

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Psychology/College of Liberal Arts Date 09/15/2015  
Course No. or Level 350 Title Forensic Psychology  
Semester hours 3 Clock hours: Lecture 2.5hrs/week Laboratory n/a

Prerequisites PSY 206 or Departmental Permission

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Shannon Toney Smith, Ph.D.

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

**Catalog description:**

This course provides an introduction to forensic psychology. Students will understand how the fields of psychology and law intersect in individual and public policy domains. Topics covered include roles of forensic psychologists, criminal responsibility and competence to stand trial, malingering, and trial consulting.

**Purpose:** 1. For Whom (generally?)

The course provides an introduction to forensic psychology, the application of psychology to the legal system. Students will learn roles of forensic psychologists (applied and research careers), distinctions between forensic and correctional psychology, seminal case law pertaining to U.S. legal standards (e.g., competence to stand trial,

criminal responsibility, scientific evidence admissibility standards), and relevant clinical constructs (e.g., the science of violence risk assessment, psychopathic personality).

**Rationale:** This course is designed primarily for psychology majors and minors who are interested in the application of psychology to the legal realm and who are potentially considering advanced graduate studies and/or careers in forensic psychology. Students in associated disciplines (e.g., Sociology, Pre-Law) will likely also be interested in this course. The course will add an additional Psychology Department elective.

2. What should the course do for the student?

Through this course, students will have the opportunity to gain an understanding of how the fields of psychology and law intersect in individual, social, and public policy domains. Specifically, course material will encompass seminal case law influenced by contributions from psychology as well as the impact of psychological testing, evaluation, and research on the ever-evolving U.S. legal system. Information will also be presented regarding the distinctions between forensic and correctional psychology and career paths associated with each professional realm.

**Teaching method planned:** Lecture, class discussion, class demonstrations

**Textbook and/or materials planned (including electronic/multimedia):**

Greene, E., & Heilbrun, K. (2013). *Wrightsmen's Psychology and the Legal System* (8<sup>th</sup> Ed.). Belmont, CA: Wadsworth.

Additionally, assigned readings and materials will include relevant journal articles and multimedia (e.g., news outlets; youtube) videos and articles.

**Course Content:** (Please also see the attached syllabus.)

Topics to be covered in this course include:

- Introduction to Forensic Psychology—This introductory section of the course will explore the following questions to set the stage for subsequent lecture topics: What is forensic psychology? What is forensic psychology *not*? What criteria are used by judges to evaluate and render rulings on the admissibility of psychological evidence? What are characteristics of sound scientific research?
- Forensic Assessment—Information will be presented regarding the various types of psychological assessment evaluations conducted by forensic psychologists and their role in civil and criminal proceedings. Distinctions between forensic (primarily applied vs. primarily research) and correctional psychology career paths will also be outlined.
- The Trial Process—Lectures will focus on the major components of the trial process, emphasizing psychological theories contributing to each. Questions addressed will include the following: How are juries selected? What

- psychological theories inform the jury selection process? What is trial consulting, and what role does psychology play in that process? What research exists regarding the accuracy of eyewitness identification and testimony? What are the prevailing legal rulings regarding child eyewitness testimony?
- Competence and Insanity—A brief review of severe mental illness disorders will set the stage for lectures on the following questions: What is competence to stand trial? How is it evaluated? What are the legal standards for determining competence? What does it mean to plead Not Guilty by Reason of Insanity? How are criminal responsibility evaluations conducted? What is the difference between ultimate and penultimate expert testimony, and under what circumstances is either admissible or defensible? How do psychologists evaluate whether someone is feigning psychological symptomatology?
  - Psychopathy—Lectures will be devoted to research on psychopathic personality, a disorder legally mandated to be assessed in some criminal proceedings, including current research and debates about the core features of this disorder.
  - Violence Risk and Punishment—The final sections of the course will address the following questions: How do psychologists evaluate risk for future violence? What assessment instruments are used to evaluate violence risk? What does the research literature reflect about the relative predictive accuracy of violence risk assessment? What theories support criminal punishment? What prevailing case law exists regarding capital punishment?

**PSY 350: Forensic Psychology  
Syllabus**

**Professor:** Shannon Smith, Ph.D.  
**Office:** CEMC 109I  
**E-Mail:** ssmith@fmarion.edu  
**Office Hours:** Tuesdays and Thursdays, 3:30-4:30pm and by appointment

**Required Readings**

1. Greene, E., & Heilbrun, K. (2013). *Wrightsmen's Psychology and the Legal System (8<sup>th</sup> Ed.)*. Belmont, CA: Wadsworth.
2. Assigned readings on *Blackboard*
3. PowerPoint slide shows on *Blackboard*

**Course Objectives**

- 1. Gain an understanding of how the fields of psychology and law intersect in individual, social, and public policy domains.**
2. Become familiar with how the courts and the legal system influence the practice of psychology and mental health at both the individual and systemic level.
3. Gain an understanding of how the fields of psychology and mental health influence the legal field at both the individual and public policy level.
4. Become familiar with important case law that has helped shape the relationship between the mental health fields and the legal system.
5. Gain an understanding of the applications of psychology to various criminal justice and correctional issues.

**Evaluation**

Four tests will be administered that consist of 40 multiple-choice items each. These exams will be equally weighted, and the fourth will be non-comprehensive. Exam content is weighted heavily towards information covered in lectures but also will include questions related to information in the text and readings that are not reviewed in class. Please note that exams require both memorization as well as the application of theories and principles covered in class and the textbook. The grade ranges are as follows:

A	144-160
B+	140-143
B	128-139
C+	124-127
C	112-123
D+	108-111
D	96-111
F	0-95

These grade ranges are non-negotiable (e.g., if your cumulative points total is 143.99, you will receive a “B+” for the course; No exceptions).

### **Extra Credit Opportunity**

Students will have the opportunity to gain 1 point of extra credit (equivalent to 1 multiple choice exam question) by completing and turning in a brief written assignment by no later than the end of class on [date to be determined]. Instructions for this assignment will be posted on Blackboard and described in class on the first day.

### **Attendance**

You are expected to follow the attendance policy as described in the student rules. Noted earlier, information is presented in lectures that is not covered in the text. This information is fair game for exam questions. *Throughout the semester, class lectures will be important in terms of the coverage of information that appears on the exams.* Further, I reserve the right to amend the syllabus during the course. Announcements will be made during class regarding any changes made to the syllabus during the semester. **Please turn off your cell phones during class.**

### **Missed Exams**

Students are expected to take the tests when they are scheduled. For students with documented university-approved absences that will occur on exam days, contact me before missing the test so that alternate arrangements can be made. All make-up exams will be in essay format.

### **Academic Honesty**

If you are caught cheating or plagiarizing any portion of your assignments you will receive a zero for that assignment (in case of a group assignment all the group will receive a zero) and will be reported to the Francis Marion University administration for scholastic dishonesty.

### **Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Counseling and Testing 843-673-9707. I will need documentation from their office in order to provide the necessary accommodations.

### Schedule

The outline below is tentative and serves only as an orientation to the ordering of topics to be covered. An updated syllabus will be provided if significant changes are made.

<u>Date:</u>	<u>Topic:</u>	<u>Readings:</u>
08/25:	Course Overview/ Orientation to Forensic Psychology	Wrightsman ch. 1; Brigham (1999) (Optional)
08/27:	Roles of Forensic Psychologists	Wrightsman ch. 2
09/01:	Forensic Assessment* Last Day to Turn in Extra Credit	Otto & Heilbrun (2002) *Extra Credit due by end of class
09/03:	Scientific Methodology	No assigned readings
09/08:	Correctional Psychology	Boothby & Clements (2000)
09/10:	Understanding Criminality	Wrightsman ch. 3
09/15:	Understanding Criminality	Wrightsman ch. 3
09/17:	<i>Exam 1</i>	
09/22:	Legal Decision Making: Trials	Wrightsman ch. 12-13
09/24:	Legal Decision Making: Trials	Strier (1999); Wrightsman ch. 12-13
09/29:	Legal Decision Making: Witnesses	Wrightsman ch. 5
10/01:	Legal Decision Making: Witnesses	Wrightsman ch. 5
10/06:	Legal Decision Making: Witnesses	Wrightsman ch. 5
10/08:	<i>Exam 2</i>	
10/13:	Fall Break (No Class)	

10/15:	Severe Mental Illness and Legal Decision-Making	No assigned readings
10/20:	Criminal Competency	Wrightsman ch. 10; <i>Dusky v. U. S.</i> (1960)
10/22:	Criminal Responsibility	Bonnie (1983) article
10/27:	Malingering	Rogers (1997) chapter
10/29:	Malingering	Rogers (1997) chapter
11/03:	Malingering	Rogers (1997) chapter
11/05:	<i>Exam 3</i>	
11/10:	Psychopathic Personality and the Legal System	Berg et al. (2013) article
11/12:	Psychopathic Personality and the Legal System	Skeem et al. (2011) article
11/17:	Psychopathic Personality and the Legal System	Skeem et al. (2011) article
11/19:	Understanding Violence	<i>Thapar v. Zezulka</i> (1999)
11/24:	Understanding Violence	<i>Thapar v. Zezulka</i> (1999)
11/26:	Thanksgiving Break (No Class)	
12/02:	Punishment & the Law	Wrightsman ch. 14; Testa & West (2010)
12/04:	Juvenile Justice	No assigned readings
12/15:	<i>Exam 4</i>	8:30-10:30am

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School** Sociology **Date** 8/15/15

**Course No. or Level** 496 **Title** Sociology Capstone Experience

**Semester hours** 1 **Clock hours:** Lecture X Laboratory \_\_\_\_\_

**Prerequisites** Senior standing; declared Sociology major; and permission of department

**Enrollment expectation** 10-15

Indicate any course for which this course is a (an)

modification \_\_\_\_\_

(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

**Name of person preparing course description** Lisa Eargle

**Department Chairperson's/Dean's Signature** \_\_\_\_\_

**Provost's Signature** \_\_\_\_\_

**Date of Implementation** Fall 2016

**Date of School/Department approval** 8/15/15

**Catalog description:**

**Purpose:** 1. For Whom (generally?)

This course is for senior Sociology majors.

