THE MODERN FAMILY
UGS 303 UNDERGRADUATE SEMINAR
SYLLABUS – FALL 2015

GENERAL COURSE INFORMATION

Instructor: Dr. Timothy Loving (Dr. L)
School of Human Ecology
Department of Human Development and Family Sciences (HDFS)
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Office: SEA 2.322G

Office Hours: Tuesdays & Wednesdays, 11 a.m. - 12 p.m.

If none of these office hours accommodate your schedule, you should request an appointment via e-mail. That e-mail message MUST include at least three, hour-long blocks you are available to meet during the week from which we can choose a mutually convenient time. If you want to meet specifically with one of us, you should e-mail that person and indicate that you want to meet with that person. If you have no preference, send your e-mail to one of the TAs and indicate that you can meet with any of us.

Class Hours: Class meets in UTC 4.112, MW 1:00 p.m. – 1:50 p.m.

Discussion Section Hours: Consult your course schedule / UT Direct

Readings: The course will rely heavily on empirical research papers and popular press articles. Articles will be provided as a .pdf on Canvas, or you will be given information about how to access specific articles online.

This course fulfills three hours of the component area option of the University core curriculum and addresses three of the core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, and one additional objective (teamwork, personal responsibility, social responsibility, or empirical and quantitative skills).

SEMINAR PLAN AND OBJECTIVES

The Modern Family focuses on the many factors that affect how today’s families develop and function. We will begin with the basics of the evolution of intimate relationships and attraction, and then proceed through discussions of dating, marriage, parenthood, adolescent development, support processes, divorce, immigrant families, societal influences on individual and family outcomes, and family relationships in later life.

There are two primary objectives for this course. First, we hope to provide you with a thorough overview of the types of research conducted within the field of human development and family

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sciences. To achieve this objective, over the course of the semester you will hear from the faculty of UT’s Human Development and Family Sciences department and be exposed to empirical research relevant to each faculty member’s specific sub-disciplines within the field. As part of this objective, faculty members will also spend time discussing how they ended up doing what they do. It is our hope that these discussions highlight the many paths individuals take before ending up in a profession. Second, we intend to facilitate your transition to life on this large research campus via discussion and lectures on a range of topics relevant to your first-year experiences. As part of this transition preparation you will explore several of UT’s unique campus resources (i.e., ‘campus gems’), gain skills in reading and interpreting empirical research papers, learn how to write effectively and edit your own prose, and become comfortable speaking in a public setting (or learn how to manage your discomfort).

**SIGNATURE COURSE COMPONENTS**

This course is part of the signature course initiative through the school of undergraduate studies. Signature courses have several required components (see full description at: http://www.utexas.edu/ugs/sig/essentials). Each key component and how we will meet that component in this class is described briefly in this section; details on relevant assignments are provided below.

**Interdisciplinary & Contemporary Content**

This course takes a multi-disciplinary look at the study of modern families, including how they are defined, created, and change(d) over time. While the primary perspective is that of human development and psychology, topics throughout the course will also be viewed through the lenses of fields such as sociology, education, and public policy.

**Writing**

The course should help you transition to college-level writing. Several assignments are designed to help you build, write, and present a solid research paper (skills that will translate to the rest of your career here at UT).

**Oral Communication**

Being able to express yourself verbally is an important skill in your education and your future work life. In this course, you will be asked to first prepare a written draft of a presentation, revise it based on feedback, and then deliver it as a brief presentation in your discussion section.
Information Literacy
We will engage in activities throughout the semester to increase your information literacy, including a group trip to the library to learn about library resources and how best to use them for this course and others. In addition, you will have a brief quiz each week based on assigned (empirical) readings.

Gems of the University
The University has a variety of cultural resources that are often overlooked by students. The signature course initiative aims to introduce you to these cultural resources. For this course you will be required to visit two “campus gems” and write a brief report about the specific gem(s) you chose to visit.

University Lecture Series
The University has amazing faculty who are experts in a wide array of topics. The University Lecture Series is designed to allow faculty to share their expertise with you. You are required to attend one of the two lectures being offered; details are below.

