School of Human Sciences  
HMS 242.501, 502, & 550  
Home, School, and Community Relations  
Spring 2016

Professor: Dr. Grace Holley-Stewart  
Email: D2L Email Only  
Phone: Human Sciences’ Main Office (936.468.4502)  
Class Location: 100% Online  
Office Hours: Virtual Office Hours (Thursday’s 1:00-2:00- PM-CST)  
Dr. Holley-Stewart does not have a physical office on the SFA campus.  
Other Contact Information: D2L Email Only  
Credits: 3  
Prerequisites: None

I: Course Description:

This course examines the inter-relationships among child, the home, the school, and the community, with a particular emphasis on parent involvement in schools.

II. Intended Learning Outcomes/Objectives (Program/Student Learning Outcomes):

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideal, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

This course enhances student learning in the area of child development and serves as one of the foundation courses in the Child and Family Development Program in the School of Human Sciences. It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children to promote learning and understand of child development and family relationships.

Program Learning Outcomes

- Learners will identify social and cultural influences affecting family life.
- Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
- Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
- Learners will apply strategies based on the child's age/stage of development to promote effective developmental outcomes.

Learners will develop culturally competent educational materials and learning experiences.

**Student Learning Outcomes**

**Upon successful completions of this course, the student will:**

- Be able to articulate the role of parent involvement in schools and the community.
- Be able to define family and explain the diversity of family forms as related to the school and community involvement.
- Be able to develop resources for working with families in school and community settings.
- Be able to discuss research issues related to parenting and/or parent education.
- Be able to articulate strategies for involving parents in their child's education.
- Have gained experience in participation in a volunteer capacity related to family, school, and community involvement.

**Family Life Educator Certification**

Information from this class should be retained to use for review purposes for the National Council on Family Relations (NCFR) exam. Please visit the NCFR for more information. The course content in this course (HMS 242) emphasizes these specific areas associated with the NCFR Family Life Education Content (#'s 1, 5, 7, and 9), there are a total of ten content areas in all--but primarily only four are covered in this course.

**Area I:**

Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

**Area V:** Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.

**Area VII:** Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.

**Area IX:** Professional ethics and practice - an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues.

**Specific to Teacher Certification**
National Association for the Education of Young Children (NAEYC). The course content in this course (HMS 242) provides information related specifically to following standard noted below for the professional qualifying exam for students certifying to teach EC-4. Information from this class should be retained to use for review purposes for the TexES.

NAEYC Standard II: Candidates know about, understand, and value the importance and complex characteristics of children, families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Course Assignments/Activities: Please see Course Timeline.

Use of Technology: Please make sure to have access to a working computer with internet access.

- As an online course please log into D2L regularly, course announcements and notices will be posted on the course homepage, it is the responsibility of each student to review D2L daily.

- Students should check D2L on a daily basis for notices (including via D2L email) and any possible adjustments made to assignments or this syllabus. Neglecting to check D2L is NOT a valid excuse for missing an assignment due date.

- Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

- Most assignments that you will upload to D2L should be done using a Word document (e.g., unless noted otherwise). If students do not currently have or anticipate having access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professors to save work in multiple formats to accommodate for all individual software available - as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.

- Students should check on a daily basis for notices (including via D2L email) and any possible adjustments made to assignments or this syllabus. Neglecting to check D2L is NOT a valid excuse for missing an assignment due date.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Course Assignments/Activities: Please see Course Timeline.
Use of Technology: Please make sure to have access to a working computer with internet access.

1. Regularly, course announcements and notices will be posted on the course homepage, it is the responsibility of each student to review D2L daily. **D2L will be used for submitting of assignments and all relevant course grading.**

2. Students should check D2L on a daily basis for notices (including via D2L email) and any possible adjustments made to assignments or this syllabus. Neglecting to check D2L is NOT a valid excuse for missing an assignment due date.

3. Students should check their grade points **at least once a week.** Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

4. Most assignments that you will upload to D2L should be done using a Word document (e.g., unless noted otherwise). If students do not currently have or anticipate having access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.

Course Assignments:

- Assignments will pertain to course content in relation to Home, School, and Community Relations. Please see the Course Timeline.

