HMS 459.501  Family Development   Spring, 2016
3 Credits
Prerequisites:  Junior or Senior Standing

Instructor:  Hyunsook Kang Ph.D.
Office Phone:  936-468-2975

Email: Only through D2L Mail. Click mail tool, click all instructors or scroll to instructor's name, and send mail. Send All E-mails Within the D2L System and Not an outside Server Such as Your Private E-mail.

Office:  EDAN, 119C.
Office Hours: T,W, Th: 8:30-10:30 & 2-2:30 or by appointment (office or telephone meeting).

I. Course Description:

Emphasis upon the demands of successful living as an aid in coping effectively with the problems of family life. Structures, roles, and relationships in the family.

II. Intended Learning Outcomes/Goals/Objectives:

This course supports the vision, mission, and core values of the College of Education which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course enhances student learning in the area of marriage and family life, and serves as one of the major family courses in the Child and Family Development Program in the Department of Human Sciences, and aligns with the standards of the National Council on Family Relations and the American Association of Family and Consumer Sciences to promote learning and understanding of marriage and family relationships.

Program Learning Outcomes

*Learners will identify social & 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.

Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.

* PLO related assignment in the course.

Student learning Outcomes:

Upon successful completion of the course, the student will be able to:

Apply theoretical models to aid in understanding family dynamics and relationships.
Compare and contrast various family lifestyles and multicultural variations of family systems.

Understand and describe the psychosocial and economic factors that influence the course of marriage and family life.

Explain communication patterns and problems in family relationship.

Assess the impact of divorce and remarriage among family members.

Review and analyze the research literature in regard to topical issues that impact the individual, family, and society.

The course prepares students seeking certification in Family & Consumer Sciences to meet Texas Standard II.

Standard II: Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and management of work and family to enhance the quality of life across the life span, and understands career opportunities in family studies and human services.

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

Information notices will be posted on the course home page. Home page includes icons for class assignments (dropbox), discussion board questions, presentations, exams, mail, and grades. Course content is delivered via posted chapter notes, required textbook chapter readings, assignments, and discussion board questions directly relevant to the course content.

Students should check the homepage on a daily basis for notices, mail, and assignments. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within 3 days after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

All posted assignments and research paper must be typed in 12 fonts, Times New Roman, Double Space. Having problems with the computer or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. Do not request to submit an assignment late for any of these reasons. Please do not upload any zip file and you will earn zero if the file is not MS word file.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). A=90-100% of required points; B=80-89%; C=70-79%; D=60-69%; F=0-59%. Tentative total points =750 Points. The total number of required points may be adjusted at the end of the semester.

Final grade will be determined by a percentage of total required points. Tentatively, there are 700 required points for the course. A=675-750; B=600 -674; C=525-599; D=450-524; F=0-524.

Course Points Are Earned Through a Variety of Exams, Assignments, discussion, and research paper.

1. There will be 3 exams during the semester: Midterm Exam, Exam II, and Final Exam. Each exam has 100 points per exam. All exams total 300 points.
All exams are comprised of multiple choice questions and will have an 80 minute time limit beginning when the user clicks “begin.”

Final Exam time limit = 90 minutes. Exam grades will be posted upon completion and submission of the exam. Students must contact the instructor prior to the exam date if rescheduling is necessary for a compelling reason with documentation.

All exams must be made up within 3 class days or a grade of zero will be recorded.

2. Chapter Assignments = 140 points. Each chapter has 10 points x 14 chapters = 140 points

Students are responsible for all course assignments and notices posted on the home page on D2L. Please upload each chapter assignment on Dropbox.

Some course assignments will pertain to APA format and composing an APA reference page. Students should be knowledgeable regarding APA format and use the 6th edition as a guide.

3. Research Paper = 260 points. Paper Must be Posted by May 6, 2015 no later than 11:00 p.m.

   * Research paper Topic & Title 10
   * Research paper Introduction 50
   * Research paper Lit. Review 60
   * Research paper Conclusion/Discussion 50
   * Research paper Reference 60
   * Final Research Paper 30

Research Paper Grading Scale: See the Content link, Research Assignment Guidelines for the grading scale (rubric). Students will individually complete and submit a research paper no later than May 6, 2016.