SUMMARY OF COURSE GRADE COMPONENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Final Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance and participation</td>
<td>20%</td>
<td>Every lecture and discussion day</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>15%</td>
<td>Start of each discussion section</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>10%</td>
<td>Start of discussion section, September 23rd</td>
</tr>
<tr>
<td>University lecture attendance</td>
<td>5%</td>
<td>Monday, September 21st or Tuesday, September 22nd</td>
</tr>
<tr>
<td>Written controversial issue paper</td>
<td>25%</td>
<td>Start of discussion section, October 14th</td>
</tr>
<tr>
<td>Oral presentation of written draft</td>
<td>5%</td>
<td>Start of discussion section, November 4th</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>15%</td>
<td>Last three weeks of discussion sections</td>
</tr>
<tr>
<td>Campus gem reports</td>
<td>5%</td>
<td>Start of discussion section, November 18th</td>
</tr>
</tbody>
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GRADE SCALE

≥ 93 points A  73 – <77 points C
90 – <93 points A-  70 – <73 points C-
87 – <90 points B+  67 – <70 points D+
83 – <87 points B  63 – <67 points D
80 – <83 points B-  60 – <63 points D-
77 – <80 points C+  <60 points F

Note: Grades will not be curved. Final letter grades in this class are assigned based on your final numerical score for the course (as determined by the summary of course grade components, above).

COMPONENTS OF YOUR GRADE

Class Attendance and Participation
It is expected that each student will be present for every designated course meeting time and that each student will be an active participant during lecture and discussion. Your course participation score will be based on your attendance during the primary lecture and weekly discussion section as well as your contributions during these course meetings. We will take attendance regularly. You get two “get out of jail free cards”; for every absence afterwards (lecture or discussion) you will lose 4% points from the course participation portion of the grade (up to the full 20%). Additionally, your course participation grade will come from the TAs’ assessment of your participation in discussion (e.g., responding to questions, participating in group discussions, etc.). We recognize this is subjective. Thus, your TA will provide each of you with feedback midway through the semester to let you know where you stand in regards to our assessment of your course participation and provide suggestions for how to improve (if necessary).

If you are going to be absent from a lecture class or discussion section for the observance of a religious holy day, you may complete the work missed within a reasonable time after the absence, if proper notice has been given. Written (i.e., e-mail) notice must be given at least fourteen days prior to the dates you will be absent.

Weekly Quizzes
Information literacy is a key goal of the Signature Courses here at UT. Each week, you will be reading one or more research papers or popular press articles linked to that week’s faculty presentations. In order to ensure that you have engaged with the readings and that you are prepared to contribute to a dialogue of the readings in your discussion section, at the start of each discussion section you will be asked to respond to up to 5 questions based on the information presented in the assigned readings and by that week’s speaker(s). These questions will test your general knowledge about that week’s topic. Each quiz is worth 5 points (1 point for each question). Only your top 10 quiz scores will count towards your final course grade (we anticipate about 12 quizzes in total).

University Lecture Attendance
All students are required to attend one of the two lectures offered as part of the University’s Fall University Lecture Series (http://www.utexas.edu/ugs/uls). Grades for the lecture series attendance will be distributed in an ‘all or nothing’ fashion. Basically, if you’re there, then you’ll get credit. If
you’re not, you won’t get credit. You will check in with one of the TAs or the instructor of the course at the beginning or end of the lecture. Details on the procedures for doing so will be discussed in class.

Here are the dates of the lectures, each of which will take place in Bass Concert Hall; you only need to attend one:

University Fall Lecture 1: Monday, September 21st, 7:00 p.m.–8:00 p.m.: *Two Guys On Your Head*
University Fall Lecture 2: Tuesday, September 22nd, 7:00 p.m.–8:00 p.m.: *Lessons in Leadership*

If you are unable to attend either of these events, you must provide your TA with a typed note in your discussion section the week before the lectures explaining why you cannot attend. You will then be expected to listen to the podcast of one of the lectures and take a quiz during your TA’s office hours to demonstrate your knowledge of the content of the lecture.

