



Sam Houston  
State University

College of Health Sciences



FAMILY &  
CONSUMER  
SCIENCES

Creating Healthy & Sustainable Families



### FACS 4068-01 FACS Research Problems ARRANGED (Variable Credit 1-4 hrs)

**Classroom:** Arrange with your instructor regarding meeting times/dates and contract.

**For ONLINE SUPPORT:** [SHSU Online Support \(click this link\)](#) or visit <http://online.shsu.edu/campus/support-desk/>  
**(ALSO: see the bottom of this document, page 4, BLACKBOARD!)**

**Instructor:** G. Kevin Randall, Ph.D., CFLE (*Certified Family Life Educator*)

**Office:** 128 MLHB

**Office Phone:** 936-294-4655 (24-hour voice mail)

**E-mail:** [krandall@shsu.edu](mailto:krandall@shsu.edu)

**Office Hours:** T/TR 10-12 AM & W 10-11 or by appointment (please e-mail in advance; I will respond to your emails/calls in a timely fashion, usually within 24 hours, *except for weekends*)

**COURSE DESCRIPTION:** Seminars provide adequate research experiences for students having special needs and requirements for the completion of work for a degree. Registration is permitted only by approval of the department chair. Course may be repeated for credit. Variable Credit (1-4).

**STUDENT LEARNING OBJECTIVES:** *Upon completion of the course, the student will gain understanding of, interact with, and personally consider foundational research concepts and their practical implications regarding:*

- The ability to glean pertinent information from peer-reviewed literature (quantitative and / or qualitative)
- The ability to create a research product derived from the student's work in the appropriate literature

#### SUGGESTED TEXTBOOKS:

Best, J. (2012). *Damned lies and statistics: Untangling numbers from the media, politicians, and activists* (Updated ed.). University of California Press: Berkeley. ISBN: 978-0-520-27470-9

*Best does a good job of making it clear that critical thinking is paramount when it comes to interpreting numbers/statistics often used in the press and other sources of information.*

Metcalf, A. (2008). *Writing to the point* (6th ed.). Roseville, MN: Birch Grove Publishing. ISBN: 978-0-9744071-9-7

*Communicating clearly is essential for professionals. Metcalf provides a very practical step-by-step process for stating and supporting a thesis or point.*

Vogt, W. P., & Johnson, R. B. (2011). *Dictionary of statistics and methodology: A nontechnical guide for the social sciences* (4<sup>th</sup> ed.). Los Angeles: Sage Publications.

*This is one of the most helpful guides for the consumer of research products that include method sections.*

**Assignments and due dates** are to be determined and agreed upon at the first meeting of the instructor and the student (face to face or online). In addition, the work effort will also be associated with the number of credit hours the student is taking. Rubrics will be provided as needed and used for grade assessment.

### ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. ***Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.*** The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. Cell phones, tablets, laptops, backpacks, purses, etc. may not be at the student's desk or table during exams. If they are in the class during exam time, they MUST be placed at front of the room. Students assume responsibility for personal property. See the link at [Procedures in cases of Academic Dishonesty AP 810213](#)

### STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Director of the Office of Services for Students with Disabilities, Lee Drain North Annex, or by calling 936.294.3512, TDD 936.294.3786. **NOTE: No accommodation can be made until the student registers with the Office of Services for Students with Disabilities (SSD).** See the link at [Students with Disabilities AP 811006](#)

### STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

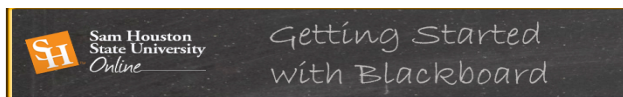
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. See [Student Absences on Religious Holy Days AP 861001](#)

**CLASS ATTENDANCE:** see [SHSU Class Attendance policy AP 800401](#)

### INSTRUCTOR EVALUATIONS:

Students will have opportunity to complete an online course/instructor evaluation form toward the end of the semester. These are used by your instructor (instructor learns anonymously and after grades are assigned) and by others to improve courses at SHSU.

**BLACKBOARD:** This courses utilizes applications in Blackboard. You are expected to visit the class site every other day or at least 3x per week as I will post all assignments, due dates, exams, and more. **You should gain familiarity with SHSU Online, know how to contact the support desk if you experience technical difficulties, and work through "Getting Started with Blackboard."**



#### Welcome



Welcome to the **Getting Started with Blackboard** resource for SHSU Online students. Part of having a successful time in your online courses is learning how to operate and interact in the environment where it is placed. This resource will equip you with the tools to be successful in your online course. It will cover how you access course materials, communicate with classmates and your professor, submit assignments, take tests and check your grades.

Below are the learning objectives for this resource as well as where you will go and what you will do next! Good luck on your learning journey, we are excited to be on it with you.