- Students may contact the professor or other students by using the class list link within D2L and by clicking on individual names accordingly.

- Students will be assessed for their attendance during the first three weeks of the semester. You must complete the Syllabus Quiz by the due date or you will be dropped from the course and lose financial aid for this course.

**IV. Evaluation and Assessments (Tentative):**

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course. **A total of 440 points are available in this class.**

396---440=A  
352---395=B  
308---351=C  
264---307=D  
Less than 264 = F
V. Tentative Course Points (also review course timeline)

- Assignments and Quizzes
  1. Scholarly Digital Poster Template, Volunteer Service Learning Timeline Form, & Volunteer Reflection Report 10 Points (Total for 3 forms)
  2. Syllabus Quiz 20 Points
  3. Service Learning (Volunteer Experience) 100 Points
  4. Scholarly Digital Poster 160 Points
  5. APA Formatting Quizzes 3 worth 20 Points each
  6. Discussion Boards 3 worth 10 Points each
  7. Course Content Quizzes 3 worth 20 Points each

Total Available Points------------------------------------- 440 Points

Note: The most appropriate browsers to use with D2L are either Google Chrome or Firefox.

1. Service Learning. Students will document six hours of volunteering in a community setting that involves direct interaction with school-age children, ages 5 through 17. Students are not allowed to volunteer in a school setting during normal school hours.

- Volunteering site examples include, but are not limited to the following: SFA Gear Up Program, Boys and Girls’ Club, 4-H, SFA Big Jacks, Helping House in Nacogdoches, Solid Foundation (an after school mentoring program), or other community non-public school setting (also see Nacogdoches Chamber of Commerce). If a faith-based organization is of interest, please make sure that the service involves direct contact with school-age children.

- Additional possible options are noted in D2L Content.

- Students must clarify with the individual community agency/organization whether a given student is required to have a criminal background check or not. This may be done by specifically inquiring with the volunteer coordinator (or director of program) within the given agency/organization.

- Select your service learning site carefully to avoid not completing service commitments.

- Important Dates:
  - Initial Volunteer Form (completed in its entirety with signatures; download from D2L and fill out then submit to D2L) is due on Feb. 19 at 1:00 PM. = 25 Points
  - Volunteer Check-In on Apr. 8 at 1:00 PM, students will inform professor of how many volunteer hours completed up to this time period. = 25 Points
  - Volunteer Time-Log (completed in its entirety with signatures; download from D2L and fill out then submit to D2L) is due on May 6 at 1:00 PM. = 25 Points
  - Volunteer Reflection Report (completed in its entirety; download from D2L and fill out then submit to D2L) is due on May 6 at 1:00 PM. = 25 Points
2. Scholarly Digital Poster. (Please see Timeline for due dates.) You will select an issue and discuss strategies for involving multiple stakeholders (e.g., can refer to parents, teachers, students, and community members). You will be researching the impact of such involvement and current relevant scholarly research related to your topic. As a general guide, you will primarily use Google Scholar and apply years 2006-2016 to gather published research journal articles and published research reports. Do not use Google.com, Wikipedia, or popular magazines for your research.

- Topic Submission (upload word doc; typed 200 word description) 10 points
- Purpose-Problem-Theoretical Link (Upload Power Point slide to D2L) 25 points
- Literature Review and Short-Term/Long-Term Impacts (Upload Power Point slide to D2L) 25 points
- Final Submission (Upload Power Point slide to D2L) 100 points

- Overview, Instructions, and Rubric can be found at the end of this syllabus. Also, you must thoroughly review the APA manual (a required textbook for this course; see Chapter 7 of that textbook for APA referencing). You can also review the APA Tutorial: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx.

- If an article is not accessible to the public—copy/paste the title into SFA’s Library search engine and our Library may have the journal. If you are off campus (or if you are using a device that is not automatically synced with SFA’s library) you should first start by logging into MySFA and click on SFA Library this will get you into the Library’s official system. Then open another browser that has Google Scholar.

