The Ohio State University

College of Education and Human Ecology

HUMAN DEVELOPMENT AND FAMILY SCIENCE

2367: American Families

Online Course

Prerequisite: English 110/111 or equiv; sophomore standing

Instructor: Katye R. Miller, PhD, MCHES

Office hours: TBD (based on instructors’ semester teaching schedule)

E-Mail: miller.1572@osu.edu (please put HDFS 2367 DL in the subject line)

NOTE: Please allow 48 business hours for a response to an email question; Weekends, holidays, and day of assignments/deadlines, please allow 72 hours for a response to an email question.

**QuickLinks:**

[***Course Schedule***](#Schedule)

[***Netiquette: Guidelines for E-Communications***](#Netiquette)

[***Weekly format, Site Organization, Internet disclaimer Online Instructor/Student Expectations***](#format)

[***Grading Rubrics***](#Rubrics)

[***Major Assignment Due Dates***](#MAJOR_Due_Dates)

[***Policies regarding late work***](#Late_Work)

**Course Description**

This course is designed to help students develop writing, presentation, and discussion skills while critically examining family and work issues. As a second level writing course, an important focus of class will be developing critical research writing skills.

**Course Objectives**

1. Demonstrate the ability to read carefully and express ideas effectively through critical analysis, discussion, and writing.
2. Apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Access and use information critically and analytically.

**This course satisfies the GE requirement of a second level writing course (2367).**

Goals: Students critically analyze work and family issues and how these issues influence family dynamics/interactions. In addition, students will be able to effectively research topics and write various styles of research papers (e.g., study comparisons, application of research).

**Expected Learning Outcomes**:

Students will be able to:

* 1. Develop well-structured research papers on work-family topics.
  2. Ability to research, understand and critically analyze relevant research articles for papers.
  3. Develop a better understanding of work-family dynamics and how they can apply to family interactions. (e.g., the “second shift,” childcare, retirement, etc.)
  4. Ability to critically analyze work-family issues through written discussion responses to prompts.
  5. Accurately utilize APA formatting.
  6. Ability to read, critically analyze, and provide constructive feedback to a peers work.
  7. Ability to effectively communicate and present research.

**Required Text:**

Hochschild, A. (2012). The second shift: Working families and the revolution at home. New York, NY:

Penguin Group.

Faigley, L. (2012). *The little penguin handbook.* (3rd Edition). Boston, MA: Pearson Education.

**Required Readings Posted on Carmen:**

Harrington, B., Deusen, F. V., & Humberd, B. (2011). The new dad: Caring, committed and conflicted.

Boston College Center for Work & Family.

Harrington, B., Deusen, F. V., & Mazar, I. (2012). The new dad: Right at home. Boston College

Center for Work & Family.

Milkie, M. A., Raley, S. B., & Bianchi, S. M. (2009). Taking on the second shift: Time allocations and

time pressures of U. S. parents with preschoolers. *Social Forces, 88*(2), 487-518.

National Institute of Child Health and Human Development. (2006).The NICHD study of early child

care and youth development: Findings for children up to age 4 ½ years. National Institutes of

Health.

Williams, J. C., & Boushey, H. (2010). The three faces of work-family conflict: The poor, the

professionals, and the missing middle. WorkLifeLaw: UC Hastings College of the Law.

**Writing Resources:** Students will be writing 3 different papers, which require strong writing skills. Below are resources students can utilize to improve writing skills.

<http://cstw.osu.edu/writingCenter/>,

<http://apastyle.apa.org>

<http://www.library.osu.edu>

<http://owl.english.purdue.edu/owl/resource/560/01/>

American Psychological Association. (2010). *Publication manual.* Washington D.C.: American Psychological Association.

Strunk, W., & White, E. B. (2000). The elements of style. New York, NY: Longman.

**Additional Materials/Activities**

Additional learning resources, including readings and videos, will be available on Carmen.

**Drop/Withdrawal**

Drops and withdrawals must follow the Registrar's Office specified procedures or the grade earned will be the grade received, even if it is a failing grade. Forms are available from an academic adviser.

**Late Work**

**Discussion Group Postings and Responses**: Because of the nature of group discussions and responses—timely participation enriches the experience for all—no late discussion or response posts will be accepted.

**Papers**: All late papers will receive a 15% deduction in a grade for each day it is late, up to 2 days. Papers submitted 2 days or more after the deadline would earn a zero (0).

**Peer Reviews of Research Policy Paper**: Due to the nature of the peer reviews and the need for students to revise and submit a final paper, there will be no late peer reviews that will be accepted.

**Peer Evaluations**: Due to the nature of calculating peer evaluation averages, peer evaluations will not be accepted after the deadline.

**Course Requirements**

**Attendance:** there are two required classes in which all students will need to log on and complete a pre-test and post-test assessment at the same time. This assessment is utilized for the 2nd level writing level courses across campus. Each student will earn 5 points extra credit for the completion of each assessment. PROVIDE DATES FOR REQUIRED DAY/TIME OF ASSESSMENT

**Orientation Quiz (10 points)**

**Purpose:** to make sure students are sufficiently oriented to the course components, policies, and procedures.

* **Complete by DATE:** Complete an Orientation quiz in Carmen
* 15 minutes to complete each attempt (10 questions)
* Score at least 100% (10/10) to continue in the course.
* Covers: “Getting Started” section of Carmen
* Take as many times as you need to reach 100%
* Questions are randomized; each attempt will generate a different question set.
* Grade will be automatically calculated when quiz is submitted.

**Assigned Readings**

**Purpose:** to provide a strong base on work-family issues a typical American family may experience. The readings will assist students in developing educated responses to discussion prompts.

* Second Shift book
* APA Stylebook
* We will cover various topics and all additional readings will be available on Carmen.
* No face-to-face “lecture”
* PowerPoint slides will be available on Carmen
* Audio summaries of slides will be available on Carmen
* Slides and summaries are located in Carmen –> Content and become available at the beginning of each segment.