4. Discussion = 50 points. Students are responsible for all course discussion and notices posted on the home page, D2L.

   Research Paper

You will select an issue and topic involving current family life issues (Divorce, Remarriage, violence, Abuse, Aging, caregiving, Health, Child…. ) which impact current family life. As a general guide, you will primarily use Google Scholar and apply years 2005-2016 to gather published research journal articles and published research reports.

☐ Your research paper should be Times & New Roman, 12 fonts, double spaced (you will earn -5 for each submission if it is not APA style).
☐ 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 resources to support your research paper will result in a zero earned for the final submission—because the references are critical to ensuring in-text citations and information presented is valid.

The only acceptable references are published research journal articles and published 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:


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).

V. Tentative Course Outline/Calendar:

Please Read Chapter Notes as a Guide to Reading the Assigned Textbook Chapters, Be familiar with the major points of each chapter, and review the study tips.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments/Due Dates</th>
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<tbody>
<tr>
<td>Week 1: Jan 19-22</td>
<td>Getting Started</td>
<td>Chapter 1</td>
<td>Introduction</td>
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<td>Ch.1 Assignment due by Jan 21. 9am-22th 9pm on D2L Discussion 1Due</td>
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<td>Week 2: Jan 25-29</td>
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<td>Chapter 2</td>
<td>Ch.2 Assignment due by Jan 28th 9am-29th 9pm on D2L Discussion 1Due</td>
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<td>Week 3: Feb 1-5</td>
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<td>Chapter 3</td>
<td>Ch.3 Assignment due by Feb.4th 9am-5th 9pm on D2L Research paper Topic Due Jan 28th 9am-29th 9pm</td>
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<td>Week 4: Feb 8-12</td>
<td>Chapter 4</td>
<td>Ch. 4 Assignment Due by Feb. 11th 9am-12th 9pm on D2L Dropbox Discussion 2 due by Feb. 11th 9am-12th 9pm on D2L Dropbox</td>
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<tr>
<td>Exam 1 Feb. 15-16th</td>
<td>Ch.1-4</td>
<td>Midterm Exam will be due by Feb. 15 9am-Feb 16 9pm (Chapters 1-4)</td>
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<td>Week 5: Feb 15-19</td>
<td>Chapter 5</td>
<td>Ch.5 Assignment due by Feb 18th 9am-Feb 19th 9pm Dropbox Research paper Introduction Due Feb 18th 9am-19th 9pm on D2L Dropbox</td>
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<td>Week 6: Feb. 22-26</td>
<td>Chapter 6</td>
<td>Chapter 6 Assignment due by <strong>Feb. 25</strong> 9am-26th 9pm</td>
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<td><strong>Week 7:</strong> Feb. 29-March 4</td>
<td>Chapter 7</td>
<td>Ch.7 Assignment due by <strong>March 3</strong> 9am-4th 9pm</td>
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<td>Discussion 3 due by <strong>March 3</strong> 9am-4th 9pm</td>
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<td><strong>Week 8:</strong> March 7-March 11</td>
<td>Chapter 8</td>
<td>Ch.8 Assignment Due by <strong>Due March 10</strong> 9am-March 11th 9pm</td>
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<td>Research paper Lit. Review Due <strong>March 10</strong> 9pm</td>
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<td><strong>Exam 2</strong> March 31-April 1</td>
<td>Ch. 5-8</td>
<td><strong>Exam II will be (chapters 5-8)</strong> due by <strong>March 31 9am- Apr. 1 9pm</strong></td>
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<td><strong>Week 9:</strong> March 21-April 1</td>
<td>Chapter 9</td>
<td>Ch.9 Assignment due by <strong>March 31 9am- Apr. 1 9pm</strong></td>
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<td><strong>Week 10:</strong> Apr. 4-8</td>
<td>Chapter 10</td>
<td>Ch. 10 Assignment due by <strong>Apr. 7</strong> 9am-8th 9pm</td>
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<td>Research paper Conclusion/Discussion Due <strong>Apr. 7</strong> 9am-8th 9pm</td>
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<td><strong>Week 11:</strong> Apr. 11-15</td>
<td>Chapter 11</td>
<td>Ch.11 Assignment due by <strong>April 14 9 am-April 15 9pm</strong></td>
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<td>Discussion 4 due by <strong>April 14 9 am-April 15 9pm</strong></td>
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<td><strong>Week 12:</strong> Apr. 18-22</td>
<td>Chapter 12</td>
<td>Ch. 12 Assignment Due by <strong>Due April 21 9am-April 21 9pm</strong></td>
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<td>Research paper Reference Due <strong>April 21 9am</strong></td>
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<td>Week 13: Apr.25-29</td>
<td>Chapter 13</td>
<td>Chapter 13 Assignment due by April 28 9am-Apr.29 9pm</td>
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<td>Discussion 5 due by Apr 28 9am-Apr.29 9pm</td>
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<td>Week 14: May 2-6</td>
<td>Chapter 14</td>
<td>Chapter 14 Assignment due by May 5 9am- 6th 9pm</td>
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<td>Final Research Paper Due May 5 9am-6th 9pm</td>
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<tr>
<td>Final Exam: May 9th-10th</td>
<td>Chapters 9-12</td>
<td>Final Exam due by 11pm May 9th 9am May 10th 9pm (Chapter 9-12)</td>
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VI. Readings (Required):


