students ability to write about course material and apply the information to real situations.
- One small personal family reflection paper is written that is more informally completed. This assignment asks students examine their family of origin and write about the dynamics that they observe in their families growing up.
- The final element of assessment is based on class participation. For this grade, students are require to free write about a topic provided to them by the instructor. The writing is graded loosely for participation and preparedness only. In addition, this is a discussion class and students are asked to contribute verbally. A combination of these elements makes up the class participation score.

Feedback is given to students consistently through the semester. Each step of the research paper and the family reflection paper is returned to the students within one week. Extensive feedback is provided to students in order to provide students with information regarding their strengths and weaknesses. This also provides the student with information and guidance regarding conceptualizing, organizing and presenting written materials. Revisions are expected for the following step. The essay quizzes are graded and returned to students within one class period. Finally, the class participation journals are reviewed by the instructor three times per semester. Students are given feedback about their writing and the improvements they make. One hundred percent of the course is based on writing assignments, which exceeds the required fifty percent.

Indiana University of Pennsylvania

College of Health and Human Services
Department of Human Development and Environmental Studies



CDFR 428 W01 Family Dynamics

Tuesday and Thursday 8:00 a.m. to 9:15 a.m.
109 Ackerman Hall

Instructor: Daniel J. Puhlman, Ph.D.

Office: 108 Ackerman Hall

Office Hours: Tuesday and Thursday 11-12:30, Wednesday 10-12, and by appointment

E-mail: Daniel.puhlman@iup.edu

Phone: 724-357-2634

Course Description:

Emphasizes processes and models of family development topics, including an understanding of the development and maintenance of interpersonal relationships with an emphasis on how the theoretical frameworks of family studies can aid in this understanding. Focuses on approaches and dynamics of principles related to familial and marital adjustment and coping, with an emphasis on understanding the strengths and weaknesses of families and how family members relate to each other.

Course Objectives:

1. To identify current knowledge and trends in the study of the family dynamics.
2. To understand and conceptualize the dynamics, which provide the basis for family functioning and development.
3. To relate course content to "everyday" family life.
4. To identify and develop skills for appropriate observations concerning analysis of family situations and to put them in appropriate theoretical and didactic contexts.
5. To improve Student writing skills.

Course Prerequisite:

Grade of C or better in CDFR 224, 310, 323; and enrolled in major or instructor permission.

Required Texts:

Day, R.D. (2009). *Introduction to family processes*. New York, NY: Routledge.

Regan, P. (2011). *Close Relationships*. New York, NY: Routledge.

Wilson, K. (2011). *The family fang*. New York, NY: HarperCollins.

Additional articles will be provided by the instructor.

Recommended Texts:

American Psychological Association. (2012). *Publication manual of the American Psychology Association* (6th ed.). Washington, DC: APA.

A word on Writing Intensive Courses

IUP is committed to the improvement of student writing skills; therefore, the responsibility for writing must be university wide. This means that writing must be practiced and reinforced throughout the curriculum. Students need to be educated to recognize that writing is a necessary and frequently used skill. Writing assignments must be designed to increase learning by encouraging students to integrate new knowledge with previous knowledge and to teach discipline specific uses of writing.

Writing-intensive courses - - those that have content as their primary focus but also reinforce writing skills by using writing as an integral part of the learning experience.

GRADING INFORMATION

Students will be awarded a point total from their performance in these areas:

ASSIGNMENT	INDIVIDUAL VALUE	% of Course
Family Genogram Reflection Paper	50	10%
5 Quizzes	20 X 5 = 100	20%
Class participation	100	20%
Research Paper		50%
Topic Proposal	20	
Outline	20	
Intro/Background	30	
Peer Review	10	
First Draft	50	
Final Paper	120	
TOTAL POSSIBLE	500	

In conjunction with University policy, the students will be graded using the following categories.

LETTER GRADE	POINT RANGE	PERCENTAGE
A	448 - 500	89.5 - 100
B	398 - 447	79.5 - 89.5
C	348 - 397	69.5 - 79.5
D	298 - 347	59.5 - 69.5
F	0 - 297	Below 59.5%

Family Genogram Reflection Paper

Students will write a self-reflection paper regarding their own families. Students will describe their family of “choice”. They will discuss family makeup, family history (events and conditions), highlight 3 important past events, and how those events influenced their family in the present. Students will also create properly constructed genograms that visually depict their family.

5 Quizzes

During the course of the Semester students will take 5 quizzes. The quizzes will be essay questions regarding information in the readings and from the discussions in class. The quizzes will last approximately 20-25 minutes in class.