- Note: Failure to provide relevant scholarly resources to support your Digital Poster will result in a zero earned for the final submission—This is because the references are critical to ensuring that the intext citations and information presented in your poster is valid.
- The only acceptable references are published scholarly research journal articles and published scholarly research reports. You may use the textbook as a single reference.
- Two examples of a scholarly research journal versus a research report are the following:
  - Journal Article:
Research Report:

- **DO NOT** select an article from a general “.com website”, “newspaper or news site”, or “.orgs”. If you do go to a scholarly website, specifically see their publications and if the publication is appropriate, such as a published research report made available by a particular university research center or relevant national organization then this can be used.
- When using scholarly material for your poster, **DO NOT** quote—but instead summarize in your own words and then apply correct APA in-text citations (e.g., simply note author and year published either before, during, or after a given sentence).

3. **APA Formatting Quizzes.** There will be 3 short APA formatting Quizzes, please see course timeline for these dates.

4. **Discussion Board Points.** Students must post discussion question responses **directly to the discussion board** by the closing date/time for credit. Do not email discussion board responses to the professor.
   - No credit will be given for emailed responses. Also, **do not upload a word document with your response** (you should simply enter in your response within the discussion board).
   - To receive full credit, responses must be informative, answer all parts of the discussion (at least 90 words per posting). A discussion entails engaging in dialogue with other members of your learning team within the discussion board area.
   - In order to ensure that all students have the opportunity to engage in meaningful discussions, **early postings are strongly encouraged**. To receive full credit for discussions a student **must post at minimum of 3 times** (e.g., initial posting and then two replies to classmates).

5. **Course Content Quizzes.** There will be 3 short Course Content Quizzes on information relevant to our textbook and lecture.
   - All Quizzes will be taken online via D2L. The D2L Quiz will open at 8:00 AM the day before the date of the Quiz is scheduled and closes at 1:00 PM the day of the scheduled quiz (see course timeline) — once you start you have 30 minutes to complete the Quiz.
   - Students must have computer access and need to log in promptly in order to take the given Quiz. Please call the Student Help Line at 936-468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m.
   - **Students must contact the professor prior to the Quiz date if rescheduling is necessary for a compelling reason.** Specifically, students should notify professor as soon as possible, preferably more than a week prior to the regularly scheduled Quiz date. Missing the scheduled Quiz date means that a student will earn a zero for the given exam.
6. Policy on Late Assignments

**Late assignments will not be accepted** (e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, and if assignment was submitted and student assumed it was properly formatted—you should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment, and lastly, if you submit an assignment and did not follow all directions correctly then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit).

V. Tentative Course Timeline:

Note: All submissions, unless noted otherwise are to be uploaded to D2L Dropbox **on or by 1:00 pm** on the day that they are due. All exams may be taken from 8:00 AM the day before due date until 1:00 PM on the due date of the exam. You are allowed 30 minutes to complete the exam.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments/Descriptions</th>
<th>Points</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Week 1:</td>
<td>Introductions</td>
<td>Ch. 1- pgs. vii-9</td>
<td>• Review Syllabus</td>
<td>10</td>
<td>Available Jan. 21, 8:00 AM-</td>
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<tr>
<td>Jan. 19-22</td>
<td>Research Overview</td>
<td>Ch. 1 pgs. 9-20</td>
<td>• Secure Service Learning site (as soon as possible)</td>
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<td>1:00 PM-CST by Jan. 22, 2016</td>
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<td>• Theoretical Frameworks</td>
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<td>• These forms are due this week (Found in Dropbox):</td>
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<td>1. Volunteer Service Learning Timeline- Find it, put your name on it, and turn it in to</td>
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<td>2. Volunteer Service Learning Reflection Report – Find it, put your name on it, and</td>
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<td>3. Scholarly Digital Poster Template (Find the template)</td>
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and turn it back in to the Dropbox with your name on it. Make sure it is turned in correctly. Dr. Holley-Stewart wants to make sure you find this template.)