**FEM Statement (FOR TEACHER EDUCATION STUDENTS ONLY)**

LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

**LiveText Statement: FOR ALL STUDENTS ENROLLED IN THIS COURSE: HMS 459**

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

_if you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu._

_Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livestext@sfasu.edu._ Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education 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. Instructor may 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 instructor 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 instructor until after final grades are posted.

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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

_____ **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, 936-468-3004 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/disabilitieservices/.

**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, re-submission 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. 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 policy 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. 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 or call the office at 936-468-2703.

IX Other Relevant Course Information

ATTENDANCE: HMS 459 is an online course; therefore, there are no scheduled face-to-face class meetings. While attendance is not used as a factor in the final grade for this course, students are required to complete a specific assignment to ensure class participation. The assignment will be accessible on the Discussion Board. Logging into the course without completing the assignment will not count as class participation.
Forms of Academic Misconduct:
1. Cheating: Using unauthorized noted or study aids, allowing another party to do one's work exam and turning in that work exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on the assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: Falsification of creation of data, research, or resources, or altering a graded work without the prior consent of the course instructor.
4. Plagiarism: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. You will earn Zero for each assignment, discussion, any other materials for grade if it is considered as Plagiarism.
5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Research Paper Overview, Instructions, and Rubric

<table>
<thead>
<tr>
<th>Required Sections &amp; Grading Scale</th>
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<tr>
<td><strong>Topic &amp; Title</strong> 10 pts.</td>
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<tr>
<td>Students will identify a problem that is relevant to family life. For example, Parenting, Health, Marriage, Divorce, Death, Violence, Abuse, Aging….Demographic Issues... Your title should be able to explain IVs and DVs: Independent Variables and Dependent Variables. For example: How parental divorce affects children's emotion, Associations between parental death and children's school performance?..... How different parenting style affect children's behavior…..</td>
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<td>Introduction 50 pts.</td>
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<tr>
<td>After identifying the topic &amp; Title, students will state their purpose, what will the students examine identified usually provides some insight into what student's want to examine; the purpose of their research. Students will explain how established current family issues connect to their title/problem/purpose. This section highlights an identified that helps a reader to better conceptualize or understand your topic. Do not make up your own story per say. There are many in the social sciences, choose one that...</td>
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<td>Task</td>
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<tr>
<td><strong>Literature Review</strong>&lt;br&gt;60 pts.</td>
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<tr>
<td><strong>Research paper</strong>&lt;br&gt;<strong>Conclusion/Discussion</strong> 50</td>
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<td><strong>References</strong>&lt;br&gt;60 pts.</td>
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| **Final Research paper**<br>30 points | Students need to upload their finished research paper on D2L.
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 Ask-a-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.

4. Each student must also submit the research paper into their individual Livetext account by the submission deadline.

5. Each student will develop and post a research paper using Microsoft Office Word (do not use power point format) pertaining to an approved research topic related to the course content. All Presentations Must Open in D2L. All information in the paper Must be current (2005-2016) and relevant to the United States; do not include foreign journal articles, books, or Internet websites.