**Group Discussions (105 points)**

**Purpose:** assist students in utilizing critical thinking skills when analyzing one or more aspects of the course topics through discussion prompts.

Group discussions:

* Each student will be randomly assigned to a group of up to 4 students. Discussions will occur within these groups.
* Required: 2 posts per course topic on the group discussion board – 1 initial post (new thread) and 1 response to a peers’ post
* Each **initial post** is due by Thursday at 11:59 p.m. of the respective week (10 points each post)
  + You will not be able to see any posts until you start a new thread and submit your post/response to the discussion prompt(s)
  + Minimum of 200 words (Please do not attach documents to a thread; insert your own words into a thread)
  + Grading (See Appendix A for rubric): Shows ability to understand the course content (without regurgitation of the material), apply the course content, utilize critical thinking skills in the response, integration of past topics discussed/current events/media/etc. to show how work/family issues are complex and not siloed, and grammar/spelling/punctuation.
* Each response to a peers’ post is due by Sunday at 11:59 p.m. of the week. (5 points each post)
  + Minimum of 100 words
  + Grading (See Appendix A for rubric): Shows the ability to read a response and thoughtfully and respectfully respond. Ability to expand the thought (e.g., “piggy back,” add to the thought/idea/information). Grammar/spelling/punctuation.
* **NO LATE POSTS or MAKE UP POSTS will be accepted**
* **Grading of discussion posts will be completed within 1-2 weeks of the due date.**

**Papers:** Papers will progress through a writing process and include the following papers

**1. Second Shift Paper (145 points).** Stepwise Process: students will receive feedback at each stage of writing and then revise the paper to submit a final paper. *See Appendix B for details*.

**2. Research Policy Paper (100 points).** Peer review process paper. Each student will review a minimum of 3 peers’ papers and utilize the feedback received to revise and submit a final paper. *See Appendix C for details.*

**3. Group Paper and Presentations (100 points).** Collaborative process. Each student will work within a team system to write a paper and develop an online presentation to be viewed by the instructor and other students for grading. *See Appendix D for details.*

**4. Self-reflection Paper (10 points, bonus).** Individual bonus paper (a.k.a., extra credit*).* Each student has the opportunity to complete a bonus paper at the end of the semester. *See Appendix E for details.*

**Late papers:** With the exception of the bonus paper, Papers will be accepted up to 2 days after the due date for a 15% deduction in your grade for each day the paper is late. Papers will not be accepted if submitted over two days after the due date. ***It is the student’s responsibility to know due dates and turn the correct assignment in on time.*** Difficulties with technology, thinking a paper was uploaded/posted, or other events that arise will not be accepted as excuses. Carmen does provide an email confirmation when a document is uploaded. **Please do not wait until the last minute.**

**Grading of papers:** the instructor will do her best to provide a 2-3 week turn around on the grading of all *final* papers. For the Second Shift stepwise process, grading on steps 1-3 will have a 1-2 week turn around.

**Peer Reviews (50 points):** Each student will extensively review their group members Research Policy paper. Guidance on how to utilize track changes and the comments function on Microsoft Word will be provided*. See Appendix C for details*.

Grading of Peer Reviews will be completed within 1-2 weeks of the due date.

**Peer Evaluations (10 points):**  At the end of the semester, each student will complete a peer evaluation of their group members based on each students’ involvement, communication, etc. in the Group Paper and Presentation. There are 2 separate components where the peer evaluations can affect a students’ grade:

* + 1. By following the directions to complete the peer evaluation, a student will earn 10 points. These points are only for completing the peer evaluation and has nothing to do with the actual peer evaluation averages.
    2. The average from these peer evaluations will be 25% of the Group Paper and Presentation grade. Therefore, if a student does not participate (or participates minimally), then their peer evaluation grade can greatly affect their (individual) Group Paper and Presentation grade.

Grading and averaging of peer evaluations will be completed within 1-2 weeks of the due date.

**HDFS Statement about Assignments**

Please note that all assignments in this class are intended for educational purposes only and shall not be used for publication or a scholarly presentation outside this class.

**Student Evaluation of Instruction**

Students will evaluate the course using the online Student Evaluation of Instruction (SEI).

**Grading:**

**Orientation Quiz 10 points**

**Second Shift Paper 145 points**

**Research Policy Paper 100 points**

**Peer Reviews 50 points**

**Group Presentations and Papers 100 points**

**Discussion Posts/Responses (7x15) 105 points**

**Peer Evaluation 10 points**

**TOTAL 520**

**Final Grade Scale**

The course is letter graded. Final grades will be calculated as a percent (total points accumulated divided by total points possible). The following percent system will be used as a guide to award a letter grade:

93-100 = A 87-89.9 = B+ 77-79.9 = C+ 67-69.9 = D+

90-92.9 = A- 83-86.9 = B 73-76.9 = C 63-66.9 = D

80-82.9 = B- 70-72.9 = C-

NOTE: Carmen does not round up or down; therefore the grade you earn is the grade you will receive.

**FREE POINTS:** Due to unforeseen circumstances students might encounter (e.g., emergency, technology difficulties, etc.) during the semester, all students will receive a “free” 15 points at the end of the semester. This is separate from the “Self-reflection” paper.

**Rationale for Course Organization**

All content, except films, will be available from day 1 of the course, but will be organized by topic and in order of deadlines for each topic and paper. There will be set deadlines for each paper, peer reviews, and discussion posts. Deadlines are firm. Due to copyright laws, films will be available during certain periods of time leading up to discussions on that specific topic.