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<thead>
<tr>
<th>Week 2: Jan. 25-30</th>
<th>Theoretical Perspectives Partnerships</th>
<th>Ch. 2 &amp; 2.1 pgs.25-40 Ch. 2.2 pgs. 42-66</th>
<th>10</th>
<th>Due by Jan. 30th by 1:00 PM-CST.</th>
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<tr>
<td>Week 3: Feb. 1-5</td>
<td>Parent Involvement Practices Parent Involvement Issues</td>
<td>Ch. 3 &amp; 3.1 pgs. 91-114 Ch. 3.2 pgs. 115-128</td>
<td>10</td>
<td>Due on Friday, Feb. 5th by 1:00 PM-CST.</td>
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<td>20</td>
<td>Available Feb. 4th at 8:00 AM-CST and due on Feb. 5th by 1:00 PM-CST.</td>
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<td>Week 4: Feb. 8-12</td>
<td>School Programs Parents and Teachers Practices of Parental Involvement</td>
<td>Ch. 3.3 pgs. 129-149 Ch. 3.4 pgs. 150-170</td>
<td>20</td>
<td>Available Feb. 11th at 8:00 AM-CST and due on Feb. 12th by 1:00 PM-CST.</td>
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- Family-School Connections and Theory
- **Discussion Board 1**
- School-Family-Community Partnerships

- Teacher’s Influence on Parent Involvement
- Teacher’s Impressions of Parent Involvement
- **Digital Scholarly Research Topic Submission** *(typed word doc; 200 word minimum description; 12-Font Times New Roman, double-spaced)*

**Syllabus Quiz** *(You must complete this quiz by the due date or you will be dropped from the course and lose financial aid for the course. This is a federal law!)*
| **Week 5:**  
**Feb. 15-19** | **Impact of Marital Status**  
Impact of Attitudes and Inner City Contexts | Ch. 3.5 pgs. 171-199  
Ch. 3.6 pgs. 200-215 |  
- Family and School Spheres; Separate and Together  
- **Content Quiz 1**  
- Varying School Level Attitudes | 20 | Available Feb.18 at 8:00 AM and due on Feb. 19th at 1:00 PM-CST. |
| **Week 6:**  
**Feb. 22-26** | **Student Achievement**  
**Student Behavior** | Ch. 3.7 pgs. 216-230  
Ch. 3.8 pgs. 231-246 |  
- Reading & Math Outcomes  
- Homework and Student Implications  
- **Discussion Board 2** | 10 | Due by Feb. 26th at 1:00 PM-CST. |
| **Week 7:**  
**Feb. 29-Mar. 4** | **Student Reactions to Teacher Perceptions**  
**Policy Implications** | Ch. 3.9 pgs. 247-256  
Ch. 4 & 4.1 pgs. 299-311 |  
- **Volunteer Service Learning Timeline Form** *(This should have two hours of service and the supervisor’s signature on it. A minimum of 2 hours is required on this date.)*  
- State handling of partnerships  
- Purpose, Problem, and Theoretical Link (PowerPoint) | 25 | Due on Mar. 4th by 1:00 PM-CST. |
| **Week 8:**  
**Mar. 7-11** | **State & District Policies** | Ch. 4.2 pgs. 312-330 |  
- District handling of partnerships  
- **APA Quiz 2** | 20 | Available on Mar. 10th at 8:00 AM and due by Mar. 11th at 1:00 PM-CST. |
| Week 9: March 21-23 | Policy & Practice Critical Partnership | Ch. 4.3 pgs. 331-346 Ch. 5 & 5.1 pgs. 387-414 | • School handling of partnerships  
• Recognizing quality partnerships  
• APA Quiz 3 |
|---|---|---|---|
| Week 10: Mar. 28-Apr. 1 | Teachers Involve Parents in Schoolwork (TIPS) | Ch. 6 & 6.1 pgs. 493-520 | • Discussion Board 3  
• Impacts on student learning  
• Implications for TIPS  
• Content Quiz 2 |
| Week 11: Apr. 4-8 | Practical Application | Ch. 6.2 pgs. 521-540 | • Volunteer Service Learning Timeline Form (This form should now have four total hours of service and the supervisors’ signatures on it. A minimum of 2 more hours are required on this date.) |
| Week 12: Apr. 11-15 | Volunteers in Middle Grades | Ch. 6.3 pgs. 555-561 Ch. 7 pgs. 573-575 | • Literature Review and Short-Term/Long-Term Impacts (Use PowerPoint Template and Rubric for Scholarly Digital Poster.)  
• TIPS specific for middle grades  
• Who is responsible for advocating partnerships? |

20 Available on March 22nd at 8:00 AM and due by Mar. 23rd at 1:00 PM-CST.  
10 Due by April 1st at 1:00 PM-CST  
25 Due on Apr. 8th by 1:00PM  
25 Due April 15th by 1:00 PM-CST.
### How can partnerships be organized and sustained?