2. What should the course do for the student?

Prepare student for employment or graduate school, after graduation from FMU

**Teaching method planned:**

Lecture, discussion and short assignments



Textbook and/or materials planned (including electronic/multimedia):

Textbooks to be used:

Fry, R. 2009. 101 Great Answers to the Toughest Interview Questions.  
Cengage Learning

Baumgartner, L. 2010. Advance Your Image: Putting Your Best Foot Forward.  
O'More Publishing.

Yale, M. 2014. Knock'em Dead Resumes: a Killer Resume Gets More Job  
Interviews. Adams Media.

Asher, D. 2012. Graduate Admissions Essays, 4<sup>th</sup> edition. Teen Speed Press.

Also Internet websites and guest speakers (from the FMU Career Center, graduate programs, as well as industry and government agencies).

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

This course will be used as the final step towards prepare seniors for the job market or for graduate school. Students develop a portfolio containing cover letters, resumes, a list of references, a curriculum vita, and a personal statement for graduate school. They will also hear from prospective employers, graduate school recruiters, and submit applications. All students will participate in an assessment of learning outcomes via an exit exam.

1. Employment search process
2. Graduate school program selection
3. Graduate school application process
4. Presentation of self in writing
5. Statement of purpose letter construction
6. Resume writing
7. Cover letter construction
8. Finding employment
9. Obtaining reference letters
10. Presentation of self in person
11. Interviewing
12. Exit exam

Syllabus for the Course:

**SOCI 496: Sociology Capstone Experience  
Fall 2016**

\*Instructor: Dr. Lisa Eargle  
Class meeting day & time: TBD  
Class location: TBD  
Instructor's office location: 239 Founders Hall  
Instructor's office hours: TBD  
Instructor's office phone: 661-1653  
Instructor's e-mail: [leargle@fmarion.edu](mailto:leargle@fmarion.edu)

\*This course will be taught by sociology faculty on a rotating schedule.

**Course Prerequisite**

Senior standing; declared sociology major; and permission of department

**Required Textbooks**

Fry, R. 2009. 101 Great Answers to the Toughest Interview Questions. Cengage Learning

Baumgartner, L. 2010. Advance Your Image: Putting Your Best Foot Forward. O'More Publishing.

Yale, M. 2014. Knock'em Dead Resumes: a Killer Resume Gets More Job Interviews. Adams Media.

Asher, D. 2012. Graduate Admissions Essays, 4<sup>th</sup> edition. Teen Speed Press.

Other course readings will be announced in class and available on Blackboard.

**Course Description**

This course will be used as the final step towards preparing seniors for the job market or for graduate school. Students develop a portfolio containing cover letters, resumes, a list of references, a curriculum vita, and a personal statement for graduate school. They will also hear from prospective employers, graduate school recruiters, and submit applications. All students will participate in an assessment of learning outcomes via an exit exam.

**Course Objectives**

- ❖ Students will learn of the various careers one can do with a degree in sociology.
- ❖ Students will develop career and professional goals, including a 5 year plan.

- ❖ Students planning on going to graduate school will complete applications, write personal statements, gather writing samples, and acquire recommendation letters.
- ❖ Students will develop a professional portfolio that includes a finalized resume, cover letter, curriculum vita, and list of references.
- ❖ Students will complete an exit exam to assess learning outcomes.

### Course Requirements

**Future Goals Paper (25%):** Each student will write a 2-3 page paper detailing their career and professional goals for the next five years. This paper will be due during the 3<sup>rd</sup> week of class.

**Professional Portfolio (50%):** Each student will create a professional portfolio at the end of the semester. The portfolio will include the following components: Cover letter, resume, a list of references, curriculum vita, and personal statement for graduate school. These components will be turned in during the semester and feedback will be given, to produce a final version of these documents. The future goals paper will also be included in the final portfolio.

-Cover letter	(12%)
-Resume	(12%)
-Personal Statement	(12%)
-Curriculum Vita	(12%)
-Reference list	(2%)

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50%

**Mock Interviewing (20%):** Each student will participate in two mock interviewing sessions, one in which they will be the interviewer and one in which they will be the interviewee. More information on these interviewing sessions will be provided in class.

**Exit Exam (5%):** Each student will complete an exit exam developed to test the student's overall sociological knowledge. The exit exam is individualized, which means it is tailored according to the specific courses a student has completed. The exit exam will be graded for correctness and will serve as the final exam for this class. **A STUDY GUIDE WILL NOT BE PROVIDED FOR THIS EXAM.**

### Tentative Course Schedule

Week 1: Developing a career plan and goals; The current job market for sociology majors

Week 2: Selecting the right graduate school program

Week 3: The graduate school application process

Week 4: Presentation of self in writing

Week 5: Statement of purpose construction

- Week 6: Obtaining reference letters; creating a reference list
- Week 7: Selecting the right career
- Week 8: Resume writing
- Week 9: Constructing a curriculum vita
- Week 10: Cover letter construction
- Week 11: Finding employment; job search
- Week 12: The current job market revisited
- Week 13: Presentation of self in person
- Week 14: Interviewing
- Week 15: Interviewing continued
- Week 16 (Finals week): Exit exam

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Sociology  
Date 8/17/15  
Course No. or Level 382 Title Sociology of Families  
Semester hours 3 Clock hours: Lecture 3 Laboratory \_\_\_\_\_

Prerequisites SOCI 201 or permission of department

Enrollment expectation 35-40

Indicate any course for which this course is a (an)

modification **SOCI 382 Change the course title from “Families: Public and Private” to “Sociology of Families”, as well as the course description**  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jessica L Burke

Department Chairperson’s/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall  
2016

Date of School/Department approval \_\_\_\_\_

Catalog description (NEW):

**382 Sociology of Families (3)** (Prerequisite: 201 or permission of department)  
Examines sociological theories used to study the family. Explores current and historic American family trends, how society and various social institutions shape the family, and the internal dynamics of the family as a social group in society. Current sociological research on these issues is utilized to inform class lectures.

- Purpose:
1. For Whom (generally?)  
**Students who are pursuing a major, minor, or collateral in Sociology, or a minor or collateral in Gender Studies, and students who have an interest in families.**
  2. What should the course do for the student?  
**Students will develop an understanding of the family in a social context. The family is a social institution that shapes US society, societal inequalities, other institutions, interaction and relationships. Research projects will be used to study family issues in society.**

Teaching method planned:

**Lecture and discussion**

Textbook and/or materials planned (including electronic/multimedia):

**Textbook: Cohen, Philip N. 2015. *The Family: Diversity, Inequality, and Social Change*. New York: Norton.**

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

1. **Defining the Family**
2. **Theory and the Family**
3. **History of the Family**
4. **Gender & Families**
5. **Social Class & Families**
6. **Race, Ethnicity & Families**
7. **Sexualities**
8. **Cohabitation and Marriage**
9. **Work & Families**
10. **Children & Parents**
11. **Domestic Violence**
12. **Divorce**
13. **Remarriage & Stepfamilies**

Syllabus:

## **SOCI 382 SOCIOLOGY OF FAMILIES**

### **Fall 2016**

**Instructor:** Dr. Jessica L. Burke, Assistant Professor of Sociology

**Class Days & Time:** MWF 1:30-2:20 PM

**Class Location:** 250A Founders Hall

**Instructor's Office:** 241 Founders Hall

**E-mail:** [jburke@fmarion.edu](mailto:jburke@fmarion.edu)

**Office Phone:** 661-1656

**\*\*E-mail or office hours are the best way to reach me\*\***

**Office Hours:** Mondays & Wednesdays 9:15-10:15 AM; 2:30-3:30 PM

Tuesdays & Thursdays 9:30-11:30 AM

Fridays 9:15-10:15 AM

#### **Course Prerequisite**

Passing grade in SOCI 201 (Principles of Sociology) or permission of department

#### **Course Description**

Examines sociological theories used to study the family. Explores current and historic American family trends, how society and various social institutions shape the family, and the internal dynamics of the family as a social group in society. Current sociological research on these issues is utilized to inform class lectures.

#### **Required Textbook**

Cohen, Philip N. 2015. *The Family: Diversity, Inequality, and Social Change*. New York: Norton.

**\*\*This book is required. Information from the book not covered in lecture will appear on your exams.**

#### **Course Objectives**

1. Use sociological theories and research to better understand family patterns and trends.
2. Understand the various changes and patterns that have occurred in American families over time, including the changing roles of men, women, children, and elderly family members.
3. Learn how social forces (i.e., the economy, culture, politics, and the legal system) shape the family as a social institution and individual family members.
4. Gain knowledge of family issues that are of current interest, such as child well-being and the parent-child relationship, gender roles and division of household labor, divorce, stepfamilies, and social class and race.
5. Understand the diversity of American families and how race, social class and gender matter.

#### **Course Requirements**

Your grade for this course is based on points. You may earn up to 400 points in this course.