**Weekly Course Schedule and Deadlines**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Discussions/Quiz Due** | **Papers Due** | **Theme** | **Reading(s)** | **Videos/Films to View**  (THIS WILL BE FILLED IN WHEN LECTURES ARE DEVELOPED; including links) | **Objectives that will be Met** |
| **1** | Orientation Quiz |  | **Introduction to Course** | **“Getting Started,”** Syllabus, Rubrics, Netiquette |  |  |
|  |  | REQUIRED: Pre-test Writing Assessment | Assigned Reading (available at the beginning of the assessment) |  |  |
|  |  | Introduction to work/family conflict | Hochschild, Chs. 1-3 |  | 4 |
| 332 |  |  | Writing lesson #1: Intro to Writing | Faigley Parts 1-3 (p. 2-66), Colloquial Writing Document |  | 1 |
|  |  | Writing lesson #2 |  |  | 1, 2 |
|  |  | Writing lesson #3: APA |  |  | 1, 2, 5 |
| 3 | Discussion and Response |  | Couples, Benefits & Social Organization |  |  | 3, 4, 6 |
|  | Paper 1: Second Shift, Part 1 | Sexual Harassment in the Workplace | “Anita” Film | “Anita” Film | 1, 2, 3, 4, 5 |
| 4 | Discussion and Response |  | Employment and Parenting |  |  | 3, 4, 6 |
|  | Paper 1: Second Shift, Part 2 | Employment and Parenting; Second Shift |  |  | 1, 2, 3, 4, 5 |
| 5 |  |  | Writing lesson #4: Research Policy Paper |  |  | 1, 2, 4, 5 |
| Discussion and Response |  | Childcare | NICHD Study on Childcare |  | 3, 4, 6 |
| 6 |  | Paper 1: Second Shift, Part 3 | Father Involvement/Stay at Home Dads | New Dad Reports |  | 1, 2, 3, 4, 5 |
| Discussion and Response |  | Sandwiched Workers |  |  | 3, 4, 6 |
| 7 |  |  | Employment & SES | Three Faces Study |  | 3, 4, 6 |
| Discussion and Response |  | Taxes & Social Security |  |  | 3, 4, 6 |
| 8 |  | Paper 1: Second Shift, Final Revised Paper |  |  |  | 1, 2, 3, 4, 5 |
| 9 | Discussion and Response |  | Healthcare & Employment |  |  | 3, 4, 6 |
|  |  | Retirement |  |  | 3, 4, 6 |
| 10 | Discussion and Response |  | Disability, Diversity & Equal Opportunity | Disability report |  | 3, 4, 6 |
| Peer Reviews Due (Sunday, 11:59 p.m.) | Draft Policy Paper due (Monday, noon) | Peer Review of Research Policy Papers |  |  | 6 |
| 11 |  | Research Policy Paper, Sunday (11:59 p.m.) | Presentation Skills Lesson |  |  | 2, 3, 7 |
|  |  | Work on Group Paper and Presentation |  |  | 1, 2, 3, 5, 6, 7 |
| 12 |  |  | Work on Group Paper and Presentation |  |  | 1, 2, 3, 5, 6, 7 |
| 13 |  |  | Work on Group Paper and Presentation |  |  | 1, 2, 3, 5, 6, 7 |
| 14 |  | Group Paper and Presentation (due Monday by noon) | Group Presentation Reviews |  |  | 1, 2, 3, 5, 6, 7 |
| 15 |  | Group Presentation Reviews due | Group Presentation Reviews |  |  | 6 |
|  |  | REQUIRED: Post-Test Writing Assessment |  |  |  |
|  |  | Self-Reflective Paper (Bonus Paper) |  |  |  | 1, 2, 3, 5 |

As with all things on the syllabus, I maintain my right as instructor to change any items as necessary. I will strive to ensure that change will not be needed.

**Office of Student Life Disability Services Statement**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Academic Integrity (Academic Misconduct)**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

* The Committee on Academic Misconduct web pages ([COAM Home](http://oaa.osu.edu/coam.html))
* *Ten Suggestions for Preserving Academic Integrity (*[Ten Suggestions](http://oaa.osu.edu/coamtensuggestions.html)*)*
* *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

**Grievances and Problem Solving**

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor***: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first ***to the supervising instructor***, then to the chairperson of the assistant’s department.”

**Statement on Diversity**

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Mental Health Statement**

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; [http://www.ccs.ohio-state.edu](https://email.osu.edu/owa/redir.aspx?SURL=aHtEtL_nwQPbZWXC_3gg8QMCDPLvZl2s7ocpTX2hy8a2ViJd1IPSCGgAdAB0AHAAOgAvAC8AdwB3AHcALgBjAGMAcwAuAG8AaABpAG8ALQBzAHQAYQB0AGUALgBlAGQAdQA.&URL=http%3a%2f%2fwww.ccs.ohio-state.edu)) for assistance, support and advocacy. This service is free and confidential.

**MAJOR ASSIGNMENT DUE DATES**

**Assignment Week due Points**

Orientation Quiz WEEK 1 10

Pre-test Assessment WEEK 1 5\*

Second Shift Paper, Part 1 WEEK 3 15

Second Shift Paper, Part 2 WEEK 4 15

Second Shift Paper, Part 3 WEEK 6 15

Second Shift Paper, Final Revised Paper WEEK 8 100

Research Policy Paper, Draft WEEK 10 0

Peer Reviews WEEK 10 50

Research Policy Paper, Final Revised WEEK 11 100

Group Paper WEEK 14 25

Group Presentation WEEK 14 25

Presentation Reviews WEEK 15 25

Peer Evaluation Average Calculated by Dr. Miller 25

Peer Reviews WEEK 15 10

Post Test Assessment WEEK 15 5\*

Self-Reflective Paper WEEK 15 10\*

Initial and Response Discussion Post Various Weeks 105

520 plus 20 ex. credit

\* Bonus points/assignments

**WEEKLY COURSE FORMAT:**

Each week of instruction (found in the **Content** link) will use the following format.