#### Week 13: Apr. 18-22
- **Content Quiz 3**
- Work on Volunteer Time Log and Reflection Report

#### Week 14: Apr. 25-29
- Review Rubric (provided in your Syllabus). Make sure you are following this Rubric for your Scholarly Digital Poster. Dr. Holley-Stewart will be using this Rubric to grade your posters.
- **Scholarly Digital Poster-Final Submission**

#### Week 15: May 2-6
- Make sure you are submitting the proper forms for your Volunteer Service Learning Timeline and Reflection Report
- **Volunteer Service Learning Timeline Form (Final)----All 6 hours must be reported.)**
- **Volunteer Service Learning Reflection Report (Final)**

#### Week 16: May 9-13
- Your Scholarly Digital Poster, Volunteer Time Log, and Reflection Report are your Final Exam for this class.
- Nothing due this week.

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### VI. Course Readings (Required; digital versions may be purchased if available, hardcopies preferred):


**VII. Course Evaluations:** Near the conclusion of each semester, this course electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation. Professor will assign extra-credit points for completing the survey.

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the professor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the professor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:** Found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

**Note:** An online course, submission of assignments by their respective deadlines communicates regular appropriate attendance. For online courses, the information below can still be applied particularly for several policies noted.

**Class Attendance and Excused Absence: Policy 6.7**

- Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

➢ To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or; helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future
semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom and/or online.

Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703

**IX. Other Relevant Course Information: (As an Online course, you are responsible for reviewing this syllabus and all relevant course material)**

**Information on Scholarly Digital Poster**

**Spring 2016 242.501/502/550**

**Overview, Instructions, and Rubric**

<table>
<thead>
<tr>
<th>Required Sections &amp; Grading Scale</th>
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<tr>
<td><strong>Problem-Purpose 10 Points</strong></td>
<td>Students will identify a problem that is relevant to parents of specific aged children. For example, students could explore parents of early childhood children and parental involvement, diversity in schools, special needs or accommodations, etc. After identifying the problem, students will state their purpose, what will the students examine or explore in their purpose? The problem identified usually provides some insight into what student’s want to examine; the purpose of their research. The purpose of this presentation is to examine or explore etc.</td>
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<td><strong>Link to Theoretical Framework 20 Points</strong></td>
<td>Students will explain how an established theoretical framework/model regarding family relations connects to their title/problem/purpose, and literature review. This section highlights an identified theory that helps a reader to better conceptualize or understand your given research topic. Do not make up your own theory per say, instead apply an identified theoretical framework.</td>
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There are many in the social sciences, choose one that would fit will with your scholarly digital poster.

| Introduction/ Literature Review 30 Points. | Students will write a literature review based on the latest trends and issues relevant to their topic of choice. This review should relate/connect to the problem, purpose, theory or all areas of the presentation. A literature review is simply gathering relevant material that can be included in your poster—this would be the equivalent to the body of a paper, in this case the body of the poster. |
| Evidence-Based Recommendations (A minimum of 3) 10 Points | Students are required to make 3 or more recommendations based upon the literature that they have accessed. The recommendations must be based on recent research on your topic and should be geared toward multiple stakeholders. |
| Explanation of Short-Term Impact (A minimum of 3) 10 Points | Students will tell a parent, for example, how implementing their recommendations impact the child. Think of this section as a way to persuade stakeholders to do what you suggest. |
| Explanation of Long-Term Impact (A minimum of 3) 10 Points | Students will explain what the current research says about the long-term impact of your recommendations. Students will tell the parent how implementing their recommendations impact the child or family over time. |
| References 10 Points | A minimum of six references must be used within the literature review and listed in correct APA formatting in the reference list. You may use your textbook as one of these references, with the remainder being other relevant scholarly references. If references are inappropriate you will receive a zero for this entire project—because information provided in the Digital 100 Points Poster would be invalid. |
| Total points possible | Poster would be invalid. |

Please Note: Do not apply any quotes, but instead summarize and then cite accordingly. Do not include page numbers in your citations as doing so is suggesting that you are not using your own words—but are in fact copying information direct from your reference.

