

***Family Studies**

***2025-2026 Syllabus**

Part 1: Course Information

Instructor Information

Instructor: Ashley Dudley

School Telephone: 423-623-8718 ext. 114

E-mail: dudleya@cocke.k12.tn.us

Prerequisite

- Intro to Human Studies
- Lifespan Development

Textbook & Course Materials

Required Text

- Strengthening Family and Self 4th Edition, Leona Johnson, ISBN: 1-59070-495-9

Recommended Texts & Other Readings or Resources

- Other readings will be provided as the semester progresses.

Course Requirements

- A gmail/google account will be required to submit class assignments.

Course Structure

Family Studies is a combination of lecture, individual, group, and lab activities. The course is very interactive and allows students to complete many hands-on activities to provide an effective, beneficial learning environment.

Part 2: Student Learning Outcomes

1. Definition and History of Family

- 1.1 Family Structure History: Analyze diverse family structures represented throughout history and in current society.
- 1.2 Definitions of Family: Compare and contrast different definitions of family units found in distinct groups. Explore the impact of cultural, geographical, religious, ethical, and political differences on the family structure, and explore the positive and/or negative effects families can have on individuals and society.
- 1.3 Current Family Trends: Analyze the impact of trends and conditions that could influence the well-being of individuals and families including roles and responsibilities. Research topics may include, but are not limited to: a. Sandwich Generation b. Failure to Launch / Boomerang c. Grandparents raising grandchildren d. Disappearing Middle child e. Only Child f. Global or National Events
- 1.4 Historical Family Trends: Describe how demographic trends have impacted the family system throughout time. Trends can include but are not limited to: a. Baby boomers b. Increased immigration c. Introduction of dual income households
- 1.5 Family Perspectives: Describe major family theoretical perspectives. Identify whether each is macro- and/or micro-level and summarize the strengths and limitations of each perspective. Examples of theories can include, but are not limited to: a. Structural-functionalist perspective b. Conflict perspective c. Feminist perspective d. Conflict perspective e. Ecological perspective f. Family development theory g. Symbolic interactionist perspective h. Social exchange perspective i. Family systems perspective

2. Family Cycle & Relationships

- 2.1 Family Life Cycle: Identify the stages of the Family Life Cycle and the associated characteristics, proven stressors, and changes at each stage. Predict the effects of the stages on interpersonal relationships and family dynamics.
- 2.2 Intrapersonal and Interpersonal Conditions: Identify intrapersonal and interpersonal conditions, personal characteristics, and attitudes and behaviors necessary for effective human relationships, exploring concepts such as: a. Understanding of self, b. Relationship building skills, c. Importance of values and goals, and d. Intimacy.
- 2.3 Types of Relationships: Analyze functions and expectations of various types of relationships including the concepts of long-term relationships, such as love, mate selection, attachment, loneliness, and relationship dissolution. Summarize the purpose and responsibilities of dating.
- 2.4 Marriage Laws: Examine marriage laws in the state, prepare a list of requirements to obtain a marriage certificate, and describe legal rights provided through marriage.

3. Parenting Responsibilities

- 3.1 Impact of Parenting Styles: Examine the impact of parenting styles on the family. Parenting styles could include, but are not limited to: a. Authoritarian b. Permissive c. Authoritative
- 3.2 Developmental Theorists and Theories: Compare research conducted by developmental theorists and analyze the role their theories play in the development of children and families. Examples of theorists include but are not limited to: a. Piaget b. Erikson c. Bronfenbrenner d. Gardner e. Kohlberg f. Vygotsky g. Freud h. Skinner
- 3.3 Impact of Parenting Practices: Evaluate parenting practices that maximize human growth and development. Identify ways to promote and foster a child's positive self-concept. Identify positive guidance techniques, linking each to a specific reason for child misbehavior (such as desire for attention, embarrassment, lack of expectations, etc.).
- 3.4 Adoption and Fostering: Investigate the adoption and fostering process nationally and globally. Compare and contrast the costs and benefits of each adoption process. Identify local and global agencies that are available for assistance during the adoption process.

4. Family Stress, Crisis, and Resilience

- 4.1 Family Crises: Investigate types of crises impacting families (such as unemployment, child exceptionality, divorce, death), describing characteristics of crisis situations. Research theories and strategies for helping families deal productively with crises, making a recommendation for a specific activity that can be used to assist families in crises situations.
- 4.2 Social Issues: Research issues associated with inequality such as socioeconomic class, ethnicity, race, gender, and cultural bias. Analyze how social issues impact the family as a system and develop strategies to promote social mobility.
- 4.3 Conflict Prevention and Management: Evaluate effective conflict prevention and management techniques. Analyze how the Cycle of Power and Cycle of Violence impact the family, community, and career.
- 4.4 Social Service Agencies: Investigate local and national social welfare agencies, past and present, and the services they provide. Describe the theories and concepts that have formed today's social service practices.
- 4.5 Stages of Grief: Identify the most commonly listed stages of the grief model. Research each stage of the model, the definition of each stage, and the emotions, physical actions, and ways to cope associated with each stage. a. Shock and Denial b. Pain and Guilt c. Anger and Bargaining d. Depression, Reflection, and Loneliness e. Upward Turn f. Reconstruction and Working Through g. Acceptance and Hope

- Students will complete seatwork as assigned.
- Students will participate in lab assignments as assigned.
- Students will make a 100 percent on safety tests given.

Part 3: Grading Policy

Late Work Policy

Work is due by assigned date given by instructor. Student work missed due to absences will be submitting within 3 days of days missed. Teacher discretion will be used with variations to this rule.

Viewing Grades in ASPEN (optional)

Points you receive for graded activities will be posted to the ASPEN Grade Book. Click on the My Grades link on the left navigation to view your points.

Grades will be posted to Aspen on a weekly basis.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

This can be modified, but must match the district scale.

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work
B	80-89%	Good Work
C	70-79%	Average Work
D	60-69%	Poor Work
F	0-59%	Failing Work

Important note: For more information about grading at Channel Islands, visit the academic policies and grading section of the university catalog

Part 4: Course Policies

Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

- Attendance and participation in all classwork will impact grade.

Participate

Participation is required in seatwork, group work, and lab work for this course.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will effect the student's grade.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the teacher deems it necessary. All incomplete course assignments must be completed within time frame determined by teacher.

Academic Dishonesty Policy

Cheating and dishonesty of any type will not be tolerated. A zero will be given if a student is caught cheating. Administrator involvement will occur if necessary. Student is expected to do his or her own work at all times throughout this class.

Student Testing Code of Ethics and Security

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady EOC test will count at least 15% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
 - Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
 - Best practice is for students to leave devices at home or in their lockers on the day of testing.
 - If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test
 - If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
 - The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
 - I will focus and put forth effort on the test .
- Being honest and not cheating
 - If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.