• **Introduction & Tasks:** Introduction of what will be covered for the week.

• **Coursework :** Lectures, videos, reading, and other components.

• **Class Discussion:** Collaborative discussion about the topics reviewed (7 weeks only).

• **Checkpoint:** Reminders of what is due for the week: Papers, discussions, etc.

• **Wrap-­‐up:** Summary of the weekly content with a sneak peek into the next week.

**EXPECTATIONS OF ONLINE PARTICPANTS**

We are on this learning journey together! As the instructor, my role is to guide you through the

learning process. We are not only learning from the content in the course, but also from each

other. Here are a few course expectations:

**Expect from Instructor**

• Good faith assurance that the course content and components are working properly

• Knowledge and enthusiasm

• Professional online communication

**Expect from Students**

• Expect to invest an average of 10-15 hours per week to the course

• Provide constructive feedback in the discussion forums

• Participate fully in the class discussion activities

• Professional online communication (See Netiquette section below)

**INTERNET USE DISCLAIMER**

Please remember as you are working on assignments throughout the duration of this course that you

are using the Internet and World Wide Web as the basis for learning. More importantly, remember

that sometimes we do not have control over the advertisements that appear on sites listed in this

course. Although the goal is to choose only reputable sites, we cannot control your non-­‐linear

use of the sites, nor can we control the constant change that happens on the Net. Know that it is

never our intention to ask you to pay for sites or to cause you any computer problems.

**TECHNOLOGY**

Participants will complete course activities online. Recommended technology skills include the following Internet and computer competence:

* Ability to use a Web browser—such as Internet Explorer or Firefox—including how to use plug-ins to support streaming audio or video and lecture capture programs such as Mediasite.
* Knowledge of search engines and how to search for appropriate resources efficiently
* Competence using e-mail
* Competence with Microsoft Word
* Ability to participate in threaded discussion
* Knowledge of how to use collaborative software such as Carmen.
* Software requirements: This course runs on Ohio State’s Carmen platform and utilizes Mediasite for all lecture captures. It is recommended students utilize Internet Explorer as the primary browser for Carmen. (NOTE: Dr. Miller has a MacBook and has luck with Firefox)

**TECHNICAL SUPPORT**

Following are the resources available for technical support and help.

• **Carmen Help for Students**: [http://elearning.osu.edu/carmen-­‐](http://elearning.osu.edu/carmen-)help/students/index.htm

• **IT Service Desk**

Contact Help Desk (ocio.osu.edu/help/) at [8help@osu.edu](mailto:8help@osu.edu) OR 614.688.7357 (688-HELP)

**ORGANIZATION OF COURSE CARMEN SITE**

Take a minute to review the environment structure as this will help guide you where things are in the course.

**Navigation**

At the top of the course are **six navigation links**. Below is a description of each tab.

* **Content:** Here you will find course materials and instruction.
* **Activities:** Here you will find the following items: Discussion, Dropbox, Quizzes

and Surveys. Just click on this area to receive the dropdown list with all the above choices.

* **People:** Here you will find the following items: Classlist, Groups, Attendance, and Email.
* **Grades:** This link will take you to your grades for the course.
* **Library:** This link will take you to the library homepage.
* **Help:** Here you will find help for the following: System Check, Supported Browsers, Instructor Help, Student Help, and Workshops.

**NETIQUETTE POLICY – For Email and Discussion Board**

**Sourced from** "Netiquette Policies. *Center for Teaching Excellence.*"  28 May 2012. <http://www.lcc.edu/cte/resources/teachingtips/tip32.aspx>)

1. Only say something in an email that you would say directly to a person.
2. Because email can be easily forwarded, assume everyone has access to your email.
3. While it is wise to follow #2, please do not forward or post another person's email without their permission.
4. Avoid using all CAPS; IT COMES ACROSS LIKE SHOUTING!!!
5. Keep in mind that in face-to-face and vocal communications, we can rely on nonverbal elements such as tone of voice and facial expressions to gain a sense of a person’s meanings and intentions beyond their words. Those clues are nearly nonexistent in email and discussion postings; anything that could be taken as rude or offensive probably will be, even if you don’t intend to be taken that way.
6. Never send/post a message when you are angry or upset. Give yourself time to "sleep on it." Draft your response and reread it in 24 hours. Chances are you will decide not to send it or you will rewrite a more appropriate response.
7. When reading and/or critiquing others’ work, keep in mind that we are all here to learn, and learning implies a certain degree of imperfection. Try to convey your feedback in a constructive, polite and rational way. Likewise, try to be open to constructive feedback.
   1. (Note: I have a description of the expectations for discussion board assignments in the syllabus. Please review these expectations.)
8. Please be respectful of your peers, even when you do not agree. Bulllying via discussion posts will not be tolerated.

**Email Policies and Procedures**

**Check Your School Email Frequently**

* **Check your OSU email a minimum of 3 times a week**. It is inexcusable to not check your school email when taking an online class. Checking your OSU email every day is better. I will be sending you emails that you will be responsible for reading, and you will likely get important emails from other instructors and/or administrative offices at OSU throughout the semester.
* Buckeyelink allows you to set preferences for where your OSU email is forwarded.
* Please use your @osu.edu email account for sending communications to your instructor or fellow students regarding course related matters. With spam filters being what they are, communicating via alternative addresses adds unnecessary complications. Use your OSU account.
* **PLEASE INCLUDE COURSE NUMBER IN EMAIL SUBJECT LINE** (sorry I didn’t mean to shout, but that’s important.). I teach 4 different classes with over 350 students, if you do not tell me which class you’re asking about then that will be my first question back to you.

**Be Specific and Clear**

**Make use of the FAQ Discussion** **Board** for general questions related to lectures, papers, discussion prompts, etc. In addition, if you have a question, please check the board before emailing me.