1. **EXAMS:** You will have THREE exams consisting of 40 multiple choice questions (including true/false questions). Each question is worth TWO points for a total of 80 points. You will also have TWO short answer questions worth 10 points each for a total of 20 points. Each exam is worth 100 points. **All THREE exams are worth a total of 300 points.**

2. **GROUP PRESENTATION:** You will participate in a 10 minute group presentation on a topic of interest that pertains to the family. The group will decide on the topic, and each group must have a different topic. Example topics may include: same-sex families, health care and the family, working mothers & maternity leave, stay at home fathers, reproductive technology, adoption, etc. There will be a total of 7 groups with approximately 4 students. The instructor will choose the groups. Each student must have a speaking role during the group presentation. **The group presentation is worth 50 points.**

Each student will receive their own grade based on the following:

- Attendance during the days you are to work in groups. If you are absent on a day you are to work in your group, you will lose 5 points off your grade for each day you are absent.
- You will have the opportunity to evaluate the performance of your peers in your group. However, these evaluations will only account for 10% of your total presentation grade.
- Your role in your group presentation as observed by the instructor during days you are to work in your groups.
- Your portion of the group presentation (graded by the instructor).

3. **APPLICATION PAPER:** You will write a five page paper connecting a movie (choose ONE from the list below) on families to the course material. Each paper should be double-spaced with 1 inch margins. First, select ONE theoretical perspective that applies to the family relationships in the movie. Discuss why this perspective best applies to the family in your chosen movie. Second, link the movie to the course material – textbook, discussions, and lectures – by using specific examples from the movie to illustrate the family as examined through a sociological lens. Third, is this movie a good illustration of the family based on what you have learned from this course? Why or why not? Your paper should have an introduction and a conclusion. Further instructions will be given in class. **The application paper is worth 50 points.**

Each student must choose a different movie. There will be a sign-up sheet posted to my office door. You will be alerted when I post the sign-up sheet, and it will work as a first come, first serve. If you do not sign-up or select a movie, I will not accept your paper. I strongly suggest selecting a movie from one of the titles below. However, if you have a different movie in mind, you must see me first before using it to write your paper.

Stepmom	Enough	My Big Fat Greek Wedding
Four Christmases	Guess Who's Coming to Dinner	Revolutionary Road
Yours, Mine & Ours	Jungle Fever	Pleasantville
My Family	Real Women Have Curves	War of the Roses
The Story of Us	Ordinary People	Forget Paris
The Burning Bed	The Kids Are All Right	White Oleander
Jersey Girl	Losing Isiah	Domestic Disturbance
Transamerica	The Back-Up Plan	The Switch
Guess Who	Our Family Wedding	The Game Plan
Mrs. Doubtfire	The Parent Trap	Juno



**Grading Scale**

A= 360-400 (90% to 100%)

C+= 304-319 (76% to 79%)

D= 240-259 (60% to 64%)

B+= 344-359 (86% to 89%)

C= 280-303 (70% to 75%)

F= 239 and below (59% to

0%)

B= 320-343 (80% to 85%)

D+= 260-279 (65% to 69%)

**ALL GRADES ARE FINAL. I WILL NOT ADD POINTS TO YOUR FINAL GRADE. PLEASE DO NOT ASK!!**

**Attendance Policy**

Attendance is taken in this class. A sign-in sheet will be distributed at the beginning of class. Arriving to class late and leaving class early will count as an absence. If a student is absent more than twice the number of required classes per week during the semester, a grade of F or W will be assigned. Twice the number of required classes per week for this class is 6. **Once you miss more than 6 classes, or the 7<sup>th</sup> absence, you will be assigned a grade of F or W.**

**\*\*Please see page 63 in your FMU student catalog on Class Attendance Policy.**

You are allowed **SIX** absences in this course without penalty, meaning there is no reduction in your grade. I will not accept doctor's notes, funeral notices, or court appearances to excuse these six absences. These six absences will include both excused and unexcused absences. However, if there are certain circumstances that will cause you to miss more than these SIX absences, PLEASE SEE ME. It is up to the instructor to consider any absences as excused.

**Exam & Paper Make-Up Policy**

I only allow **make-up exams** under the following three conditions:

- (1) You have a formal, written excuse from a doctor or other authoritative figure, such as a judge. Funerals also count, but you will have to supply proof of the funeral's date and time,
- (2) You must contact me no later than 24 hours after the missed exam, and finally
- (3) The exam must be made up within 5 calendar days of the missed exam. **THERE ARE NO EXCEPTIONS.**

-The late policy for the application paper is the following: You will lose 10 points off of your final grade for each calendar day it is late.

-Group presentations **CANNOT** be made-up.

**Academic Dishonesty**

Plagiarism and/or cheating will not be tolerated. Any student who cheats on an exam, plagiarizes someone else's work (e.g., claiming someone else's work as your own), or helping someone else to cheat or plagiarize will receive a zero for that assignment or exam. The department chair and the Provost's office will be notified of the offense.

According to the FMU Honor Code, "cheating includes, but is not limited to, wrongfully giving, taking or presenting any information or material by a student with the intent of aiding him/herself or any other person on any academic work which is considered in any way in the determination of the final grade." "Plagiarism involves the use of the ideas or writings of another without acknowledgment of that use." See page 57 in your FMU student catalog.

**Classroom Policies & Expectations**

1. NO CELL PHONES. NO TEXTING. Please turn off your cell phone before coming to class. IF YOU ARE CAUGHT TEXTING IN CLASS YOU WILL BE COUNTED AS ABSENT FOR THE ENTIRE CLASS PERIOD.
2. NO IPODS or MP3 players. No headphones. Please do not listen to your iPod or MP3 player during lectures, movies and exams. IF YOU ARE CAUGHT LISTENING TO HEADPHONES WHILE YOU ARE IN CLASS YOU WILL BE COUNTED AS ABSENT FOR THE ENTIRE CLASS PERIOD.
3. You may use a laptop to take notes during lecture. You may use a tablet, such as a Microsoft Surface or iPad, to take notes in class. However, the tablet must have a keyboard in order for you to use it for note taking purposes. However, if you are caught on any social media websites, such as Facebook, Instagram, LinkedIn, Twitter, etc., or doing any activity not related to class, you will no longer be able to use your laptop during class. YOU WILL ALSO BE COUNTED AS ABSENT FOR THE ENTIRE CLASS PERIOD IF YOU ARE CAUGHT USING YOUR LAPTOP OR TABLET FOR ANY PURPOSE OTHER THAN TAKING NOTES.
4. ARRIVE TO CLASS ON TIME. Class will promptly begin at 1:30. ONCE THE DOOR TO THE CLASSROOM IS SHUT, YOU ARE CONSIDERED LATE. YOU MAY COME INTO CLASS, BUT YOU WILL BE COUNTED AS ABSENT FOR THE ENTIRE CLASS PERIOD.
5. LEAVING CLASS EARLY WILL ALSO COUNT AS AN ABSENCE.
6. I EXPECT ALL STUDENTS TO BE RESPECTFUL, CONSIDERATE, AND NONJUDGMENTAL OF EACH OTHER. I also expect you to be respectful and courteous to the instructor at all times. It is the responsibility of BOTH the instructor and the students in the class to provide a positive learning environment. Please do not talk during the lecture portion of the class and please try to not interrupt your peers during class discussions. If you are disrespectful to your classmates or the instructor, you will be asked to leave for the remainder of that class period. Disruptive or disrespectful behavior may also be reported to the department chair and the Provost's office. Such behavior may result in disciplinary action, including suspension, expulsion, or other sanctions.  
  
\*\*Please refer to the Francis Marion University Honor Code in your FMU student catalog (page 56).
7. IF YOU MISS CLASS, IT IS YOUR RESPONSIBILITY TO RECEIVE ANY MISSED NOTES FROM A CLASSMATE. IT IS ALSO YOUR RESPONSIBILITY TO KNOW WHAT ANNOUNCEMENTS ARE MADE IN CLASS. THIS INSTRUCTOR DOES NOT GIVE OUT LECTURE NOTES.
8. IT IS THE INSTRUCTOR'S DISCRETION WHETHER POWERPOINT SLIDES ARE MADE AVAILABLE ON BLACKBOARD. FOR THIS CLASS, POWERPOINT SLIDES ARE NOT POSTED ONLINE UNLESS THERE IS A CIRCUMSTANCE WHERE THE INSTRUCTOR DECIDES TO POST SLIDES ONLINE. It is your responsibility to come to class and take notes.

9. Grades will be posted to Blackboard. I do not return exams. This is to ensure that each student's exam grade remains private. If you want to see your exam, please see me either during office hours or make an appointment to see me.
10. Study guides are provided in this class and will be posted to Blackboard approximately 5 days prior to the exam.
11. You are RESPONSIBLE for ALL material covered in lectures, discussions, videos and the textbook. ALL Information presented in this class is subject to appear on your exams!
12. The course calendar is tentative and is subject to change at the instructor's discretion.