**Campus Gem Report**

The University of Texas campus offers a wide variety of resources that are available to students from all majors and disciplines. Unfortunately, very few students take the time to explore the many resources found on our campus. For example, did you know that the University possesses the first photograph ever taken, or that we are home to the Lyndon B. Johnson Presidential Library? This assignment is intended to familiarize you with some of the University’s remarkable resources. During the course of the semester, you are required to visit two of the University’s “campus gems.” You are required to **complete the following written assignment for both campus gem visits:**

You should take a picture of yourself visiting the gem (provided that photography is permitted), then include that picture in a word document with a 300 to 500 word response essay. Your response essay should include when you visited the gem, what exhibit (if any) you saw there, why this gem is an important part of our University, and whether or not you would recommend that someone else visit this gem. Be as specific as possible (e.g., intelligently explain why you would or would not recommend this gem).

The campus gems which you can choose to visit are as follows:

- Blanton Museum of Art
- Lyndon Baines Johnson Library and Museum
- B. Iden Payne Theater
- The Nettie Lee Benson Latin American Collection
- Dolph Briscoe Center for American History
- The Fine Arts Library
- Texas Natural Science Center
- Harry Ransom Center
- The Performing Arts Center
- UT Press
- UT Campus Telescopes

**The Department of Astronomy holds “Star Parties” every Wednesday night at RLM Hall, as well as every Friday and Saturday at Painter Hall. Times change throughout the semester, so be sure to double-check the start time before you go should you choose this gem.**
You will notice that I did not provide you with any information as to where these sites are located or the times they are open to the public. Part of this assignment is learning how to navigate the UT webpage (as well as the UT campus) to obtain the information you need to complete the assignment.

**Modern Families Assignments: Controversial Issues Paper and Presentation Guidelines**

This set of assignments has multiple goals, the main ones of which are that you will:

- Explore a controversial issue regarding modern families and research it in order to fully understand the multiple sides to the issue.
- Learn how to use the University’s library resources to write a research-based paper.
- Improve your writing through revision based on suggestions from peers and your TA.
- Gain experience translating a written paper into a brief, yet coherent, oral presentation.

**Selection of Topic for Controversial Issue Paper**

You will be assigned a topic at random during your second discussion section. Your TAs will explain to you why we have chosen to assign topics in this way. Possible sample topics include, but are not limited to:

- Should our country support parental leave at the birth of a child?
- Should mothers be encouraged to breastfeed, and if so, for how long?
- Should all male newborns be circumcised?
- Should parents co-sleep with their newborns in a family bed?
- Should all immunizations be legally required? If so, what should the consequences be for parents who choose not to immunize their children?
- Does the development of children of GLBTQ parents differ from the development of children of heterosexual parents?
- Is childhood obesity the fault of genetics, parenting, society, or all three (or more)?
- Should spanking be considered child abuse?
- Should parents be encouraged to stay together for the sake of the children, even if their marriage is conflictual?
- Do parents or teachers have the main responsibility for teaching children moral behavior?
- Should parents be held responsible when their children engage in violent or criminal acts?
- Should abstinence from sexual activity be encouraged prior to adulthood?
- Should women serve in combat roles?
- Is cohabitation a predictor of stable marriages?
- Is a desire to be a parent innate or social (environmental)?
- Could a parent kill his or her child and not be mentally ill?
- Is “middle-age” a predictor of couple infidelity (i.e., extramarital affairs)?
- Should the identities of persons who have been found guilty of child sexual abuse be made public?
- Should parents allow their young adult children to move back/remain in the parental home?
- Should retirement be mandatory by age 75?
• Should terminally ill persons be assisted with ending their lives – i.e., assisted suicide?
• Should life-saving efforts for people over 80-years old be equal to those of children?

**Annotated Bibliography**

As noted below, you are required to appropriately cite, at minimum, 6 references in your final paper (and speech). To avoid any issues with your references (e.g., not choosing relevant references, or confusing what is meant by an empirical paper), you need to submit an annotated bibliography by the noted due date. *An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.*

Note: The information in italics was copied directly from the Cornell University Library’s website, which includes excellent information regarding how to prepare an annotated bibliography: http://olinuris.library.cornell.edu/ref/research/skill28.htm.