Something that may be clear to you, something that you've thought a lot about, might not be clear to the person who is reading your message. Do not send quick emails and assume that others will know what you are talking about. Explain what you want to say thoroughly, using specific language. If you feel you tend to be too vague, have someone else who is unfamiliar with what you want to say read your email before you send it to make sure the meaning is clear to them.

**Here are some examples of vague emails I might get:**

* "I'm confused about the paper due Thursday." (To this person, I would reply, "Can you be more specific about what is confusing you about the paper?" Otherwise, I might spend an hour trying to address everything I can think might be the problem, only to find out I still have not explained the right thing.)
* "I'm totally lost; I don't know how to do anything." (I would recommend this person schedule a meeting with me ASAP because not only do I not know exactly where the problem is, the person seems to need significant one on one help getting familiar with basic online class procedures.)
* When we are in the middle of an email exchange, please remember that while your concern is important to me, you might not be the only student I am responding to at the time. If starting a new email, rather than a response string, please **give me all the background information** that you can to explain the situation.
* Generally avoid sending an attachment without a full explanation in the message box of what it is and what you would like your reader to do with it.

**Grammar and Spell Check Your Emails**

* Course related email is a hybrid sort of communication; it is not family/friend casual texting, and it is not formal essay writing. Proceed, but with some caution: text based shorthand and unclear sentences can lead to frustration on the part of your readers as they struggle to understand your meaning. Most email services nowadays contain a spellchecker you can use.
* If you don’t use a signature box for your emails, you might consider taking advantage of this attribute. It helps ensure that your instructor knows who is communicating! If you do not use the signature box, please conclude your email with your name you are registered with. Even if you have recently married or divorced and your name has changed, you still need to use the name you registered with or I will not know who you are.

**Use care with tone**

* As noted above, in email if something can be read as rude or insulting, it is likely to be understood that way. At times in the term you might very well disagree with me, or become frustrated with some aspect of the course. Let me know, and please be careful with tone. I'm happy to receive constructive criticism about the course, especially if you give me suggestions for making things better for students, but it's better if you start a document to record your thoughts and save them for the survey at the end--that way you will have more of an overall perspective of what the course is trying to do.

**GRADING RUBRICS (scroll down to the Appendices for Paper requirements and rubrics.)**

**Appendix A: GRADING RUBRIC for DISCUSSION BOARDS**

Discussion Posts – INITIAL POSTS

Grading Rubric

Worth: 10 points

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1-0 |  |
| UNDERSTANDING and APPLICATION OF COURSE MATERIAL | * Reflects strong evidence of understanding and application of the course material. * Strong utilization of own words to show understanding of the course material. | * Reflects evidence of understanding and application of the course material. * Rarely quotes material and/or very little regurgitation of course material. | * Reflects some evidence of understanding and application of the course material. * Some quotes and/or regurgitation of course material. | * Reflects little evidence of understanding and application of the course material. * Regularly quotes material and/or regurgitation of course material. |  |
|  | 4 | 3 | 2 | 1-0 |  |
| UTILIZATION OF CRITICAL THINKING SKILLS | * Reflects strong evidence of critical thinking related to topic. | * Reflects evidence of critical thinking related to the topic. | * Reflects some evidence of critical thinking related to the topic. | * Reflects little evidence of critical thinking related to the topic. |  |
|  | 2 | 1.5 | 1 | 0.5-0 |  |
| ORGANIZATION OF RESPONSE/GRAMMAR/ SPELLING/PUNCTUATION | * Information is clearly focused in an organized and thoughtful manner. * At least 250 words * No spelling, grammatical, punctuation or format errors | * Information is mostly focused in an organized and thoughtful manner. * Barely meets word requirement. * Less than 5 spelling, grammatical, or punctuation errors | * Information is somewhat focused in an organized and thoughtful manner. * Does not meet the word requirement. * 10 spelling, grammatical, or punctuation errors | * Information is haphazard and fragmented. * Minimal words (100 or less) * More than 10 spelling, grammatical, or punctuation errors |  |

NOTE: grading rubric for “Response posts” is below (on second page)

Discussion Posts – RESPONSE POSTS

Grading Rubric

Worth: 5 points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3-2 | 1-0 |  |
| RESPONSE IS A PEERS ORIGINAL/INITIAL POSTS and EXPANDED UPON THE POSTS. | * Reflects strong evidence of understanding peers post. * Strong utilization of own words to expand upon peers’ posts. * Fully follows the discussion guidelines. | * Reflects evidence of understanding peers post. * Some quoting of material and/or very little regurgitation of course material to expand upon the post. * Mostly follows the discussion guidelines. | * Reflects little evidence of understanding of peers post. * Regularly quotes material and/or regurgitation of course material to expand upon the post. * Does not follow the discussion guidelines. |  |
|  | 1 | 0.5 | 0 |  |
| ORGANIZATION OF RESPONSE/GRAMMAR/ SPELLING/PUNCTUATION | * Information is clearly focused in an organized and thoughtful manner. * At least 100 words * No spelling, grammatical, punctuation or format errors | * Information is somewhat focused in an organized and thoughtful manner. * 50-99 words * Less than 10 spelling, grammatical, or punctuation errors | * Information is haphazard and fragmented. * Less than 50 words. * More than 10 spelling, grammatical, or punctuation errors |  |

**Appendix B: Second Shift Paper (145 Points)**

This is a stepwise process paper. Each stage students will receive feedback to improve writing skills, following paper components, and APA formatting.

WHAT: Compare Hochschild’s “The Second Shift” course book with more recent work by Milkie, Raley, & Bianchi (2009) posted on Carmen. The following need to be addressed in student papers:

1. Summarize/paraphrase 3 **differences** in research ***findings*** (*not* methodologies) between the

two required readings for the paper.

2. Identify at least 1 *reason* for each of these differences in *findings*.

3. Based on these reasons for the differences, identify gaps in the research and make future

research recommendations.