### Tentative Course Schedule

<u>Week</u>	<u>Date</u>	<u>Chapter &amp; Topic</u>
1	Wed 8/20 Fri 8/22	Course Introduction/Syllabus Chapter 1: Defining the Family
2	Mon 8/25 Wed 8/27 Fri 8/29	Chapter 1: Theory and the Family Chapter 2: History of the Family Chapter 2: History of the Family
3	<b>Mon 9/1</b> Wed 9/3 Fri 9/5	<b>Labor Day – No Class</b> Chapter 3: Gender & Families Chapter 3: Gender & Families
4	Mon 9/8 Wed 9/10 Fri 9/12	Chapter 4: Social Class & Families Chapter 4: Social Class & Families Film on Gender & Social Class: <i>The Prize Winner of</i>
<i>Defiance, Ohio</i>		
5	Mon 9/15 <b>Wed 9/17</b> Fri 9/19	Film Continued <b>Exam 1 (Covers Chapters 1-4)</b> Chapter 5: Race, Ethnicity & Families
6	Mon 9/22 Wed 9/24 Fri 9/26	Chapter 5: Race, Ethnicity & Families Interracial Marriage & Relationships Chapter 6: Sexualities
7	Mon 9/29 Wed 10/1 Fri 10/3	Chapter 6: Sexualities Film on Sexualities: <i>Normal</i> Film Continued
8	Mon 10/6 Wed 10/8 Fri 10/10	Chapter 7: Cohabitation and Marriage Chapter 7: Cohabitation and Marriage <u>Selection of Groups/Presentation Topics/Work in Presentation</u>
<u>Groups</u>		
9	Mon 10/13 Wed 10/15 Fri 10/17	Chapter 8: Work & Families Chapter 8: Work & Families <u>Work in Presentation Groups</u>
10	<b>Mon 10/20</b> <u>Wed 10/22</u> Fri 10/24	<b>Exam 2 (Covers Chapters 5-8)</b> <u>Work in Presentation Groups</u> <u>Work in Presentation Groups</u>
11	Mon 10/27 Wed 10/29 Fri 10/31	Chapter 9: Children & Parents Chapter 9: Children & Parents Chapter 11: Domestic Violence
12	<b>Mon 11/3</b> Wed 11/5 Fri 11/7	<b>Fall Break – No Class</b> Video: The Framingham Eight Chapter 11: Domestic Violence

13	<u>Mon 11/10</u>	<u>Work in Presentation Groups</u>
	<u>Wed 11/12</u>	<u>Work in Presentation Groups</u>
	Fri 11/14	GROUP PRESENTATIONS
14	Mon 11/17	GROUP PRESENTATIONS
	Wed 11/19	Chapter 12: Divorce
	Fri 11/21	Chapter 12: Divorce
15	Mon 11/24	Chapter 13: Remarriage & Stepfamilies [ <b>Application Paper</b>
<b>Due]</b>	<b>Wed 11/26</b>	<b>Thanksgiving Break – No Class</b>
	<b>Fri 11/28</b>	<b>Thanksgiving Break – No Class</b>
16	Mon 12/1	Chapter 13: Remarriage & Stepfamilies
	<b>Mon 12/8</b>	<b>FINAL EXAM (NON-CUMULATIVE - Covers Chapters 9, 11, 12 &amp; 13 11:45-1:45 PM in 250A Founders Hall</b>

PLEASE NOTE: IF YOU ARE A GRADUATING SENIOR (GRADUATING IN DECEMBER) YOU MUST TAKE YOUR FINAL EXAM EARLY. SENIOR GRADES ARE DUE AT NOON ON DECEMBER 8<sup>TH</sup>. IF YOU ARE A GRADUATING SENIOR PLEASE SEE ME TO SCHEDULE A TIME FOR YOU TO TAKE THE FINAL EXAM.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School SOCIOLOGY Date 8/17/15  
Course No. or Level 403 Title Survey Methodology  
Semester hours 3 Clock hours: Lecture 3 Laboratory \_\_\_\_\_

Prerequisites Eighteen hours of Sociology including 302, 303, and 339; senior standing; declared sociology major; and permission of department

Enrollment expectation 20

Indicate any course for which this course is a (an)

**Modification SOCI 403 Change the course title from “Research Design and Analysis” to “Survey Methodology”, as well as course description**  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jessica L. Burke

Department Chairperson’s/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2016

Date of School/Department approval \_\_\_\_\_

**Catalog description (NEW):**

**403 Survey Methodology (3)** (Prerequisite: eighteen hours of Sociology including 302, 303, and 339; senior standing; declared sociology major; and permission of department)

F, S. The focus of this course is an individual research project that involves using survey research methodology. In this course, students select a research problem and develop testable hypotheses drawing from published studies. Students also learn sampling,

measurement, data collection, creating a data file, and conducting data analysis using statistical software. Finally, students are required to participate in the Institutional Review Board (IRB) process and present their findings to the class.

- Purpose:
1. For Whom (generally?)  
**This course is for senior level sociology majors.**
  2. What should the course do for the student?  
**Students will learn how to conduct independent research from topic selection, literature review, survey construction, data collection, and data analysis. Students will understand the science behind constructing a well-written survey along with several different types of data analyses. The course is also designed for students to hone written and oral communication skills.**

Teaching method planned:

**Lecture, discussion, in class assignments, homework assignments, research paper, and paper presentations.**

Textbook and/or materials planned (including electronic/multimedia):

**Empirical journal articles along with other research guides will be used in conjunction with lecture.**

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

1. Research topics
2. Research ethics
3. Concepts
4. Variables
5. Hypotheses
6. Survey design
7. Level of measurement
8. SPSS instruction
9. Descriptive statistics
10. Bivariate statistics
11. Scale creation
12. Multivariate statistics

Syllabus:

**SOCI 403: SURVEY METHODOLOGY  
FALL 2016**

**Instructor:** Dr. Jessica L. Burke  
Founders Hall

**Class Days & Time:** T & TH 8:30 – 9:45  
jburke@fmarion.edu

**Class Location:** 251C Founders Hall

**Office Location:** 241

**E-mail:**

**Office Phone:** 661-1656

**\*\*E-mail or office hours are the  
to reach me\*\***

best way

**Office Hours:** Tuesdays 2:30-4:00  
Wednesdays 10:00-11:30; 1:30-3:00  
Thursdays 2:30-4:00  
**\*\*OR BY APPOINTMENT\*\***

**COURSE PREREQUISITE**

Eighteen hours of Sociology including 302, 303, and 339; senior standing; declared sociology major; and permission of department.

**COURSE DESCRIPTION**

The focus of this course is an individual research project that involves using survey research methodology. The survey method used in this course is a paper and pencil questionnaire. In this course, students select a research problem and develop testable hypotheses drawing from published studies. Students also learn sampling, measurement, data collection, creating a data file, and conducting data analysis using statistical software. Finally, students are required to participate in the Institutional Review Board (IRB) process and present their findings to the class.

**REQUIRED TEXT**

None.

**COURSE OBJECTIVES**

1. To develop and enhance research skills by designing a project from start to finish.
2. To develop and enhance critical thinking skills in order to critically assess published research.
3. To learn how to design a survey, collect data, analyze data and summarize results.
4. To enhance writing and oral communication skills.

**COURSE REQUIREMENTS**

Your grade for this course is based on total number of points. You can earn up to 500 points in this course. The requirements for this course include:

**Exams (Each exam is worth 75 points = 225 points total):** You will have THREE exams consisting of fill in the blank questions, short answer questions and essay questions. Study guides will be posted to Blackboard at least 5 days prior to the exam.

Grades will be posted to Blackboard within 7 days of the exam. I do not return exams. This is to ensure that each student's exam grade remains private. If you want to see your exam, please see me either during office hours or make an appointment to see me.

**Homework Assignments (100 points total):**

<u>Due</u>	
1. Topic Statement 9/8	10 points
2. Annotated Bibliography of 7 peer-reviewed, empirical journal articles 9/17	30 points
3. Statement of Hypotheses 9/24	10 points
4. Typed draft of survey 10/15	15 points
5. Draft of IRB Form, NIH Training Certificate, & Consent Form 10/15	15 points
6. Finalized IRB Form, Certificate, Consent, & Survey 10/27	10 points
6. Completed data file (all data collected and entered into SPSS) 11/17 (by 5:00PM)*	10 points

\*You may submit the completed data file prior to 11/17, and I highly recommend for you to do this. November 17<sup>th</sup> is the absolute last day to e-mail the file to me.

**Class Assignments (25 points total):** There will be in-class assignments given in this class. The purpose of these assignments is to give you the opportunity to apply what you learned in class, to further your understanding of the topics presented in lecture, and to receive feedback. These assignments will be announced in class. Since these assignments are to be completed during class time, attendance is required. Thus, you must be present in class in order to complete class assignments. Class assignment make-ups will not be given.

**Presentation of Research (50 points total):** You are required to give a **7 minute** presentation of your research. Your presentation will include PowerPoint slides. These presentations will be given at the end of the semester (see course calendar for dates). Presentations will include an introduction, a discussion of your literature review and hypotheses, methodology, summary of demographic data, statistical analyses used in your research, your findings, and a conclusion. Presentations that are not 7 minutes will be docked points. Further instructions on how to deliver your presentation will be distributed at a later date.



**Research Paper (100 points total):** The final requirement is a research paper that consists of an introduction, literature review, a methodology section, results and discussion/conclusion. The paper should be approximately 12 pages and must include a title and reference page. All papers must be typed with one inch margins. A 12-point font must be used. The font can either be Times New Roman or Arial. The paper must cite all references using ASA (American Sociological Association) format. Information on using ASA will be distributed in class. In addition to a title page and reference page, your research paper must include your SPSS output, stapled at the end of the paper. Finally, your results section will include tables that you will create. Copy and pasting your SPSS output into your paper is unacceptable.

**FAILURE TO FOLLOW THE ABOVE GUIDELINES WILL RESULT IN A GRADE OF ZERO FOR THE PAPER.**

Complete guidelines and instructions will be posted to Blackboard and/or distributed in class.

**GRADE SCALE**

A=450-500 (90% to 100%)    C+=380-399 (76% to 79%)    D=300-329 (60% to 64%)  
B+=430-449 (86% to 89%)    C=350-379 (70% to 75%)    F=299 and below (59% to 0%)  
B=400-429 (80% to 85%)    D+=330-349 (65% to 69%)

**ALL GRADES ARE FINAL. I DO NOT ADD POINTS TO YOUR FINAL GRADE. PLEASE DO NOT ASK ME!**

**ATTENDANCE POLICY**

Attendance is taken in this class. A sign-in sheet will be distributed at the beginning of class. If a student is absent more than twice the number of required classes per week during the semester, a grade of F or W will be assigned. Twice the number of required classes per week is 4. **Once you miss more than 4 classes, or the 5th absence, you will be assigned a grade of F or W.**

\*\*Please see page 63 in your FMU student catalog on Class Attendance Policy.

