

Texas State University
Part-Time Faculty Excellence in Teaching Award
Application Form

Name Christine R. Gray Net ID c_g374

Department Family & Child Development College Applied Arts

Current TXST teaching appointment FTE% 40%

Number of long semesters of TXST teaching 5 (including Spring 2017)

Brief statement (100 – 150 words) of your qualifications for this award:

I believe that I am qualified for this award because I am a humorous, motivated, knowledgeable, caring, passionate, and effective teacher with an engaging teaching style that incorporates personal examples from my own and student experiences to facilitate active learning. I integrate new technology, utilizing Top Hat, as well as a team-based learning approach in which students work in groups to discuss course material and complete in-class exercises and group-level quizzes. Despite having class sizes between 65-160 students, I offer students multiple opportunities to engage with classmates daily. Students report that they feel welcome to speak during class, that I respect their opinions, and that they feel supported after attending office hours. Students find my course lecture material easy to follow, the video material educational and entertaining, and they report that they have access to multiple resources available on TRACS to ensure their success.

Christine R. Gray
Narrative Response Statement

What are your personal strengths as a teacher? (Clear, detailed information about personal strengths as a teacher, with multiple examples)

One personal strength is my engaging teaching style in which I effectively integrate empirically-based information with both humorous personal and student-generated examples to facilitate active learning. In support of this strength, one student wrote, “I enjoyed lectures where you included personal stories and used student examples because it helped me understand and connect the things we were studying in the course.”

Tailoring lecture material to the specific interests of my students furthers student engagement. Using Top Hat during class, I offer students numerous opportunities for input regarding what lecture information they found interesting, confusing, or wanted more description. After class, I review these comments and incorporate information into the following lecture. Within TRACS, I designed a midterm and final assessment that students complete anonymously regarding their experiences with the instructor, textbook, lecture material, and assignments. Reviewing the assessment data allows me to make any midcourse adjustments and changes for the next semester.

I am organized and efficient, and provide my students with an extensive set of resources in order to facilitate success. Two examples include: (a) detailed materials on writing in APA style, and (b) a set of note-taking Powerpoint slides students bring to each class and fill in missing key information as the class progresses.

Lastly, I am knowledgeable and passionate about the topics in child development and family science as exemplified by a student’s comment, “You love what you do and have so much passion!” The passion translates into genuine care and concern for my students, both for their academic success and overall well-being. Students reported that my strengths as their instructor were that I was “very present to them; listened to what students had to say; genuinely connect and care for my students; and am always there to help and want the students to succeed.”

How has your teaching changed since you began teaching and what have you done to improve it? (e.g. Have you adopted new kinds of assignments to better meet students' needs? Have you changed the way you deliver content or assess student work? Have you experimented with innovative technology or new pedagogical techniques?)

Last fall, I integrated Top Hat (TH) technology into my two lecture courses. Students use a registered device (phone or laptop) to answer questions created prior to class. I use Top Hat in four ways. First, I use TH to allow for a change in pace every 15 or 20 minutes, facilitating a more active learning style. Second, I gather descriptive data on the class, for example, before discussing stepfamilies, I ask students if they are part of stepfamily. I show the results of the question(s) and then refer to this information at later points within lecture. Third, I use TH to assess knowledge from previous lectures with multiple choice, True/False, or open-ended questions. I reveal the student data and correct answer, and then clarify any remaining confusion. Fourth, I pose questions to engage students in thinking about research. During the unit on cohabitation, I asked students in TH whether they believed that living with a partner was the best way to screen someone for marriage. Then I facilitated a whole-class discussion regarding their choices. Finally, I presented theory and data of how some reasons for cohabitation can be riskier than others and are associated with poor outcomes of marital success.

Another change I implemented recently is to allow students to work in their assigned small groups prior to an exam to generate multiple choice questions (with the correct answers indicated). If I select the question to appear on the exam, students within that group receive a bonus point added to their exam score. This activity gives students a chance to review their material, to discuss what may be important to know for the exam, and for group members to teach and learn content from each other. As students work together, I circulate the classroom answering questions as they arise.