**NOTE:** It is important to stick to the above 3 required aspects of the paper. If your paper is significantly shorter than 3 pages, then you probably are not doing the required components. If your paper is significantly longer than 3 pages, then you are probably adding more than needed (e.g., information about specific families). Be concise in your writing.

*Required readings to complete the paper:*

Hochschild, A. (2012). The second shift: Working families and the revolution at home. New York, NY:

Penguin Group.

Milkie, M. A., Raley, S. B., & Bianchi, S. M. (2009). Taking on the second shift: Time allocations and

time pressures of U. S. parents with preschoolers. *Social Forces, 88*(2), 487-518.

This paper will have 4 different stages and submissions that will have a quick turn-around with feedback. Each stage requires full APA format. Stages include:

Stage 1: Complete the title page and introduction (15 points)

Stage 2: Complete the body of the paper (15 points)

Stage 3: Complete the abstract, conclusion, and reference page (15 points)

Stage 4: Utilize all feedback to revise and submit a final paper that combines the title page, abstract,

introduction, body, conclusion, and abstract. This final paper should NOT have any track changes/comments included. (100 points)

FINAL PAPER: 3 full pages – no more than 4 pages (full APA format), not including title page, abstract, and references. Use of formal writing is required – no colloquial writing.

**Appendix C: Research Policy Paper (100 Points) and Peer Review Process (50 Points)**

This is a peer-reviewed process paper. There will be three (3) stages to this paper process:

* + 1. Each student writes a *draft* paper of 3–3.5 pages to be reviewed by group members.
    2. Each student reviews each of their group members’ papers and provides extensive feedback through the use of track changes and comments on Microsoft Word (See “Content” – “Papers” – “Research Policy Paper” – “Peer Reviews” for a lecture capture on use of track changes and comments).
    3. Each student utilizes the feedback received to revise and complete the full 5-page paper to submit by the deadline.

Paper requirements:

* Research paper, utilizing a minimum of 5 peer reviewed research articles.
* Minimum of 1 *direct* reference for the company policy/benefit chosen (not a newspaper article; an actual company web site is considered an official source for a company policy/benefit).
* Follow all APA formatting requirements for the draft and final papers.
* Draft paper (for the peer reviews): 3-3.5 FULL pages (not including the title page, abstract, or references)
* Final paper: FULL 5 pages, no more than 6 pages (not including the title page, abstract, or references)

What is the paper on?

1. Decide what company work/family policy/benefit you would like to write about.
2. Complete an empirical/peer-reviewed search on recommendations/guidelines for the work-family policy/benefit of choice (see Carmen for ideas).
3. Summarize findings of several peer-reviewed research articles around what ***should***be included in a company policy/benefit (e.g., parental leave; flexible work schedules; sexual harassment, etc.)
4. Evaluate the extent to which a real company *follows* these recommendations in policy and/or benefits. Compare the company policy/benefit to your research on what *should* be included in a policy/benefit on the chosen topic.
5. Provide suggestions/recommendations on how the company policy/benefit can improve to follow the current guidelines.

**Organizing the Peer-Review Process**

**Peer Review (50 points).** Electronic reviews of the Research Policy Paper. This element of the writing process facilitates development of critical analysis and respectful communication. **You must have 3-3.5 full pages of writing by the deadline to receive full credit.** Rubrics/directions provided on Carmen.

Follow these instructions carefully, as this plan has been developed to reduce chaos in the peer-review process. Procedures for using track changes/electronic feedback and the Peer-Review Process are explained on Carmen (Provide directions on where to find the audio file).

1. Save your 3-3.5-page draft paper in the following format, “Lastname\_Research” (e.g., Miller\_Research)

2. Upload your paper to a **blank** discussion board message for your group under “Peer Review”

3. Develop an ordering for your group, and follow that order for your reviews.

a). Person B reviews person A’s paper electronically.

b). Person B saves person A’s paper as “LastnameA Research 1.” (e.g., MillerA\_Research 1)

c). Person B re-uploads person A’s paper (as a reply to their original post) with this new name it.

d). Then person C opens “LastnameA Research 1” and reviews person A’s paper, saving it now as “LastnameA Research 2,” and inserting comments/changes in the paper alongside the first reviewers comments.

e). And so on and so forth.

A great way to develop an order is by alphabetical order. For instance, if the following students were in your group then the order would be as follows:

Jason Armor

Betty Johnson

Sally Limmick

Brandon Smith

Jason would be “person A,” Betty would be “person B,” Sally would be “person C,” and Brandon would be “person D.”

Round 1 of reviews: Jason (A) would review Betty (B); Betty (B) would review Sally (C); Sally (C) would review Brandon (D); and Brandon (D) would review Jason (A).

Round 2 of reviews: Jason (A) would review Sally (C); Betty (B) would review Brandon (D); Sally (C) would review Jason (A); and Brandon (D) would review Betty (B).

Round 3 of reviews: Jason (A) would review Brandon (D); Betty (B) would review Jason (A); Sally (C) would review Betty (B); and Brandon (D) would review Sally (C).

\*The main confusion is knowing who’s doing who’s paper next, which is alleviated by creating a review order and using the same document also enables the author to see all comments and accept changes in one document.

\*\* If two people are reviewing the same paper at the same time then there will be 2 documents with the same name. We want to alleviate this, so stick with your order.

1. At the end of the peer-review, you should find your own paper saved as “Mylastname Research 3” or something along these lines. Open it to see your comments, and accept/reject any recommended changes.
2. ***This is the most important part: UPLOAD YOUR PAPER (with all the comments) TO THE CARMEN DROPBOX LABELED “PEER REVIEW”.*** *I will grade the length of your rough draft and check that your group members did their review.*

The final paper will be at least **5 full pages of writing**, but no more than 6 pages (not including the title page, abstract, references). A minimum of **5 peer-reviewed journal articles and 1 company policy/benefit web site/source** should be cited and referenced. Additional references can be used. Potential topics, grading rubric and sample paper can be found for reference on the Carmen course page.