I will not accept doctor's notes, funeral notices, or court appearances to excuse these four absences. Thus, these four absences will include both excused and unexcused absences. However, if there are certain circumstances, such as athletic commitments, that will cause you to miss more than these four absences, PLEASE SEE ME. If you are a student athlete, please provide a schedule that includes the dates you will have to miss class.

**ATTENDANCE IS VITAL TO YOUR GRADE ESPECIALLY GIVEN THE NATURE OF THIS CLASS. You are RESPONSIBLE for ALL material covered in class. ALL Information presented in this class is subject to appear on your exams!**

### **MAKE-UP POLICY**

I only allow **make-up exams** under the following three conditions:

- (1) You have a formal, written excuse from a doctor or other authoritative figure, such as a judge. Funerals also count, but you will have to supply proof of the funeral's date and time,
- (2) You must contact me no later than 24 hours after the missed exam, and finally
- (3) The missed exam must be made up within 5 calendar days of the missed exam.

THERE ARE NO EXCEPTIONS.

- **Late homework assignments (referring to the assignments completed outside of class) will NOT be accepted.**
- **Late research papers will NOT be accepted.**
- **Presentation make-ups are not allowed.** If there is an extreme circumstance as to why you cannot give your presentation, please see me.

### **ACADEMIC DISHONESTY**

Plagiarism and/or cheating will not be tolerated. Any student who cheats on an exam, plagiarizes someone else's work (e.g., claiming someone else's work as your own), or helping someone else to cheat or plagiarize will receive a zero for that assignment or exam. The department chair and the Provost's office will be notified of the offense.

According to the FMU Honor Code, "cheating includes, but is not limited to, wrongfully giving, taking or presenting any information or material by a student with the intent of aiding him/herself or any other person on any academic work which is considered in any way in the determination of the final grade." "Plagiarism involves the use of the ideas or writings of another without acknowledgment of that use." See page 57 in your FMU student catalog.

### **CLASSROOM POLICIES**

If you are caught not paying attention to lecture, or not doing what you are supposed to be doing while in class, you will lose 10 points off of your final grade. There will be a 10-point deduction each time this occurs. So if you are caught doing something you should not be doing during class three separate times, a total of 30 points subtracted from your point total at the end of the semester. I may or may not inform you of this deduction, and the decision to take such action is up to the instructor. This policy also applies when the class is completing work in groups and your group is finished before other groups. It also applies when students are completing class assignments individually.

The following violations will result in a 10-point deduction:

1. **CELL PHONES, TEXTING AND USING YOUR SMART PHONE TO ACCESS THE INTERNET.**
2. **LISTENING TO IPODS, MP3 PLAYERS AND USING HEADPHONES.**

3. **USING A LAPTOP OR TABLET TO ACCESS SOCIAL MEDIA OR INTERNET BROWSING DURING LECTURES, GROUP ASSIGNMENTS, AND CLASS ASSIGNMENTS.** You may use a laptop to take notes during lecture. You may use a tablet, such as a Microsoft Surface or iPad, to take notes in class. However, the tablet must have a keyboard in order for you to use it for note taking purposes.
4. **SLEEPING DURING LECTURE, GROUP WORK AND CLASS ASSIGNMENTS.**
5. **TALKING DURING LECTURE.**
6. **COMPLETING WORK FOR ANOTHER CLASS DURING LECTURE, GROUP WORK AND CLASS ASSIGNMENTS.**
7. **ALL OF THE ABOVE POLICIES APPLY WHEN YOU ARE TAKING AN EXAM. HOWEVER, IF YOU ARE CAUGHT VIOLATING ANY OF THE ABOVE POLICIES WHILE TAKING AN EXAM, YOU WILL LOSE NOT ONLY 10 POINTS FROM YOUR FINAL GRADE, BUT YOU WILL ALSO RECEIVE AN AUTOMATIC ZERO ON THE EXAM AND YOU WILL BE ASKED TO LEAVE THE CLASSROOM.**

**OTHER POLICIES:**

ARRIVE TO CLASS ON TIME. CLASS BEGINS ONCE I SHUT THE DOOR. IF YOU ARE LATE, YOU WILL BE COUNTED AS ABSENT. HOWEVER, YOU MAY STILL COME TO CLASS, AND YOU ARE ENCOURAGED TO DO SO. BUT YOU WILL NOT BE ABLE TO SIGN THE ATTENDANCE SHEET. PLEASE TRY TO REFRAIN FROM LEAVING CLASS EARLY. IF A SITUATION ARISES WHERE YOU HAVE TO LEAVE EARLY, PLEASE LET ME KNOW AT THE BEGINNING OF CLASS. IF YOU COME TO CLASS LATE, OR HAVE TO LEAVE EARLY, PLEASE DO SO AS QUIETLY AS POSSIBLE.

I EXPECT ALL STUDENTS TO BE RESPECTFUL, CONSIDERATE, AND NONJUDGMENTAL OF EACH OTHER. I also expect you to be respectful and courteous to the instructor at all times. It is the responsibility of BOTH the instructor and the students in the class to provide a positive learning environment. Please do not talk during the lecture portion of the class and please try to not interrupt your peers during class discussions. If you are disrespectful to your classmates or the instructor, you will be asked to leave for the remainder of that class period. Disruptive or disrespectful behavior may also be reported to the department chair and the Provost's office. Such behavior may result in disciplinary action, including suspension, expulsion, or other

sanctions. Please refer to the Francis Marion University Honor Code in your FMU student catalog (page 56).

### **POWERPOINT SLIDES**

IT IS THE INSTRUCTOR'S DISCRETION WHETHER POWERPOINT SLIDES ARE MADE AVAILABLE ON BLACKBOARD. FOR THIS CLASS, POWERPOINT SLIDES ARE NOT POSTED ONLINE UNLESS THERE IS A CIRCUMSTANCE WHERE THE INSTRUCTOR DECIDES TO POST SLIDES ONLINE. It is your responsibility to come to class and take notes.

### **PLEASE KEEP IN MIND**

- YOU ARE RESPONSIBLE FOR ALL MATERIAL COVERED IN CLASS.
- ALL INFORMATION PRESENTED IN THIS CLASS IS SUBJECT TO APPEAR ON YOUR EXAMS.
- IF YOU MISS CLASS, IT IS YOUR RESPONSIBILITY TO RECEIVE ANY MISSED NOTES.
- IT IS ALSO YOUR RESPONSIBILITY TO KNOW WHAT ANNOUNCEMENTS ARE MADE IN CLASS.
- I DO NOT GIVE OUT NOTES.
- THE NOTES ARE NOT POSTED ONLINE.

### **TENTATIVE COURSE SCHEDULE**

The course calendar is tentative and subject to change at the instructor's discretion.

8/25	Course Introduction
8/27	Introduction to Research
9/1, 9/3 & 9/8	Finding ideas to research & research ethics
9/10, 9/15, 9/17	Concepts, hypotheses and variable measurement
<b>9/22</b>	<b>Exam 1</b>
9/24, 9/29 & 10/1	Designing a questionnaire or survey
10/6	Hypotheses, variables & survey questions
10/8	Writing survey questions
10/13	<i>Fall Break – No Class</i>
10/15	Survey focus groups
10/20	Survey items, level of measurement & analyses
<b>10/22</b>	<b>Exam 2</b>

10/27	Creating and managing a data set
10/29 & 11/3	Descriptive & bivariate statistics
11/5 & 11/10	t-tests, ANOVA & multiple regression
11/12	Using factor analysis to create scales
11/17	Using SPSS to analyze data
11/19	<i>ASC Conference – No Class</i> (WORK ON RESEARCH PAPERS)
11/24	Using SPSS to analyze data
12/1	Research paper discussion
<b>12/3</b>	<b>Exam 3</b>
<b>12/7</b>	<b>RESEARCH PAPER DUE BY 5:00PM</b>
<b>12/8</b>	<b>Reading Day</b>
<b>12/9</b>	<b>Final Exams Begin</b>
<b>12/10</b>	<b>FINAL EXAM (8:30 am in 251C Founders Hall)</b>

### **EDUC 637: Foundations of Reading**

*This course is a requirement of the Master of Arts in Teaching for the Learning Disabilities Program and also serves as one of the four courses necessary for Read to Succeed Teacher Endorsement.*

- **Instructor:**
- **Office:**
- **Phone/Voicemail:**
- **E-mail:**
- **Class Online Meeting Dates:**
- **Location: Online via Blackboard**

#### **Course Description**

This course is an overview of reading-related theories, skills and instructional practices. Each major component of the reading process will be examined in light of recent research and curricular implications drawn. Oral and written language will be addressed as integral aspects of reading development. Home/school connections, diversity and the importance of professional development will be emphasized throughout the course.