Give an example of a teaching challenge you have encountered and explain how you've dealt with it. (Clearly conveyed with detailed information on how it was solved or managed)

Last fall, an in-class quiz was scheduled for my lecture course (N=155) two days after the presidential election. Between the protests on campus near our classroom, Derrick Hall, and the threatening flyers, many students were negatively affected. Several students arrived to class after the quiz had been administered, reporting that the protestors and police barricades prevented their timely arrival. One student emailed that she had been followed on campus earlier and after filing a police report, left campus. Other students emailed prior to class reporting safety concerns and requesting an alternative quiz opportunity.

My quiz policy outlined in the syllabus stated that the four highest scores of five quizzes counted towards the final grade and if a quiz was missed, students would drop the zero. This policy seemed inappropriate to enforce. The quiz data showed the average quiz score was significantly lower than previous averages. I briefly spoke with a staff member inquiring whether other FCD professors had been impacted by the campus unrest. I decided to handle the issue by creating an optional timed, online, alternative quiz. I permitted any student who desired, to complete the quiz within two days, which allowed those who missed the quiz to make it up without penalty, those who performed poorly to have a second chance to improve their performance, or students could also keep their original score. Students knew because I would take the higher of the two quiz scores, they had nothing to lose by additional studying and re-taking the quiz. During class, prior to discussing this solution, I showed students a graph of the curvilinear pattern between individual arousal or anxiety and performance, describing that when arousal is too high, performance suffers. Students clapped when I announced my solution, all benefitted and it was relatively simple for me to implement.

Please give examples of innovative assignments and course design components that promote active learning and/or engagement (e.g. group projects, peer review, teamwork opportunities, cooperative learning, problem-based learning, discussion).

My courses are designed around a team-based learning model (TBL). During the second week of class, students are randomly assigned to a group of five students. Upon meeting their group members, students first discuss their previous best and worst group experiences, and then generate three group norms they adopt for success. Students interact with their group members during class in three ways. First, students discuss sensitive topics or questions I pose during lecture before beginning a whole-class discussion, thus allowing more students opportunities to speak and be heard. Second, students complete in-class exercises that apply course material beyond the classroom and solidify knowledge. For example, at the end of the semester, groups generate a list of five take-away points their students gained from the course, including what they believe will be useful in their careers or what they hope to remember from the course. Third, students complete a group-level version of each quiz using IF-AT (Immediate Feedback Assessment Technique) forms. If-AT is a multiple-choice answer form with a thin covering of silver paint, similar to a lottery ticket, that is scratched off to reveal an asterisk indicating the correct answer and providing immediate feedback. Students first complete the quiz individually and then answer questions within their group using the IF-ATs. Groups earn half credit if they select the correct answer on their second attempt. A combined quiz score from their individual-level and group-level performance is calculated.

Students complete midterm and final confidential evaluations of their group members (and themselves), and submit evaluations to the TRACS Assignment tool. Students evaluate group members' overall preparation for quizzes and in-class assignments, adherence to their group norms, and indicate the likelihood they would select this student for a future team. Evaluation scores from the Likert-scale items are averaged and applied to students' total points.

Three Student Comments That Address Teaching Effectiveness

The following comments were taken from the Fall 2016 course evaluations:

Student 1:

“This course has so much information to cover and understand. I think the instructor handled that very well. She presented information in a manner that was easier to grasp. Dr. Gray used methods such as quizzes, group work, media, power points, and discussion to teach. All of these together really solidified what we were learning in lectures.”

Student 2:

“Dr. Gray's organization made the class easy to follow. Lectures were insightful and organized. Dr. Gray had great media references to go back to understand the material. Dr. Gray's office hours were great to go to if you needed help with an outline or exams. Dr. Gray sits with her students and works one on one to work with what you are struggling in. Dr. Gray assures if you leave the office in a better state of mind.”