Class Participation

The class participation grade will be based on two elements. At the beginning of most of the classes, students will write for 10 minutes on a question posed by the instructor. The question will be based off of the assigned readings and will challenge students to think critically. These writing exercises will be used to practice taking ideas and expressing them in written form.

Students will also be graded on their participation in the classroom discussion. A majority of class time will be spent in a discussion format. I EXPECT all students to contribute in meaningful ways for every class period. Students are expected to participate, giving their **informed** opinions based on the readings as well as any other **reliable** information they may wish to bring to class.

Each in-class writing assignment will be worth 10 points. The two lowest scores will be dropped and excluded from this calculation. In-class participation will be worth 50 points. The percentage of these points earned will be translated into the students earned points for class participation.

1. Readings are assigned for each class and come from the text as well as supplemental readings. You are expected to have read these assignments **PRIOR** to class.
2. I ask questions about your readings. I expect that you too will have questions from your readings. I expect you to be prepared to answer questions and give feedback about the readings.
3. Being an active participant in this class will make this a more enjoyable and interesting class! You will get out of it what you put into it.
4. You will be graded on your frequency of contribution, the meaningfulness of your contribution, and the appropriateness/respectfulness of your contribution.

Research Paper

Students will write a research paper or grant proposal on a topic regarding family dynamics. Students will work on the paper for the duration of the semester with periodic due dates for various phases of the paper. Editing is an ESSENTIAL element to being a good writer and this assignment will require students to do extensive editing on their papers.

The paper will be completed in several phases. Feedback will be provided to students at each step of the process.

1. Students will write a topic proposal. This topic proposal will briefly explain the topic and identify at least 3 Academic sources (books or journal articles) that can be used in their paper.

2. Students will write a detailed outline that explains the structure of their paper to be written. This outline will serve as a guide to writing the paper.
3. Students will write the first section of the paper. The introduction and conclusion.
4. Students will finish the paper and provide it to a pre determined classmate for peer review. Students will then return their feedback to the student as well as the instructor.
5. Students will make revisions to the paper and hand in a first draft.
6. Students will then turn in the final copy of the research paper

A rubric for the final product is located on the D2L website.

Final Experience 5/6/13 @ 8:00 am – 10:00 am

The Final paper will be due during the Final exam period. Students will turn in the exam during this time.

General Assignment Guidelines

1. All assignments must be handed in ON-TIME. Any late papers (after class is over) will be given an immediate 10% deduction. For each 24 hours after the assignment is late an additional 10% will be take off from the total points possible. After 10 days, the assignment will not be able to be submitted for points.
2. Generally, excuses are not acceptable for long-term assignments. Unless you are very Ill for several days or weeks or you need to be away for a University sponsored event, you are still expected to turn assignments in ON-TIME.
3. All assignments must be submitted in 2 places. A paper copy is required to the instructor and an electronic copy must be submitted on the D2L website in the Dropbox tab. Being late to ONE of these will result in a 10% deduction.
4. All Assignments must adhere to APA Format (TYPED, DOUBLE-SPACED, Cover Page, Running Head, Citations, and References), 12 point Time New Roman or Arial font, 1 inch margins on all sides. We will review this in class.
5. All assignments must be completed independently. I do encourage you to have a classmate read your papers. This is not working collaboratively and is good practice.
6. Rubrics for all the assignments will be provided on the course site in the D2L system.
7. If you need assistance in writing, DO NOT HESITATE to visit the writing center!!
<http://www.iup.edu/writingcenter/default.aspx>

DR. PUHLMAN'S CLASS POLICIES

Class Attendance – Per Departmental Policy

1. **Attendance at every class is REQUIRED.**
2. Only verified medical or family emergencies and University approved absences will be accepted excuses.
3. You MUST turn in your excuse 1 week after the missed class. Excuses handed in after this will not be accepted. You may submit excuses by paper or by email.
4. Two (2) unexcused absences will be overlooked.
5. Each additional unexcused absence will result in an 10 point deduction off the final grade.
6. Attendance will be taken daily by a sign in sheet. It is your responsibility to make sure that you

sign in each day.

7. You may not sign in for a fellow student, or allow a fellow student to sign in for you. This is a violation of the IUP Academic Integrity Policy; any violations will be filed with the university.
8. Coming in late and leaving early are my pet peeves. Just don't do it! You may not sign the attendance sheet at the end of class if you are not here on time.

Extra Credit

There will be no opportunities for extra credit in this class.