#### **Required Texts**

- Reutzel, D. R., & Cooter, R. B. Jr. (2012). *Teaching Children to Read: The Teacher Makes the Difference. Sixth Edition.* Boston, MA: Allyn and Bacon/Pearson. ISBN- 10: 0-13-256606-0 and ISBN-13: 978-0-13-256606-3.
- Tracey, D. H., & Morrow, L. M. (2012). *Lenses on reading: An introduction to theories and models* (2<sup>nd</sup> ed.). New York, NY: Guilford. ISBN-10: 1462504701 and ISBN-13: 978-1462504701

Articles provided on Blackboard

#### **Course Objectives (aligned with Read To Succeed Literacy Standards/Elements for PK/ELE and MLE/HS)**

1. Demonstrate understanding of the major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic an awareness, and reading-writing connections (PK/ELE RTS 1.1; MLE/HS RTS 1.1)
2. Demonstrate understanding of the historically shared awareness of the profession and changes over time in the perceptions of reading and writing development, processes, and components (PK/ELE RTS 1.2)
3. Demonstrate understanding of the role of professional judgment and practical awareness for improving all students' reading development and achievement (PK/ELE RTS 1.3; MLE/HS RTS 1.2)
4. Demonstrate an awareness that children learn about language through using language and communicating with others (PK/ELE RTS 2.8)
5. Demonstrate an awareness that children learn about the sounds of language (phonemes, phonics, and an awareness of advanced features of written language) and continue to develop as language users through hearing and using oral and written language (poetry, songs, rhymes, stories, and a variety of texts) (PK/ELE RTS 2.10)

6. Demonstrate an awareness that oral and written language support children learning how to hear and represent sounds within words (phonemic awareness and phonics), and they support the development of language communication (writing, reading, vocabulary, and oral and written communication abilities) (PK/ELE RTS 2.11)
7. Demonstrate understanding that comprehension and vocabulary growth result primarily from engagement with texts and social interactions (PK/ELE RTS 2.12)
8. Demonstrate awareness that high engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment (PK/ELE RTS 2.13)
9. Demonstrate understanding that fluency in reading increases with ease of use and greater flexibility in using strategies in reading and fluent reading is not about rushing through texts, but knowing when to consciously take control of reading rate across a variety of texts and reading for different purposes (PK/ELE RTS 2.14)
10. Recognize and value the forms of diversity that exist in society and their importance in learning to read and write (PK/ELE RTS 4.1, MLE/HS RTS 4.1)
11. Demonstrate foundational awareness of adult learning theories and related research about organizational change, professional development, and school culture (PK/ELE RTS 6.1, MLE/HS RTS 6.1)
12. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors (PK/ELE RTS 6.2, MLE/HS RTS 6.2)
13. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs (PK/ELE RTS 6.3)
14. Demonstrate understanding that a child's first teacher is the family and they provide home literacy support (RTS 8.1)
15. Demonstrate awareness that it is important to connect parents, students and teachers all together (RTS 8.2)
16. Demonstrate understanding that parents have different levels of participation in the school setting based on cultural norms, available time, etc. (RTS 8.3)

#### **Course Policies**

##### **Academic Honesty**

**All students are expected to adhere to the Francis Marion University Honor Code. Upon enrollment at Francis Marion University, each student is subject to the provisions of the Honor system and has a duty to become familiar with the Honor Code and the provisions of the Honor system. Each examination, paper and other written or electronically submitted assignment is submitted pursuant to the Honor Code.**

##### Accommodations

**If you are a student with a documented disability who will be requesting accommodations in this course, please make sure you are registered with the Office of Disability Services and provide the course instructor with an Access Plan letter outlining needed accommodations. I will be glad to meet with you privately during my office hours to discuss your special needs.**

**Blackboard**

This course is facilitated through Blackboard and is an online, asynchronous course. You will submit your assignments via Blackboard as well as post to the discussion board. If you need assistance using Blackboard please refer to the website (<https://blackboard.fmarion.edu>).

**Late Assignments**

The course professor is not obligated to grade late assignments. If the professor chooses to grade a late assignment s/he may choose to reduce credit for lateness.

**News and Announcements**

Each week remember to check the “News and Announcements” page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, [www.fmarion.edu](http://www.fmarion.edu), clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then clicking “News and Announcements” under the column on the left side of the page.

**Course Assignments**

Detailed descriptions, instructions, rubrics and due dates will be provided for each of the highlighted:

Assignment	Point Value	Course Goal Addressed by the Assignment
<b>Two-Page Theory Paper</b>	10	1,2
<b>Quizzes</b> (There will be five quizzes, each worth 3 points, covering readings from the texts)	15	1,2,3,4,6,7,8,9,10,11,12,13,14,15,16
<b>Oral Language Test</b>	10	4,5,6
<b>Small Group Online Comprehension, Fluency and Vocabulary Interactive</b>	10	3,7,9
<b>Literacy Rich Environment Plan</b>	5	8
<b>Shared Reflection on Diversity and Reading</b>	5	10
<b>Professional Development Seminar on the Topic of Parental Involvement: Report and Reflection</b>	20	11,12,13,14,15,16
<b>Participation</b>	15	
<b>Final Exam</b>	10	1,2,3,4,6,7,8,9,10,11,12,13,14,15,16

Grade	Percentage Range
A	93-100%
B+	85-92%
B	80-84%
C+	75-79%
C	70-74%
F	Below 70%



**Francis Marion University  
School of Education**

**EDUC 638: Assessment of Reading**

*This course is a requirement of the Master of Arts in Teaching for the Learning Disabilities Program and also serves as one of the four courses necessary for Read to Succeed Teacher Endorsement.*

- **Instructor:**
- **Office:**
- **Phone/Voicemail:**
- **E-mail:**
- **Class Online Meeting Dates:**
- **Location: Online via Blackboard**

**Course Description**

This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation and intervention implications.

**Required Texts**

Afflerbach, P. (2012). *Demonstrate understanding of and using reading assessment*, K-12. International Reading Association. ISBN: 978-0872075856

And

Johns, J. (2010). *Basic reading inventory: pre-primer through grade twelve and early literacy assessments with CD-Rom and student booklet 10th edition*. Kendall Hunt Publishing. ISBN-10: 0757550444

**Course Objectives (aligned with Read To Succeed Literacy Standards/Elements for PK/ELE and MLE/HS)**

1. Demonstrate understanding of the major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic an awareness, and reading-writing connections (PK/ELE RTS 1.1; MLE/HS RTS 1.1)
2. Demonstrate understanding of the role of professional judgment and practical an awareness for improving all students' reading development and achievement (PK/ELE RTS 1.3; MLE/HS RTS 1.2)
3. Use foundational awareness to design or implement an integrated, comprehensive, and balanced curriculum (PK/ELE RTS 2.1; MLE/HS RTS 2.1)
4. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic an awareness, and reading-writing connections (PK/ELE RTS 2.2; MLE/HS RTS 2.2)

5. Demonstrate understanding of the complexity of content texts is dependent upon students' background an awareness (PK/ELE RTS 2.3)
6. Connecting inquiry through the integration of Social Studies, Science, and Math, with literacy instruction leads students to build an awareness and emphasizing collaborative learning fosters independence and self-initiation in reading and learning (PK/ELE RTS 2.4)
7. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital and online resources (RTS 2.5; MLE/HS RTS 2.3)
8. Demonstrate understanding of types of assessments, and their purposes, strengths, and limitations (PK/ELE RTS 3.1; MLE/HS RTS 3.1)
9. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purpose (PK/ELE RTS 3.2; MLE/HS RTS 3.2)
10. Use assessment information to plan, inform and evaluate instruction (PK/ELE RTS 3.3; MLE/HS RTS 3.3)
11. Communicate assessment results and implications to a variety of audiences (PK/ELE RTS 3.4; MLE/HS RTS 3.4)
12. Use a literacy curriculum and engage in instructional practices that positively impact students' an awareness, beliefs, and engagement with the features of diversity (PK/ELE RTS 4.2; MLE/HS RTS 4.2)
13. Recognize that Dual Language Learners have a wide variety of educational and cultural experiences as well as linguistic differences (PK/ELE RTS 7.1)
14. Students learning English must have opportunities to learn the language; effective teachers modify instruction to meet the needs of students (PK/ELE RTS 7.2)
15. A child's first teacher is the family and they provide home literacy support (PK/ELE RTS 8.1)

### Course Policies

#### Academic Honesty

**All students are expected to adhere to the Francis Marion University Honor Code. Upon enrollment at Francis Marion University, each student is subject to the provisions of the Honor system and has a duty to become familiar with the Honor Code and the provisions of the Honor system. Each examination, paper and other written or electronically submitted assignment is submitted pursuant to the Honor Code.**

#### Accommodations

**If you are a student with a documented disability who will be requesting accommodations in this course, please make sure you are registered with the Office of Disability Services and provide the course instructor with an Access Plan letter outlining needed accommodations. I will be glad to meet with you privately during my office hours to discuss your special needs.**

#### Blackboard

This course is facilitated through Blackboard and is an online, asynchronous course. You will submit your assignments via Blackboard as well as post to the discussion board. If you need assistance using Blackboard please refer to the website (<https://blackboard.fmarion.edu>).

### Late Assignments

The course professor is not obligated to grade late assignments. If the professor chooses to grade a late assignment s/he may choose to reduce credit for lateness.

### News and Announcements

Each week remember to check the “News and Announcements” page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, [www.fmarion.edu](http://www.fmarion.edu), clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then clicking “News and Announcements” under the column on the left side of the page.

### Course Assignments

Detailed descriptions, instructions, rubrics and due dates will be provided for each of the highlighted:

Assignment	Point Value	Course Goal Addressed by the Assignment
L1 Reader Profile	15	1, 2, 5, 12, 13, 14
L2 Reader Profile	15	1, 2, 5, 12, 13, 14
Assessment and Intervention Journal	30	1, 2, 3, 4,5,6, 7, 8, 9, 10, 11, 12, 14
Parent Conference	15	9, 11, 15
Small Group Discussion Board	25	5, 8, 12, 13, 14

Grade	Percentage Range
A	93-100%
B+	85-92%
B	80-84%
C+	75-79%
C	70-74%
F	Below 70%

**Francis Marion University  
School of Education**

**EDUC 639: Practicum Assessment of Reading**

*This course is a requirement of the Master of Arts in Teaching for the Learning Disabilities Program and also serves as one of the four courses necessary for Read to Succeed Teacher Endorsement.*

- **Instructor:**
- **Office:**
- **Phone/Voicemail:**
- **E-mail:**
- **Class Online Meeting Dates:**
- **Location: Online via Blackboard**

**Course Description**

This course is designed to allow learners the practical experience of assessing Pk-12 students in reading. Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions.