The Purdue Online Writing Lab (OWL) also has a nice summary and includes links to samples annotations: http://owl.english.purdue.edu/owl/resource/614/1/.

We recommend you include 10-12 references in your annotated bibliography, just in case your TA decides that any of them are overly redundant, not reliable, or not relevant.

**Controversial Issues in Modern Families Paper**

In this paper, you will address each of the following questions:

1) What is the controversial issue?
   • Define the issue and the controversy surrounding it. If possible, state the controversy as a question (see examples above).
   • Describe the position of each side of the controversy, backed up with examples and research as much as possible.
   • Give a brief history of how this issue has evolved over time.

2) What ethical issues are involved with this issue?
   • Consider children’s rights vs. parents’ rights, cultural vs. science-based child-rearing advice and values, individual rights vs. societal interests (these are examples only).

3) How do cultural groups differ on the issue?
   • Explore whether this issue is equally controversial across different racial-ethnic, religious, cultural, or regional groups in the U.S.
   • Where possible, describe international differences by comparing and contrasting the prevailing attitudes and behaviors on the issue in the U.S. with attitudes and practices in other countries.

4) What have you learned about the issue?
   • Reflect on what you have learned about the issue and whether what you have learned has changed your position on the issue.
   • Point to aspects of the issue that still need further research.
**Please note: this final section is the only one in which you are welcome to give your opinion on the issue (and write in the first person). The previous three sections should be objective and based on research findings.

Paper requirements:

1. A hard copy of the paper will be turned in at the start of class on its due date. Any papers turned in after the first 10 minutes of class have passed will be counted late.
2. The paper should be 5 to 7 pages in length. Points will be deducted if the paper is less than 5 or more than 7 pages.
3. The paper will be formatted in the following manner:
   a) 1 inch margins at left, right, top, and bottom of the page.
   b) 12 point standard font (e.g., Times New Roman, Arial).
   c) Double-spaced.
   d) Page number on each page.
   e) Student’s last name on each page.
   f) No spaces between paragraphs.
   g) Citations and a reference list should be included and should follow the guidelines published in the American Psychological Association Manual, 6th edition (available in the References section of the Perry-Casteñada Library).
4. The paper may be submitted early. However, the grade obtained for early submissions is final.
5. You are required to appropriately cite at minimum 6 references. Utilize multiple sources of information on the issue and note any inconsistencies or biases among them. You are required to use two types of sources; to meet the requirement of 6 references, you may include more of the resources listed below or you may include books, reports, etc. You are required to include:
   a) Source Type 1: At least 4 empirical (research-based) articles from peer-reviewed journals. Summaries of the literature are allowed if they are in peer-reviewed journals. Resources such as books, book reviews, online reports from agencies or organizations are not considered empirical, peer-reviewed articles.

A “peer-reviewed” journal is a publication in which the papers in it have been reviewed, critiqued, and accepted as important and worthy of being published by experts in the discipline or area of expertise covered by the paper. Search engines available through the University of Texas library can be very helpful in locating relevant journal articles.

At the following site: http://www.lib.utexas.edu/indexes/index.php you will find the following search engines that may be helpful in locating articles for your paper:
   - ERIC
   - MEDLINE
   - PsycInfo
   - Sociological Abstracts

The following peer-reviewed journals are good sources for articles that you might find useful in writing your paper:

- *American Journal of Community Psychology*
- *American Journal of Health Promotion*

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b) Source Type 2: At least 2 online, newspaper, or magazine sources of information on the issue (the online sources can be governmental, research-based, advice-based, non-profit or advocacy based, etc.). These do not include empirical articles that are available online. Please be aware that the content of websites cannot always be guaranteed as entirely truthful or balanced; you are encouraged to consider aspects of bias in web-based material in your paper.

6. Grading of this paper will be according to the following criteria:
   a) Content: How well did you summarize the competing perspectives on the issue, including how they have evolved over time?
   b) Organization: Is the paper logically organized? Is the writing style easy to follow yet persuasive?
   c) Presentation: Grammar, punctuation, typographical errors, APA style.