**Research – Policy Paper**

**Grading Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Improvement  Needed (D+, D, E) | Passing  Average (B-, C+, C, C-) | Good/Very  Good  A, A-, B+, B) |
| **Introduction (5)** |  |  |  |
| *Clearly introduces problem & thesis (2.5 pts)* | Introduction is vague, main points are not discussed or clear, and the order was disjointed and difficult to follow. No thesis statement | Moderately strong introduction including the bare minimum: main points of the paper. Basic thesis statement. | Strong introduction including the main points of the paper, proper order, clear thesis. |
| *Highlights Importance of Issue (2.5 pts)* | There is very little to no discussion of the topic importance. | There is some discussion of the topic importance. | Strong discussion of topic importance. |
| **Research Evidence (25)** |  |  |  |
| *Current state of research on policy/benefit needs or guidelines are presented concisely (5 pts)* | Little to no discussion on the current recommendations from researchers on what should be included in workplace policies/benefits. | States what the current research recommends for a workplace policy/benefit, but it is surface level with little critical analyzation. | Strong critical analyzation of what the current research recommends a workplace policy/benefit *should* include. |
| *Claims are supported with references (5 pts)* | Minimal to no support of claims with peer reviewed sources. Almost all sources, if there are any, are non-peer reviewed sources. | Some support with peer reviewed sources of claims. Some claims may be supported with non-peer reviewed sources. | Strong support with peer reviewed references of all claims. |
| *References are appropriate to topic (5 pts)* | Minimal to no relevancy of references and most sources are over 10 years old. | Some references are relevant with the topic and some are timely (within the past 10 years). | References are relevant with the topic and timely (within the past 10 years). |
| *Order of content is appropriate (5 pts)* | Content does not follow recommendations of effective paper writing, is disjointed and is difficult to follow. | Content follows recommendations of effective paper writing in some areas, but not others. Some content is difficult to follow. | Content follows recommendations of effective paper writing. |
| *Demonstrates persuasion (5 pts)* | Minimal to no persuasive techniques within writing. | Somewhat effective persuasive techniques within writing. | Effective persuasive techniques within writing. |
| **Research & Policy Evaluation (30)** |  |  |  |
| *Introduces company to be evaluated &* ***relevance***(7 pts) | A company is not (or minimally) introduced and the company is not connected to the topic. Utilizes a non-company web site (or no web site at all) for benefit/policy information. | One or more companies are introduced, but it is unclear how the company relates to the topic. Utilizes a non-company website for benefit/policy information. | One company is chosen and is introduced clearly and effectively, including how it relates to the chosen topic. Utilizes a company website for benefit/policy information. |
| *Includes* *statement/quote from specific policy (7 pts)* | Minimal to no inclusion of supporting statements from the policy/benefit; more than 6 quotes from a specific policy. | Some inclusion of supporting statements from the policy/benefit; 4-6 quotes from a specific policy. | Strong inclusion of supporting statements from the policy/benefit. No more than 3 short quotes from a specific policy. |
| *Describes* *Important items in policy (8 pts)* | Minimal to no items from the policy/benefit are discussed. | Some important items from the policy/benefit are discussed. | Important items from the policy/benefit are discussed. |
| *Evaluates the policy at addressing the conflict (8 pts)*  (e.g., is the policy/benefit in line with what is recommended to be included in the policy/benefit?). | Minimal to no evaluation of the policy/benefit in comparison to the recommendations from researchers. | Some evaluation (surface level) of the policy/benefit in comparison to the recommendations from researchers. | Strong evaluation of the policy/benefit in comparison to the recommendations from researchers. |
| **Conclusions (10)** |  |  |  |
| *Summarizes research evidence (3 pts)* | Minimal to no summarization of research evidence; evidence is not in line with paper requirements. | Some summarization of research evidence and some aspects are in line with paper requirements. | Strong and cogent summarization of research evidence in line with paper requirements. |
| *Summarizes overall policy/benefit evaluation (3 pts)* | Minimal to no summarization of the policy/benefit evaluation. | Some summarization of policy/benefit evaluation. | Strong and cogent policy/benefit evaluation. |
| *Suggested changes to research and policy/benefit (4 pts)* | Minimal to no recommendations were provided for changes to research and policy/benefit. | Provides surface level recommendations for changes to research and policy/benefit. | Provides strong, valid recommendations for changes to research and policy/benefit. |
| **References (10)** |  |  |  |
| *At least 5 sources listed (5 pts)* | References 2 or less peer reviewed sources and citations/references do not match. | References 3-4 peer reviewed sources (may not properly cite in the paper) | References at least 5 peer reviewed sources (properly cross cited in the paper) |
| *Sources are appropriate: peer reviewed journals (not commentaries, opinions, etc.) (5 pts)* | 2 or less references are peer reviewed journal articles. | 3-4 sources are peer reviewed journal articles. | All sources are peer reviewed journal articles. |
| **Adherence to APA Style (10)** |  |  |  |
| *Title Page (1 pt)* | 4 or more errors on APA formatting | 2-3 errors on APA formatting | 0-1 errors on APA formatting |
| *Abstract (2 pts)* | Includes minimal components of the abstract and has minimal to no APA formatting. | Includes some components of the abstract and is partially APA formatted. | Includes all necessary information; fully APA formatted; no more than 250 words. |
| *Headings (1 pt)* | Heading is minimally or is not APA formatted. | Heading is partially APA formatted. | Heading is APA formatted. |
| *Numeration (1 pt)* | Minimal to no formatting of page numbers | Some page numbers are properly formatted for each page. | All page numbers are properly formatted for each page. |
| *In-text Citations (3 pts) NOTE: If citations are not utilized, this is plagiarism and considered academic misconduct.* | Minimal APA formatting for citations and quotes. A number of errors (more than 10 errors). | Moderate APA formatting for citations and quotes. Some errors (6-10 errors). | Strong APA formatting for all citations and quotes. Minimal errors (0-5 errors). |
| *References (2 pts)* | Minimal APA formatting for references. A number of errors (more than 5 errors) | Moderate APA formatting for all references. Some errors (3-5 errors) | Strong APA formatting for all references. Minimal errors (0-2 errors) |
| **Other Things (10)** |  |  |  |
| *Writing style – smooth transitions, word selection (3.5 pts)* | Minimal utilization of research writing. Strong utilization fo colloquial writing. | Moderate utilization of research writing. Some use of colloquial writing. | Strong utilization of research writing. Minimal to no use of colloquial writing. |
| *Spellchecking and Proofreading (3 pts)* | More than 10 errors in spelling, grammar, and/or punctuation. | 6-10 errors in spelling, grammar, and/or punctuation. | 0-5 errors in spelling, grammar, and/or punctuation. |
| *Followed submission guidelines, timeliness (3.5 pts)* | Submission guidelines were not followed. | Some submission guidelines were followed. | All submission guidelines were followed. |