**Required Texts**

Afflerbach, P. (2012). *Demonstrate understanding of and using reading assessment*, K-12. International Reading Association. ISBN: 978-0872075856

And

Johns, J. (2010). *Basic reading inventory: pre-primer through grade twelve and early literacy assessments with CD-Rom and student booklet 10th edition*. Kendall Hunt Publishing. ISBN-10: 0757550444

**Course Objectives (aligned with Read To Succeed Literacy Standards/Elements for PK/ELE and MLE/HS)**

1. Demonstrate understanding of the major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic an awareness, and reading-writing connections (PK/ELE RTS 1.1; MLE/HS RTS 1.1)
2. Demonstrate understanding of the role of professional judgment and practical an awareness for improving all students' reading development and achievement (PK/ELE RTS 1.3; MLE/HS RTS 1.2)
3. Use foundational an awareness to design or implement an integrated, comprehensive, and balanced curriculum (PK/ELE RTS 2.1; MLE/HS RTS 2.1)

4. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic an awareness, and reading-writing connections (PK/ELE RTS 2.2; MLE/HS RTS 2.2)
5. Demonstrate understanding of the complexity of content texts is dependent upon students' background an awareness (PK/ELE RTS 2.3)
6. Connecting inquiry through the integration of Social Studies, Science, and Math, with literacy instruction leads students to build an awareness and emphasizing collaborative learning fosters independence and self-initiation in reading and learning (PK/ELE RTS 2.4)
7. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital and online resources (RTS 2.5; MLE/HS RTS 2.3)
8. Demonstrate understanding of types of assessments, and their purposes, strengths, and limitations (PK/ELE RTS 3.1; MLE/HS RTS 3.1)
9. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purpose (PK/ELE RTS 3.2; MLE/HS RTS 3.2)
10. Use assessment information to plan, inform and evaluate instruction (PK/ELE RTS 3.3; MLE/HS RTS 3.3)
11. Communicate assessment results and implications to a variety of audiences (PK/ELE RTS 3.4; MLE/HS RTS 3.4)
12. Use a literacy curriculum and engage in instructional practices that positively impact students' an awareness, beliefs, and engagement with the features of diversity (PK/ELE RTS 4.2; MLE/HS RTS 4.2)
13. Recognize that Dual Language Learners have a wide variety of educational and cultural experiences as well as linguistic differences (PK/ELE RTS 7.1)
14. Students learning English must have opportunities to learn the language; effective teachers modify instruction to meet the needs of students (PK/ELE RTS 7.2)
15. A child's first teacher is the family and they provide home literacy support (PK/ELE RTS 8.1)

### Course Policies

#### Academic Honesty

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#### Accommodations

**If you are a student with a documented disability who will be requesting accommodations in this course, please make sure you are registered with the Office of Disability Services and provide the course instructor with an Access Plan letter outlining needed accommodations. I will be glad to meet with you privately during my office hours to discuss your special needs.**

**Blackboard**

This course is facilitated through Blackboard and is an online, asynchronous course. You will submit your assignments via Blackboard as well as post to the discussion board. If you need assistance using Blackboard please refer to the website (<https://blackboard.fmarion.edu>).

**Late Assignments**

The course professor is not obligated to grade late assignments. If the professor chooses to grade a late assignment s/he may choose to reduce credit for lateness.

**News and Announcements**

Each week remember to check the “News and Announcements” page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, [www.fmarion.edu](http://www.fmarion.edu), clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then clicking “News and Announcements” under the column on the left side of the page.

**Course Assignments**

Detailed descriptions, instructions, rubrics and due dates will be provided for each of the highlighted:

Assignment	Point Value	Course Goal Addressed by the Assignment
L1 Reader Profile	15	1, 2, 5, 12, 13, 14
L2 Reader Profile	15	1, 2, 5, 12, 13, 14
Assessment and Intervention Journal	30	1, 2, 3, 4,5,6, 7, 8, 9, 10, 11, 12, 14
Parent Conference	15	9, 11, 15
Small Group Discussion Board	25	5, 8, 12, 13, 14

Grade	Percentage Range
A	93-100%
B+	85-92%
B	80-84%
C+	75-79%
C	70-74%
F	Below 70%

**Francis Marion University  
School of Education**

**EDUC 737: Content Area Reading and Writing**

*This course is a requirement of the Master of Arts in Teaching for the Learning Disabilities Program and also serves as one of the four courses necessary for Read to Succeed Teacher Endorsement.*

- **Instructor:**
- **Office:**
- **Phone/Voicemail:**
- **E-mail:**
- **Class Online Meeting Dates:**
- **Location: Online via Blackboard**

**Course Description**

This course is designed to prepare pre-service and in-service teachers in grades **Pk**-12 to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined. This course will discuss the basic components of the reading and the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines. This course contains a clinical component for the implementation of a 4-6 day unit of study in a **Pk**-12 classroom.

**Required Text**

Moore, D., Moore, S., Cunningham, P., & Cunningham, J. (2011). *Developing readers and writers in the content areas, K-12* (6th ed.). Boston: Allyn & Bacon. ISBN-10: 0137056370 and ISBN-13: 978-0137056378

**Course Objectives (aligned with Read To Succeed Literacy Standards/Elements for PK/ELE and MLE/HS)**

1. Demonstrate understanding of the major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic an awareness, and reading-writing connections (PK/ELE RTS 1.1; MLE/HS RTS 1.1)
2. Demonstrate understanding of the role of professional judgment and practical awareness for improving all students' reading development and achievement (PK/ELE RTS 1.3; MLE/HS RTS 1.2)
3. Use foundational an awareness to design or implement an integrated, comprehensive, and balanced curriculum (PK/ELE RTS 2.1; MLE/HS RTS 2.1)
4. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic an

- awareness, and reading-writing connections (PK/ELE RTS 2.2; MLE/HS RTS 2.2)
5. Demonstrate understanding of the complexity of content texts is dependent upon students' background an awareness (PK/ELE RTS 2.3)
  6. Connecting inquiry through the integration of Social Studies, Science, and Math, with literacy instruction leads students to build an awareness and emphasizing collaborative learning fosters independence and self-initiation in reading and learning (PK/ELE RTS 2.4)
  7. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital and online resources (RTS 2.5; MLE/HS RTS 2.3)
  8. Demonstrate understanding of how to utilize content an awareness to build meaningful curriculum (PK/ELE RTS 2.6)
  9. Demonstrate understanding of how to organize time and space to implement a variety of instructional frameworks in support of reading instruction (PK/ELE RTS 2.7)
  10. Demonstrate knowledge of a variety of ways to introduce and build new language and vocabulary (e.g., word study, etc.) throughout the curriculum and across grade levels (PK/ELE RTS 2.9)
  11. Recognize, Demonstrate understanding of, value, the forms of diversity that exist in society and their importance in learning to read and write (PK/ELE RTS 4.1; MLE/HS RTS 4.1)
  12. Demonstrate awareness that within a classroom, students have a range of abilities, which include those who receive services from special education (PK/ELE RTS 4.4)
  13. Demonstrate knowledge that culturally relevant content is selected to validate personal experiences, cultural and historical contributions for all students (PK/ELE RTS 4.6)
  14. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction (RTS 5.1; MLE/HS RTS 5.1)
  15. Design a social environment that is low risk and includes choice, motivation, and scaffold support to optimize students' opportunities for learning to read and write. High engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment (RTS 5.2; MLE/HS RTS 5.2)
  16. Use routines to support reading and writing instruction (RTS 5.3; MLE/HS RTS 5.3)
  17. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction (RTS 5.4; MLE/HS RTS 5.4)
  18. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional an awareness and behaviors (RTS 6.2; MLE/HS RTS 6.2)



## Course Policies

### Academic Honesty

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### Accommodations

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### Blackboard

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### Late Assignments

The course professor is not obligated to grade late assignments. If the professor chooses to grade a late assignment s/he may choose to reduce credit for lateness.

### News and Announcements

Each week remember to check the “News and Announcements” page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, [www.fmarion.edu](http://www.fmarion.edu), clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then clicking “News and Announcements” under the column on the left side of the page.

### Course Assignments

Detailed descriptions, instructions, rubrics and due dates will be provided for each of the highlighted:

Assignment	Point Value	Course Goal Addressed by the Assignment
<b>Lesson Plan/Revised Lesson Plan</b>	10 (5/5)	1,2, 3, 4, 5, 10, 11, 13
<b>Mini-Unit/Implementation</b>	30	1,2, 3, 4, 5, 6, 7, 8, 9, 10,11, 12, 13, 14, 15, 16, 17, 18
<b>Strategy Presentation</b>	15	1, 2, 3, 4, 6
<b>Annotated Bibliography</b>	25	2, 4, 5, 7
<b>Content Area Literacy Position Statement</b>	20	1, 3, 11, 16, 18

Grade	Percentage Range
A	93-100%
B+	85-92%
B	80-84%
C+	75-79%
C	70-74%
F	Below 70%

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Psychology Date September 25, 2015  
Course No. or Level PDPD 525 Title Professional Development  
Semester hours 3, 2, 1 Clock hours: Lecture X Laboratory

Prerequisites Admission to Graduate Studies as a Non-Degree Student

Enrollment expectation 100 – 200

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate X \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Crystal R. Hill-Chapman, PhD, LP, NCSP, ABPP

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2016

Date of School/Department approval October 9, 2015

Catalog description:

**Professional Development** (3, 2, or 1) F, S, SU. Professional development in various strategies and techniques to enhance delivery of mental health services for a variety of disciplines including but not limited to psychologists, school psychologists, mental health counselors, social workers, guidance counselors, etc. Courses are scheduled at the request of local school districts, educational agencies, consortia, mental health counseling centers, community agencies, and the like, but are subject to the approval of the university. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and

credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but PSPD 525 cannot be applied toward the any of graduate programs at FMU.