<table>
<thead>
<tr>
<th>Step-by-Step Outline (See also course timeline for due dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>First</strong>, choose a topic that you are passionate about or are interested in writing about in relation to home, school, and community relations-partnerships. <em>This Topic is due in Dropbox, please see the course timeline as well as D2L Dropbox.</em></td>
</tr>
<tr>
<td>2. <strong>Second</strong>, identify a problem that is relevant to stakeholders—can be parents of specific aged children. For example, you could target parents of early childhood children, secondary</td>
</tr>
</tbody>
</table>
education, issues in relation to school safety, parental involvement (e.g., however, must be very specific), community responsibility to schools, faith based institutions and their relationships to schools, theoretical perspectives and best practices, culture in the community, etc. The choice is yours, but you must have that topic approved by your instructor. After you identify your problem, state your purpose, which is what will you examine regarding your purpose? *The problem you identified usually provides some insight into what you want to examine; the purpose of your research.*

3. Once you complete the problem and purpose, **identify at least one theoretical framework/model that applies to your topic/problem/purpose** and how that theoretical framework/model will support your research. You are connecting theory to practice. Do not make up your own theory—instead select an identified theory in the social sciences that supports your poster.

4. Now that you have secured the literature needed for your topic, extract the material you believe to be most important for your topic. Begin to write your literature review. *Your writing is a review of the latest trends and issues relevant to your topic (e.g., purpose/problem/theoretical framework).*

5. After writing the literature review, reflect upon how the research applies to multiple stakeholders and generate at least three recommendations for parents concerning how they deal with a specific phenomenon (e.g., your topic/problem/purpose/theory/model). Be sure that you can support your recommendations with research findings.

6. Once you decide upon your recommendations, you can then begin to work on the short-term and long-term impacts. Under each recommendation, you will tell parents what the likely outcome will be (e.g., short term and long term) if they actually do what it is you recommend. If you want parents to take your recommendation, you will have to convince them that it will benefit their child. Be sure to provide a reference for each of the impacts you list, as the impacts are reporting the research findings from the studies you have read.

7. Now it is time to write your conclusion—for the purpose of this Digital Poster simply write a wrap up to all information (e.g., as in what is your take away message).

8. Upload your Scholarly Digital Poster to Dropbox accordingly.

9. Your Scholarly Digital Poster will include the following:

   Title
   
   Introduction
   
   Problem
   
   Purpose
   
   Theoretical Framework
   
   Literature Review
   
   Recommendations
   
   Short-Term/Long-Term Impacts
Conclusion

References (minimum of six scholarly references required from 2005-2015)

Locating and Citing References

1. As this is a research-based project, a minimum of six references must be cited—including providing a corresponding reference list. Start your research early. If you are unsure how to locate research journal articles, please contact one of SFA’s librarians. You can also visit the Aska-Librarian desk, on the first floor of SFA’s Library to get immediate assistance. Any of the librarians can help you (e.g., if off campus simply make a phone call and ask for assistance). Remember that you are seeking scholarly references – from a published research journal primarily. Your textbook may count as a single reference within your reference listing.

2. The reference list must be in correct APA format and included on your poster. Use the APA Manual required for this course to ensure you have correct formatting for your in-text citations and references list (absolutely do not include any quotes; also, do not include page numbers in your citations as this suggests that you are copying information instead of summarizing and citing using author and year).

3. In-text citations (i.e., before, during, and after a given sentence as needed; if any wording is not your own you must cite appropriately) must be used in every section to demonstrate support for what is written. In-text citations must correspond with the reference list.