6. All references (printed and Internet) must be professional—do not include blogs, dictionary, personal opinion articles, personal stories, anonymous articles or reviews, or medical related journals. All references must have an author* and a publication date (n.d. is Not acceptable). Points will be deducted for failure to follow these directions.

7. An organization may be the author, such as the U.S. Census Bureau, or the American Psychological Association.

8. Utilize a variety of resources to investigate the topic. All information and statistics should be the most current available and all within the past 10 years. Information should supplement the textbook’s information. Students may look up the references cited at the end of the textbook for additional information sources. Examples include professional journals, books, chapters in edited books, and creditable Internet sites.

9. Do not limit topic search to solely Internet resources. No anonymous sources are acceptable. Note: Wikipedia or any Wiki site is not an acceptable or creditable resource; neither is the dictionary an acceptable resource. The greater the number of references and resources the stronger the information and presentation (and grade) will be. All sources must be cited in the reference list. It is not necessary to cite references in the paper:
Exception is for any statistical graphs or charts, cite only the author and the year under the graph or chart, and give complete information in the reference list. A minimum of 6 references from a variety of sources is required.

10. Reference list should follow the guidelines of the APA Manual (6th ed.). Only statistical information and graphs should be referenced in the paper as well as in the reference list.

11. Paper must include:
   - Title Page: Research Topic, Student's Name, Course Number and Semester

12. In Literature Review, paper must be in-depth and thorough: Do not use vague, general statements which are related to the topic and its relevance to family life in the United States.

13. Information must be objective (no personal opinions or comments), accurate, and current and displayed in a well-organized, logical, and attractive and easy to read format. Do not write a research paper and post it as the presentation. There will be a major loss of points for not following directions.

14. Include links to relevant websites; Do not use social media websites such as MySpace and FaceBook or YouTube. All links should open when viewed by others. Check your paper in a different browser and computer before submission to make sure that all pages and links open. No personal interviews are acceptable. All information must be retrievable and sources listed in the reference list. Do not copy and post information directly from another site-this is plagiarism and is unacceptable and will result in a significant loss of points.

HMS 459.501 Research Paper Rubric

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<tr>
<th>Standards</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
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<tr>
<td>Topic &amp; Title</td>
<td>10 pts.</td>
<td>Introduction</td>
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<tr>
<td>Topic and title are clear, strong, and easy. Goal of the paper</td>
<td>Topic and title are clear, strong, and easy. Goal of the paper</td>
<td>Substantial and specific content addressing family relationships, issues, demonstrating strong development in a well-organized format</td>
<td>Sufficiently developed content addressing family relationships with adequate explanation or development</td>
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<td>10</td>
<td>7-9</td>
<td>45-50</td>
<td>35-44</td>
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<tr>
<td>Topic and title are not clear and need improvement</td>
<td>Limited content addressing family relationships with inadequate explanation or development</td>
<td>Students will write a literature should relate/connect to the problem, purpose or all areas of the research paper</td>
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<td>1-6</td>
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<td>Research paper submission/Discussion</td>
<td>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. Students will tell a parent, for example, how implementing their recommendations impact the family. Think of this section as a way to persuade stakeholders to do what you suggest. Students will explain what the current research says about the long-term impact of your recommendations.</td>
<td>Students are required to make 2 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. Students will tell a parent, for example, how implementing their recommendations impact the family. Think of this section as a way to persuade stakeholders to do what you suggest. Students will explain what the current research says about the long-term impact of your recommendations.</td>
<td>Students are required to make one recommendation 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. Students will tell a parent, for example, how implementing their recommendations impact the family. Think of this section as a way to persuade stakeholders to do what you suggest. Students will explain what the current research says about the long-term impact of your recommendations.</td>
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<td>references</td>
<td>Consistent application of APA format in the reference list. ≥ 6 references from a variety of scholarly resources.</td>
<td>Application of APA format in reference list, with minimal errors. 4-5 references.</td>
<td>Inconsistent application of APA format in reference list, with many errors. ≤ 5 references.</td>
</tr>
<tr>
<td>Research paper</td>
<td>Successfully upload their finished research paper on D2L.</td>
<td>Successfully upload their finished research paper on D2L, but not corrected.</td>
<td>Successfully upload their finished research paper on D2L, but not corrected.</td>
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