**Purpose:**

Mental Health professionals in South Carolina are required to complete varying degrees of continuing education, depending on their specialty. For instance, school psychologists are required to have 120 continuing education requirements in 5 years. One graduate semester credit equals 20 continuing education contact hours, so six graduate credit hours would fulfill that requirement. For three years now, the Psychology Department has offered conferences, but only CEU's have been offered. This would allow us to offer graduate credit as a choice.

**Teaching method planned:**

Teaching methods are aimed to be related to the needs of the students who are enrolled in the course. However, generally, role plays and lecture will be utilized to cover content.

Textbook and/or materials planned (including electronic/multimedia): No textbook is required; media will be selected per the presenter's requirements.

**GENERAL INFORMATION AND GUIDELINES  
FOR PSY 525 COURSE INSTRUCTORS**

**SYLLABUS REQUIREMENTS**

To assure consistency throughout all Psychology Professional Development (PPD) 525 courses, the following items must be included on a course syllabus:

**1. Specific information about how students may contact presenter outside of class**

- Example:, telephone, e-mail address, mailing address, etc.

**2. Date, time/duration, and location of the presentation**

Example:

- June 25, 2015, 9 a.m. to 5 p.m., FMU Performing Arts Center

**3. Verbatim statement below giving attendance policy:**

Example:

- If a student is absent more than ½ day no credit will be given.

**4. Required textbooks or other required course materials**

**5. Course objectives or course content standards which explain what students will learn**

**6. Precise and in-depth description of grading system for the course, including:**

**a) grade categories & their percentage of total course grade**

**b) clear indication of how a student's grade average will be calculated**

**c) Verbatim statement below about the Francis Marion University Graduate grading scale:**

"The following grades may be earned in accordance with Francis Marion University's Graduate grading scale: A, B+, B, C+, C, F, W (Withdrawal) or IN (Incomplete)."

**d) individual instructor's range of numerical grades which will correspond to the**

**Francis Marion University Graduate grading scale (94 to 100 = A, etc.)**

**7. Verbatim statement below regarding grade reports:**

“Beginning with the Fall 2000 semester, Francis Marion University grade reports were made available on line. At the end of the course, the continuing education designee will provide you with a printed copy of the directions for accessing your grades on line continuing education designee will e-mail the directions to you. If you do not have access to the Internet/World Wide Web, please visit the Francis Marion University Office of the Registrar on campus (Stokes Administration Building, Room 118) to sign a grade request form and a printed grade report will be mailed to you.”

**8. Verbatim statement below giving information about course and presenter evaluations:**

“Every student is provided the opportunity to evaluate each presentation and its presenter so that educational quality may be maintained and enhanced. All students are encouraged to respond to the evaluation with honesty, sincerity, and a sense of confidentiality.

The evaluation is administered during after the presentation with the presenter leaving the room while a designee hands out and then collects the forms. This designee also delivers the sealed envelope containing the completed forms to the continuing education office at Francis Marion University. These evaluations are completely anonymous and presenters do not receive any feedback until grades have been turned in to the Registrar.

Upon noting that these procedures of evaluation have not been followed, a student may contact the Office of the Provost at (843) 661-1286 in order to confidentially inform the administration of such failure to follow procedures.”

**Office:** CEMC 236C  
12:00 PM W

**Office Hours:** 9:00 AM to

**e-mail:** [chillchapman@fmarion.edu](mailto:chillchapman@fmarion.edu) (preferred)  
(843) 661-1721

**Telephone:**

### **Introduction:**

Child Development as an area of study overlaps many other subjects, e.g. Biology, Nutrition, Language Studies, Psychology and Sociology. The care and nurture of children is both an art and a science. The study of child development must therefore endeavor to embrace an interdisciplinary approach. Most students will already have a considerable knowledge of many issues in development before receiving any specific teaching during this course. This awareness is built up in their family, wider kin network, from neighbors, communities and media sources. There is great scope for extending this knowledge and experience through a structured syllabus that encourages understanding of both major and minor aspects of the developing child.

### **Accommodations and Modifications:**

**Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Professor supports the ADA, but also must know of any necessary accommodations on her part in order to provide them or to facilitate your progress in the class.

**Students with Special Needs:** Any students, who could require assistance in the event of a necessary evacuation of the building in which this class is taught, are asked to notify the Professor so that individuals can be identified to assist him/her during an evacuation.

### **Required Texts:**

Reeves, M. A., Nickerson, A. B., Conolly-Wilson, C. N., Lazzaro, B. R., Jimerson, S. R., & Pesce, R. C. (2011). *PREPaRE: Workshop 1: Crisis Prevention & Preparedness: Comprehensive School Safety Planning*. 2<sup>nd</sup> ed. Bethesda, MD: National Association of School Psychologists.

### **Long Term Goals:**

The aims of the curriculum are the same for all students. They are not listed in order of priority. The course may well lay the foundations of further studies beyond these aims. It therefore aims to enable students to:

1. Identify four characteristics of a crisis event.
2. Identify the key concepts associated with the PREPaRE acronym.
3. Describe the four activities of the school crisis team.
4. Understand the importance of hierarchical crisis team structure and response.
5. Identify the five major functions of the Incident Command System (ICS).

6. Identify strategies for communicating with school boards to use when trying to create or sustain teams.
7. Identify three concepts related to crime prevention through environmental design.
8. Identify guiding principles in crisis plan development.
9. Identify essential components of crisis plans.
10. Identify key concepts from the workshop that their crisis team needs to learn/address to be adequately prepared for crisis situations.

### **Course Requirements and Grading Policy:**

**(10%) Attendance:** If a student is absent more than ½ day no credit will be given.

**(80%) Quizzes:** A pre-test and a post-test will be given. Only the post-test grade will be counted toward the final grade.

**(10%) Course Evaluations:** Every student is provided the opportunity to evaluate each presentation and its presenter so that educational quality may be maintained and enhanced. All students are encouraged to respond to the evaluation with honesty, sincerity, and a sense of confidentiality.

The evaluation is administered during after the presentation with the presenter leaving the room while a designee hands out and then collects the forms. This designee also delivers the sealed envelope containing the completed forms to the continuing education office at Francis Marion University. These evaluations are completely anonymous and presenters do not receive any feedback until grades have been turned in to the Registrar.

Upon noting that these procedures of evaluation have not been followed, a student may contact the Office of the Provost at (843) 661-1286 in order to confidentially inform the administration of such failure to follow procedures.

**Grading:** The following grades may be earned in accordance with Francis Marion University's Graduate grading scale: A, B+, B, C+, C, F, W (Withdrawal) or IN (Incomplete)."

**Final Grades will be distributed as follows below.**

<u>Grade</u>	<u>Range</u>
A	90-100
B+	88-89
B	80-87
C+	78-79
C	70-77
F	<60

**Grade Reports:** Beginning with the Fall 2000 semester, Francis Marion University grade reports were made available on line. At the end of the course, the continuing education designee will provide you with a printed copy of the directions for accessing your grades on line continuing education designee will e-mail the directions to you. If



you do not have access to the Internet/World Wide Web, please visit the Francis Marion University Office of the Registrar on campus (Stokes Administration Building, Room 118) to sign a grade request form and a printed grade report will be mailed to you.”

**Other Course Policies:**

**Cell Phones:** Cell phone use (of *any* kind – voice, texting, calculator, photography...) is banned during class. Phones must be rendered *inaudible* (either turn them off completely or at least set them not to make noise) during class time.

**Scholastic Dishonesty:** As commonly defined, plagiarism consists of passing off, as one’s own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. *Students suspected of scholastic dishonesty or found to be involved with scholastic dishonesty will be reported to the Dean of Students and will ultimately not only fail the assignment or test, but also the course.* If you have any questions regarding plagiarism, please consult the current issue of the Francis Marion University Student Handbook, under the section, “Academic Integrity.”

**Course Agenda**

## WORKSHOP OUTLINE/TIME LINE PLANNING SHEET

### Crisis Prevention and Preparedness: Comprehensive School Safety Planning

#### Day 1 (Slides 1 to 102)

Slides	Topic	Presenter	Duration (minutes)	Time*
1–10	Pretest and Preface		35	8:00–8:35
11–14	Basic Assumptions		10	8:35–8:45
15–20	School Crisis Models		10	8:45–8:55
	<b>School Safety and Crisis Prevention</b>			
21–29	Physical Safety		25	8:55–9:20
30–42	Psychological Safety		25	9:20–9:45
	<b>Morning Break</b>		<b>15</b>	<b>9:45–10:00</b>
	<b>Crisis Preparedness</b>			
43–52	Safety Teams and Plans		30	10:00–10:30
	Activity: School Building Vulnerability Assessment		25	10:30–10:55
53–60	Crisis Teams		40	10:55–11:35
61–64	Levels of Response & ICS Roles Activity/ Incident Action Plans		20	11:35–11:55
	<b>Lunch</b>		<b>60</b>	<b>11:55–12:55</b>
65–80	Crisis Plans		40	12:55–1:35
81	Video: “A Critical Incident ...”		35	1:35–2:10
82–89	Special Considerations		20	2:10–2:30
	<b>Afternoon Break</b>		<b>15</b>	<b>2:30–2:45</b>
90–92	Examining Effectiveness		10	2:45–2:55
93–94	Concluding Activity (Tabletop Exercise)		45	2:55–3:40
95–102	Concluding Comments and Evaluations		20	3:40–4:00