Submitting Your Scholarly Digital Poster

1. All deadlines are noted in the course timeline.

Scholarly Digital Poster - Grading Rubric

<table>
<thead>
<tr>
<th>Purpose/Problem 10 Points</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>No Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem/purpose related to topic is clear, rich, and strong based on more than 1 recent reference from 2005-2015 (provided in-text citations)</td>
<td>9-10 Points</td>
<td>Weak problem/purpose made and/or out of date references</td>
<td>6 and Under Points</td>
<td>No Evidence</td>
</tr>
<tr>
<td>Problem/purpose appropriate made based on 1 reference from 2005-2015 (provided in-text citation)</td>
<td>8-7 Points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Link to Theoretical Framework</strong></td>
<td><strong>20 Points</strong></td>
<td><strong>17-14 Points</strong></td>
<td><strong>13 and Under Points</strong></td>
<td><strong>No Evidence</strong></td>
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<td>----------------------------------</td>
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</tr>
<tr>
<td>1 established theoretical framework cited with more than 1 reference provided and theory interwoven effectively throughout poster (provided in-text citations)</td>
<td>18-20</td>
<td>17-14 Points</td>
<td>Established theoretical framework and citation, but connection unclear</td>
<td>No Evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Introduction/Literature Review</strong></th>
<th><strong>30 Points</strong></th>
<th><strong>27-30 Points</strong></th>
<th><strong>26-21 Points</strong></th>
<th><strong>20 and Under Points</strong></th>
<th><strong>No Points</strong></th>
</tr>
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<tbody>
<tr>
<td>Three strong <em>in-text citations</em> relative to trends/issues of topic made based on a minimum of 3 references from 2005-2015</td>
<td>27-30 Points</td>
<td>Three appropriate <em>intext citations</em> relative to trends/issues of topic made based on a minimum of 3 recent references from 2005-2015</td>
<td>Weak in-text citations to trends/issue made of topic and/or out of date references</td>
<td>No Evidence</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th><strong>Evidence-Based Recommendations (A minimum of 3)</strong></th>
<th><strong>10 Points</strong></th>
<th><strong>9-10 Points</strong></th>
<th><strong>8-7 Points</strong></th>
<th><strong>6 and Under Points</strong></th>
<th><strong>No Points</strong></th>
</tr>
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<tbody>
<tr>
<td>Three 3 strong recommendations made based on 3 references from 2005-2015 (provided in-text citations)</td>
<td>9-10 Points</td>
<td>Two appropriate recommendations made based on 2 references from 2005-2015 (provided in-text citation)</td>
<td>Weak recommendations made and/or out of date references</td>
<td>No Evidence</td>
<td></td>
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<tr>
<th><strong>Explanation of Short-Term Impact (A minimum of 3)</strong></th>
<th><strong>10 Points</strong></th>
<th><strong>9-10 Points</strong></th>
<th><strong>8-7 Points</strong></th>
<th><strong>6 and under Points</strong></th>
<th><strong>No Points</strong></th>
</tr>
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<tbody>
<tr>
<td>Possible short-term impacts clearly explained and reinforced by theory and/or current research with a minimum of 1 reference from 2005-2015 per individual impact (provided intext citations).</td>
<td>9-10 Points</td>
<td>Possible short-term impact explained and reinforced by theory and/or research (no reference provided per individual impact).</td>
<td>Possible short term impact briefly mentioned or suggested.</td>
<td>No Evidence</td>
<td></td>
</tr>
</tbody>
</table>


| Explanation of Long-Term Impact (A minimum of 3) 10 Points | Possible long-term impact clearly explained and reinforced by theory and/or current research with a minimum of 1 reference from 2005-2015 per individual impact (provided intext citations). 9-10 | Possible long-term impact explained and reinforced by theory and/or research (no reference provided per individual impact). 8-7 | Possible long term impact briefly mentioned or suggested. 6 and Under Points | No Evidence |
| References (IMPORTANT: If inappropriate references are provided, then information in digital poster is invalid and as a result you will earn a zero for the entire project) | Six references required must be within the poster—one scholarly book may be used and remaining references should come from published research journal articles and published research journal reports a minimum of six references from 2005-2015. 9-10 Points | Six references required must be within the poster—one scholarly book may be used and remaining references come from scholarly journals from years 2005-2015. 8-7 Points | Five or less references were provided or references were non-scholarly. 5 or Less Points | No Evidence |

You are encouraged to consult this rubric as you prepare your Scholarly Digital Poster to ensure your work is aligned with the expectations for the task. A suggestion is to focus on the excellent column per individual section of the poster. Also, for each APA in-text citation a complete corresponding full APA reference is required in the reference listing.