Oral Presentation Written Draft
The keys to an effective oral presentation are preparation and practice. By requiring a draft, we aim to help you with the preparation part. Your oral presentation should be a maximum of 3 minutes. This means, of course, that you cannot just read your full research paper – you will need to summarize it and edit it down so that you can read it at a reasonable speed within the 3 minute time limit. To know how long it is, you will need to practice it at home before bringing the written draft to class on the due date. Your draft grade will be based on the review provided by your TA.

Oral Presentation
The final portion of this assignment will be to deliver your presentation during your discussion section in the final weeks of classes. Your presentation should be between 2 ½ and 3 minutes in length. Please practice it multiple times at home before your final presentation—practicing it in front of roommates or friends is better than practicing just by yourself. We recommend that you mark spots in your presentation where you want to be sure to pause for effect (or to catch your breath!).

Grading of the oral presentation will be based upon:
• Content: was the presentation informative? Did it present both sides of the controversial issue? Did it include information from research and/or other respected sources?
• Engagement: was the presentation engaging?
• Presentation: was the presenter easy to understand? Did they talk loudly enough and slowly enough? Did they make eye contact with the audience?

COURSE POLICIES

Extra Credit
We may offer opportunities for extra credit during the course of the semester. Such extra credit opportunities would come in the form of credit for voluntarily participating in research projects conducted within the Department of Human Development and Family Sciences. Not completing an extra credit opportunity will in no way harm your grade. More detailed information will be provided as appropriate.

Extensions
For assignments only, requests for extensions will be considered for a valid reason. Requests are to be made at least 48 hours in advance of the assignment due date. A rationale for the request is to be provided via email to Dr. Loving and your TA.

Late Assignments
Late assignments may be emailed or physically turned in to your TA or in the HDFS main office, SEA 1.432, during business hours (8 am to noon and 1 pm to 5 pm) by having the staff there timestamp your paper before putting it in the instructor’s mailbox. Work that is late (i.e., an extension was not negotiated in advance) will be deducted 20% for each day the assignment is past the due date, including weekends, beginning at the end of class on the due date.

Class Attendance
If you must miss class for any reason (e.g., family emergency, religious holiday, personal crisis), you should borrow a classmate’s notes to catch up on what we covered as soon as possible.

Class Participation & Etiquette
Class participation is a major component of your course grade. In other words, you cannot achieve an A in this course by simply sitting back and taking notes. You are expected to constructively contribute to class discussion (i.e., it’s not just about being vocal to get attention). Please DO NOT interrupt the class by, for example, whispering to classmates for prolonged periods of time. This disrupts the students around you and will very likely distract the instructor. Furthermore, do not bring outside materials to this class (e.g., other class notes or homework, newspaper, etc.). Please be considerate of the instructor, the TAs, and your classmates by TURNING OFF YOUR CELL PHONE. If there is some emergency and you need to be able to be contacted (e.g., your significant other is expecting a baby), then please let us know at the start of class.

Class Arrival
Students are expected to come to class on time. If you have to deal with a train, bus, or other possible obstacle, plan ahead now. If you must come in late, please be as unnoticeable as possible. If you must leave early for any reason, please let us know prior to the start of class.
Class Departure
Do not start packing up your items early – it is very disruptive. The 15 seconds you might save by putting away your notes are not going to change the course of your life.

Use of E-Mail for Official Correspondence to Students
All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/cio/policies/university-electronic-mail-student-notification-policy.

Class Communications
I may email all students with information about assignments or other class information. However, given the large size of this class, the majority of your communications about the class will be with your TA. You should direct all questions, requests for excused absences, etc., to your TA. The TA will forward emails on to me as appropriate.