#### Learning Objectives

After reviewing the materials of this resource, you will be able to:

- Successfully navigate the Blackboard environment
- Setup and Access your Eb Home
- Understand the basics skills to be a successful online student
- Communicate with classmates and professors online
- Collaborate with classmates using social learning tools
- Submit assignments for class
- Take online tests and surveys
- Check your grades

#### Now what?

Continue on your orientation by visiting the **Where do I go from here?** link in the navigation menu. After that you can visit the **Distance Learning** section to continue.

Students find the A – Z content very helpful for navigating the material. Especially learn about taking online tests and Turn It In for your assignments. In addition, Distance Learning is very helpful: *The Essentials and Who to Call*.

## ASSIGNMENTS:

All assignments, explanations, and rubrics will be explained in class and/or posted on Blackboard. **Assignments are due as posted. Late assignments are not accepted. Do not email your assignments to me if you are late.**

**Writing:** Students will be graded on their writing ability in this course (organization, flow, grammar, spelling, and creativity). Students are encouraged to visit the SHSU writing center at Farrington 111 (936-294-3680, [wctr@shsu.edu](mailto:wctr@shsu.edu)). The website is here: <http://www.shsu.edu/centers/academic-success-center/writing/> Also, note the Handouts link in the right column. Lower Order Concerns are important areas to master, especially for this course!

## Survey! Question! Read! Recite! Review!

Before you read, <b><u>Survey</u></b> the chapter:	<ul style="list-style-type: none"><li>• the title, headings, and subheadings</li><li>• captions under pictures, charts, graphs or maps</li><li>• review questions or teacher-made study guides</li><li>• introductory and concluding paragraphs</li><li>• summary</li></ul>
<b><u>Question</u></b> while you are surveying:	<ul style="list-style-type: none"><li>• Turn the title, headings, and/or subheadings into questions;</li><li>• Read questions at the end of the chapters or after each subheading;</li><li>• Ask yourself, "What did my instructor say about this chapter or subject when it was assigned?"</li><li>• Ask yourself, "What do I already know about this subject?"</li></ul> <p><b>Note:</b> If it is helpful to you, write out these questions for consideration. This variation is called SQW3R</p>
<b><u>When you</u></b> begin to <b><u>Read:</u></b>	<ul style="list-style-type: none"><li>• Look for answers to the questions you first raised;</li><li>• Answer questions at the beginning or end of chapters or study guides</li><li>• Reread captions under pictures, graphs, etc.</li><li>• Note all the underlined, italicized, bold printed words or phrases</li><li>• Study graphic aids</li><li>• Reduce your speed for difficult passages</li><li>• Stop and reread parts which are not clear</li><li>• Read only a section at a time and recite after each section</li></ul>

<p><b><u>Recite</u> after you've read a section:</b></p>	<ul style="list-style-type: none"> <li>• Orally ask yourself questions about what you have just read or summarize, in your own words, what you read</li> <li>• Take notes from the text but write the information in your own words</li> <li>• Underline or highlight important points you've just read</li> <li>• Use the method of recitation which best suits your particular learning style but remember, the more senses you use the more likely you are to remember what you read - i.e.,</li> </ul> <p>TRIPLE STRENGTH LEARNING: Seeing, saying, hearing-</p> <p>QUADRUPLE STRENGTH LEARNING: Seeing , saying , hearing, writing!!!</p>
<p><b><u>Review:</u> an ongoing process.</b></p>	<p><b>Day One</b></p> <ul style="list-style-type: none"> <li>• After you have read and recited the entire chapter, write questions in the margins for those points you have highlighted or underlined.</li> <li>• If you took notes while reciting, write questions for the notes you have taken in the left hand margins of your notebook.</li> </ul> <p><b>Day Two</b></p> <ul style="list-style-type: none"> <li>• Page through the text and/or your notebook to re-acquaint yourself with the important points.</li> <li>• Cover the right hand column of your text/notebook and orally ask yourself the questions in the left hand margins.</li> <li>• Orally recite or write the answers from memory.</li> <li>• Make "flash cards" for those questions which give you difficulty.</li> <li>• Develop mnemonic devices for material which need to be memorized.</li> </ul> <p><b>Days Three, Four and Five</b></p> <ul style="list-style-type: none"> <li>• Alternate between your flash cards and notes and test yourself (orally or in writing) on the questions you formulated.</li> <li>• Make additional flash cards if necessary.</li> </ul>

### **Weekend**

Using the text and notebook, make a Table of Contents - list all the topics and sub-topics you need to know from the chapter.

From the Table of Contents, make a Study Sheet/Spatial Map.

Recite the information orally and in your own words as you put the Study Sheet/Map together.

Now that you have consolidated all the information you need for that chapter, periodically review the Sheet/Map so that at test time you will not have to cram.

**Adapted from:** Robinson, Francis Pleasant, (1961, 1970) *Effective study* (4th ed.), Harper & Row, New York, NY.

**SAMMY SAYS: COMMIT TO EXCELLENCE!**