**Appendix D: Group Paper and Presentation (100 Points Total)**

In 4 person groups of instructor choice, students will explore a work-family topic in a real-life application, which will culminate in a 20-minute group presentation utilizing media resources. This project takes the place of midterm and final examinations.

**Groups and Group Projects**

Students will be randomly assigned to groups. Students will work in these groups throughout the semester in the following ways: during discussions, the peer-review process of your individual papers, and in a group paper and presentation of Work-Family research.

OPTIONS FOR GROUP PROJECTS (**choose ONE of these three)**:

You will be conducting Work/Family Conflict research and disseminating your findings in a group paper and **media** presentation. Choose ONE option with the purpose of finding real-life people OR media personalities that illustrate a WF conflict.

* 1. Interview & videotape at least 3 people, couples, or families about their experiences with this work-family conflict. You should have at least 5 specific questions asked to all participants,
  2. Analyze 3 television or movie families illustrating work-family conflict for specific work-family dynamics,

-**OR-**

* 1. Complete a survey of at least 25 people experiencing the chosen work-family conflict, asking at least 5 items.

**The projects will culminate in a group 5-page paper and 20-minute presentations, BOTH describing:**

1. Research literature review (with 5 empirical/peer reviewed references)
2. Your group’s research questions
3. Your method, and rationale for this method
4. How you found participants and collected information; group struggles and experiences
5. Video clips of media examples or participant experiences/findings (no more than 10 minutes)
6. Summary of how your data applies to your literature review and class material
7. Informed next steps: prompts for further research, new or changing policies

**Grading will consist of four components:**

1) The quality and application of course content in your formal group presentation 25%

2) Quality and content of the group paper (written as a research project) 25%

3) Peer Evaluations; and 25%

4) Full completion of watching\* and assessing the presentations 25%

Grading rubrics and peer feedback information will be posted on Carmen to clarify expectations.

**Presentations (25%)**

* Should be 20 minutes.
* Fully electronic/video.
* Inclusion of media clips are required. If you choose Option 2, these media clips should be from your chosen TV/movie families and should be no more than 10 minutes of your presentation. If you chose Options 1 or 3, these media clips can be from news outlets, TV/movies, or other reputable and applicable sources; no more than 10 minutes of the presentation.
* One (1) letter grade deduction will occur for every 2 minutes under or over the 20-minute time limit. Therefore, groups should shoot to fall within 18-22 minutes for their presentation.

**Group Paper (25%)**

* Minimum of 5 full pages of writing, but no more than 6 pages (not including title page, abstract, or references)
* Follows APA formatting
* Includes all of the above components
* Names of contributors should be in order of contribution

**Peer Reviews of Group Project/Involvement (25%)**

All group members will review each other on their involvement, communication, etc. in the group project/paper. Completion of the peer review is worth 10 points, but the average an individual student receives on the peer evaluation will be 25% of their Group Paper/Presentation grade. For instance, if I completed a peer evaluation properly, I would earn 10/10 for just completing the evaluation, but if my average peer evaluation grade was a 12/25, then I would only earn 12 points towards my final Group Paper/Presentation grade.

**Completion of watching and assessing presentations (25%)**

Each student will be required to view all group presentations and assess them. You will be required to view the entire presentation and utilize the skills learned throughout the course to assess the presentations. Please know, I can see everything on my end, including when you viewed a video, how long you spend on that video/page, if it was completed, etc.

**MEDIA & TECHNOLOGY:**

**Tips for video recording subjects: eliminate background noise by using a small, secluded office or classroom or a room without echo.**

There are many technology services available for free or at a significantly reduced cost for students. Please check: <http://lt.osu.edu/equipment-request/>. It is important to note that you do not need to spend a penny to do well on the group project and all technology needs to be done by the group, not a “specialist” in IT or media services.

In addition the Digital Union will work with students to develop videos, voice-overs, and pretty much any other digital media format. They are located in SEL (<http://digitalunion.osu.edu/>) and have a number of high-tech capabilities.

**Appendix E: Self-Reflection Paper (Extra Credit, worth 10 points)**

For a bonus paper students will incorporate course content into a personal reflective paper foreshadowing *their* future work-family conflict, this should include:

* 1. Identifying 3 types of potential WF conflict we discussed that you anticipate experiencing (1.5 pts),
  2. Describing how these situations may develop (3 pts), and
  3. Identifying possible prevention and/or intervention strategies (3 pts).

Criteria (2.5 pts): 3 Pages (APA format), not including title page, abstract, and references (all are still required); spelling/grammar will be checked as part of the criteria. Remember, if the idea or words are not your own, it should be cited and referenced with peer-review sources.