Correspondence Expectations
When you e-mail me or one of the TAs, that e-mail must follow standard professional correspondence protocol. Specifically, you should begin your e-mail with a salutation (e.g., “Dear Dr. L,” or even a simple “Dr. L,”). Next, the text of your note should contain complete sentences, be grammatically correct, and follow standard sentence structure (i.e., I am not one of your peeps, and this is not a text message). Finally, it is very helpful if you actually include your name at the end of your note (i.e., a complimentary closing). Failure to send a professionally crafted e-mail will result in not receiving a reply. We are generally quick to respond via e-mail; if you have not received a reply to a note within 24 hours – at most – then you should probably go back and check whether your e-mail was formatted in a professional manner. I did not adopt this policy because I am a curmudgeon. Rather, I have found that the ability to send a professionally and respectfully crafted note, when appropriate (as it is for all correspondence in a college setting), has become a lost art. If you have any questions about how to meet our correspondence expectations, I encourage you to visit the following: http://m.wikihow.com/email-a-professor

Accommodations for Students with Disabilities
Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify us as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php
Behavior Concerns Advice Line (BCAL)
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Office of the Dean of Students
In the event you suffer a personal emergency—a family health problem, health problem, food insecurity, homelessness, victim of a crime—or situation you find stressful, The Office of the Dean of Students: Student Emergency Services provides guidance and resources to students during an emergency or crisis situation. They can be reached at:
24 hour concerns line: 512-471-5050
Main line during business hours: 512-471-5017

Students in situations that present an immediate threat can contact UTPD: 512-471-4441 or 911.

For reference, the Office of the Dean of Students-Student Emergency Services web site (http://deanofstudents.utexas.edu/emergency/students.php) contains additional information as well as a link to make an appointment with their staff.

Q Drop Policy
The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231: “Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

Nonacademic Q-Drop
After the last day for an academic Q-drop, students with substantiated nonacademic reasons (as determined by the Dean’s Office) may be allowed to drop a course. Faculty will be asked to provide information on student performance up to the time of the nonacademic Q-drop request but are not responsible for making the decision about assigning a grade of Q. Students who experience significant nonacademic problems such as extended health-related problems or family emergencies are encouraged to contact the Dean’s Office.

One-Time Drop Policy
Students have the option once in pursuit of their undergraduate degree to drop a class or drop out of all classes in a semester right up until the last class day. This new policy was proposed and approved by UT Faculty Council on May 9, 2011, and more information is available at http://www.utexas.edu/faculty/council/2010-2011/legislation/EPC_OTE.html.

According to the policy as approved by the Provost, a student who has completed at least two long semesters here at UT can drop a class only if he or she has an average grade of D+ or below in the class at the time of the request and if there are no pending investigations of scholastic dishonesty for the course in question.
Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Plagiarism

Below is the University of Texas Policy on Plagiarism, available in detail from the Dean of Students Office at the following website: http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php

- Students should be familiar with University Policy with respect to plagiarism and all other aspects of Scholastic Dishonesty. Please refer to the Dean of Students Office for more information. Plagiarism is a serious violation of academic integrity. In simplest terms, this occurs if you represent as your own work any material that was obtained from another source, regardless how or where you acquired it. Using verbatim material (e.g., exact words) without proper attribution (or credit) constitutes the most blatant form of plagiarism. However, other types of material can be plagiarized as well, such as ideas drawn from an original source or even its structure (e.g., sentence construction or line of argument).
- Plagiarism can be committed intentionally or unintentionally.
- By merely changing a few words or rearranging several words or sentences, you are not paraphrasing. Making minor revisions to borrowed text amounts to plagiarism.
- Remember, your instructors should be able to clearly identify which materials (e.g., words and ideas) are your own and which originated with other sources.

In other words, for all writing assignments, be sure to avoid plagiarism. If you use words or ideas that are not your own you must cite your sources. Otherwise, you will be guilty of plagiarism. If you are unsure of what constitutes plagiarism, talk to one of us, a TA, or make use of the writing center. Additionally, the following links provide helpful information about what plagiarism is and how to avoid it:
http://owl.english.purdue.edu/owl/resource/589/01/
http://www.lib.utexas.edu/plagiarism

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Because such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site: http://deanofstudents.utexas.edu/sjs.
Writing Expectations

Although this is not a ‘writing flag’ course, you will still be asked to write in this class to demonstrate mastery of the subject matter, to synthesize ideas in the field, to learn concepts, and to explore ideas in more detail than they can be presented in class. Thus, you will be held responsible for grammar, punctuation, spelling, and style. As a college student, you must learn as quickly as possible how to observe the conventions of what is called standard edited English. To do so, you need to learn how to proofread and correct your own writing to remove errors before you submit it. A simple rule of thumb is that there should be fewer than three sentence-level errors per page of text. The first error might be overlooked by readers; the second will probably be noticed; and by the third error they are likely to conclude that the writer is careless, ignorant, or both. You want to give your ideas and opinions a chance to be appreciated!