College Behavior Statement

This is a college class and I expect you to behave accordingly. Discourteous or disruptive behavior in class is unacceptable. These include electronic device use (cell phones, iPods, and electronic gaming equipment), surfing the web, frequent coming and going during class, and/or talking during lecture or while the instructor or another student has "the floor." Sleeping or generally showing passive disrespect is also unacceptable. *If you chose to behave this way, you are not welcome in my class!! (Missed class penalties still apply)*

My goal for this class is to encourage an environment in which we can all learn from each other's ideas and experiences. Some of our discussions may evoke personal or controversial responses at times. I expect respect at all times. Please do not be that student who acts like a child.

Laptops in Class

1. The use of laptops for taking notes in this class is permitted; however you must sit in the first 2 rows of the classroom.
2. I encourage you all to consider taking notes by hand, as research has determined that writing notes in class increases efficiency and ability to learn both in class and when studying for exams. Please see Yamamoto, K. (2007). Banning laptops in the classroom: Is it worth the hassles? *Journal of Legal Education*, 57, 477-520, for a more detailed explanation.

UNIVERSITY POLICIES

Academic Integrity Policy

1. Cheating and Academic dishonesty are serious offenses. Do not do it.
2. Become familiar with the Policy. Not knowing is an invalid excuse!!
3. If you have questions about the policy, JUST ASK. Assuming will not be helpful.
4. The Indiana University of Pennsylvania Academic Integrity Policy
<http://www.iup.edu/page.aspx?id=89615>
5. Information on plagiarism can be found on the following IUP websites:
<http://www.lib.iup.edu/instruction/researchmodule/avoidingplagiaris.htm>
http://www.lib.iup.edu/instruction/survivor/mod6/mod6_5.htm
<http://www.chss.iup.edu/sociology/Student%20Resources/Articles/Earl%20Babbie%20--%20Plagiarism.pdf>

Special Needs

Students with disabilities needing academic accommodation should: 1) register with and provide documentation to Disability Support Services; and 2) bring a letter to the instructor indicating the

need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to IUP students with disabilities, contact:

Disability Support Services
 216 Pratt Hall
 201 Pratt Drive
 Indiana, Pa 15705
 (724) 357-4067 (voice)
 (850) 644-8504 (TDD)
<http://www.iup.edu/disabilitysupport/default.aspx>

Syllabus Change Policy

Changes to the syllabus may be necessary during the semester. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course & is subject to change with advance notice. Students will be given sufficient notice to adjust accordingly. This syllabus is available in an alternative format upon request

TENATIVE COURSE SCHEDULE

Date	Topic	Reading Assignment
Tue. 1/21	Welcome, Syllabus	Day – 1
Thur. 1/23	Overview	Reagan - 1
Tue. 1/28	Writing Workshop 1	Look over Links and Writing Tips
Thur. 1/30	Writing Workshop 2	
Tue. 2/4	Research Topic Proposal Due	Reagan – 2
Thur. 2/6	Research Quiz 1 - Online	2 Articles Online
Tue. 2/11	Family Theories	Day – 3
Thur. 2/13	Family Theory - Systems	Article online
Tue. 2/18	Family Theory – Systems Paper Outline Due	
Thur. 2/20	Genograms1 Quiz 2	Day – 6
Tue. 2/25	Genograms 2	
Thur. 2/27	Change and Transition	Day - 4
Tue. 3/4	Paradigms Family Genogram Reflection Paper Due	Day - 8
Thur. 3/6	Family Rituals	Day - 12
Tue. 3/11	Rules and Roles Quiz 3	Day - 9

Thur. 3/13	“ Introduction and Background Due	
Tue. 3/18	SPRING BREAK	RELAX!!
Thur. 3/20	SPRING BREAK	RELAX!!
Tue. 3/25	Love	Regan - 10
Thur. 3/27	Sex	Regan - 11
Tue. 4/1	“ Submit paper to Peer reviewer	
Thur. 4/3	Thinking/Feeling Quiz 4	Regan - 8
Tue. 4/8	Communication Feedback to Peer Due	Day - 10
Thur. 4/10	“	Regan - 9
Tue. 4/15	“ First Draft Due	
Thur. 4/17	Coping	Day - 13
Tue. 4/22	Regulating Distance Quiz 5 - Online	Day - 11
Thur. 4/24	“	Article Online
Tue. 4/29	Conflict	Regan - 14
Thur. 5/1	Intervention and Summary/Wrap Up	Regan - 15
Tues. 5/6	Final Experience Final Paper Due	8:00-10:00

Syllabus Contract

After reading the syllabus and Academic Integrity Policy, You must complete the online test regarding the syllabus. This test is located in the Quizzes tab on the D2L site. Completion of this test will indicate your agreement with the syllabus and understanding of what is required you in this class. You agree to abide to the syllabus policy and the requirements set forth by this instructor.

You must complete this test before Thursday January 30th, 2013 at 5:00 PM

CDFR 428

Daniel J. Puhlman, PhD.