Your writing will be expected to demonstrate the following proficiencies, covered in the University's E 306 and RHE 306 classes:

- No run-ons, comma splices, or inappropriate fragments.
- A lean, efficient, jargon-free style.
- No offensive or inappropriate language.
- No subject/verb agreement errors.
- No pronoun agreement errors.
- No pronoun reference problems.
- No misused, dangling, or misplaced modifiers.
- Commas used correctly.
- No spelling errors.
- Final text carefully edited and proofread.

The TAs will provide you with feedback to alert you to grammar and usage problems. When we read your work, we'll first read for your ideas, logical reasoning, organization, style, and use of sources (when applicable); and we'll respond in writing to what you've accomplished. Then, we'll mark off a section of your work—a paragraph, a page, sometimes more—and analyze it closely for sentence-level errors, such as grammatical, spelling, and punctuation mistakes.

You should keep an inventory of your most common types of errors so you can better recognize and avoid them in the future. For persistent problems with these types of errors, or to continue working to eliminate them, please consult with the Undergraduate Writing Center. Please note, however, that the UWC is not a proofreading service and will not edit your work for you.
# COURSE SCHEDULE

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<th>Week</th>
<th>Date(s)</th>
<th>Lecturer</th>
<th>Topic</th>
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<td>Syllabus / Course Overview</td>
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<td>2</td>
<td>8/31</td>
<td>Dr. Tim Loving</td>
<td>Note Taking &amp; Study Skills</td>
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<td>2&amp;3</td>
<td>9/2 &amp; 9/9</td>
<td>Dr. Paul Eastwick</td>
<td>Evolution of Relationships</td>
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<td>4</td>
<td>9/14 &amp; 9/16</td>
<td>Dr. Tim Loving</td>
<td>Attraction &amp; Dating</td>
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<td>5</td>
<td>9/21 &amp; 9/23</td>
<td>Dr. Lisa Neff</td>
<td>Early Marriage &amp; Newlyweds</td>
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<td>6</td>
<td>9/28 &amp; 9/30</td>
<td>Dr. Ted Dix</td>
<td>Parent Discipline</td>
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<td>7</td>
<td>10/5 &amp; 10/7</td>
<td>Dr. Deborah Jacobvitz</td>
<td>Attachment &amp; Early Parenting</td>
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<td>10/12 &amp; 10/14</td>
<td>Dr. Nancy Hazen-Swann</td>
<td>Fathers &amp; Coparenting</td>
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<td>9</td>
<td>10/19</td>
<td>Dr. Aprile Benner</td>
<td>Adolescent Development</td>
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<td>10/21</td>
<td>Dr. Stephen Russell</td>
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<td>11</td>
<td>10/26 &amp; 10/28</td>
<td>Dr. Ed Anderson</td>
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<td>12</td>
<td>11/2 &amp; 11/4</td>
<td>Dr. Karen Fingerman</td>
<td>Intergenerational Family Relationships in Later Life</td>
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<td>11/9 &amp; 11/11</td>
<td>Dr. Su Yeong Kim</td>
<td>Immigrant Families</td>
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<td>14</td>
<td>11/16 &amp; 11/18</td>
<td>Dr. Marci Gleason</td>
<td>Social Support in Families</td>
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<td>15</td>
<td>11/23</td>
<td>Dr. Tim Loving</td>
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<td>16</td>
<td>11/30 &amp; 12/2</td>
<td>tbd</td>
<td>tba</td>
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Drop dates: The last date to drop the course for a possible refund is September 11th. The last day to drop the course for academic reasons or to change registration to or from the pass/fail or credit/no credit basis is November 3rd.

Note: All noted lecturers/topics for a specific date are tentative and may change.