Student 3:

“Dr. Gray is great! On the first exam, I visited with her after one of the classes to discuss and go over the exam after it had been graded. She was able to help me see where I can make improvement for the next exam and offered great feedback. I could tell she really cared about her students succeeding in her class and being able to fully grasp and understand her lessons, which I really appreciated. Her class was very informative and she was able to give us solid advice about future relationships that was backed with research. This class has been one of the most applicable classes to life. Her many examples from her own life were appreciated and really helped connect concepts to actual life events, which helps us to see how to apply these topics and lessons. She took great interest in us and welcomed class discussion and feedback. I had classes during her office hours, but she was willing to meet with me outside of her office hours.”

TEXAS  STATE
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The rising STAR of Texas

March 1, 2017

Dear Committee:

I am writing to support Dr. Christine Gray's nomination for the Part-Time Faculty Excellence in Teaching Award. Dr. Gray is a part-time faculty in the School of Family and Consumer Sciences at Texas State. I have known her for the past three years as a colleague in the Family and Child Development Program and feel that she is a deserving recipient of recognition.

Dr. Gray is very committed to excellence in teaching. Since beginning at Texas State in 2014, Dr. Gray has taught four courses (two undergraduate, two graduate). Faculty observations and student evaluations concur that Dr. Gray is knowledgeable, competent, and passionate about teaching. She has developed innovative teaching techniques and assignments for both graduate and undergraduate courses. Dr. Gray has dedicated her talents to teaching on-line and on-ground courses, and is particularly effective in teaching large lecture sections. She thrives in the teaching theater setting.

Dr. Gray's strengths as a teacher include her commitment to improve students' writing abilities and to help them develop critical thinking skills; tasks that require time and commitment to each student. Students become interested and engaged in her classes that are challenging and thought-provoking. Her guidance inspires students to be successful and achieve educational goals.

Dr. Gray is a valued member of the Family and Child Development Program. She is very deserving of the Part-Time Faculty Excellence in Teaching Award and I highly support her for this honor.

Respectfully,



Elizabeth M. Blunk, Ph.D.

Associate Professor

SCHOOL OF FAMILY AND CONSUMER SCIENCES

601 University Drive | San Marcos, Texas 78666

phone: 512.245.2155 | fax: 512.245.3829 | WWW.TXSTATE.EDU

This letter is an electronic communication from Texas State University.

**TEXAS STATE UNIVERSITY
SCHOOL OF FAMILY AND CONSUMER SCIENCES
FAMILY DIVERSITY (FCD 3359)
SPRING 2017**

Instructor: Dr. Christine Robison Gray
Office: FCS 181
Office Hours: Mondays and Wednesdays 11:00 am – 12:00 pm and 2:00 – 3:00 pm;
 An electronic office hour(s) TBD may be added during exam weeks
Phone: N/A
E-mail: c_g374@txstate.edu

Class Meetings: Mondays and Wednesdays 12:30 – 1:50 pm in FCS 135

Required Readings: There is no required textbook for this course. Required readings will be posted on our TRACS course site.

Required Technology: We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or via text message (SMS). Top Hat will require a subscription. There are three options to choose from: \$24 for 4 months of unlimited access; \$36 for 12 months of unlimited access; \$72 for lifetime* access.

- You can visit <http://tinyurl.com/THStudentRegistration> for the Student Quick Start Guide which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will also be sent to your email account (if you don't receive this email, you can register by visiting our direct Top Hat course URL tophat.com/e/259804).
- For those new to Top Hat, please use your **full first and last name** as your username and include your Texas State Net ID when applicable in order to facilitate grading.
- **Our Family Diversity course join code = 259804**

Course Description:

This course will explore both the internal dynamics and external environments of diverse family forms – including the prevalence, social conditions leading to and sustaining their existence, common stereotypes, and recent research. **Prerequisite:** FCD 3355 (Family Relationships)

Course Objectives:

At the end of this course, you should be able to:

1. Identify, describe, and explain the prevalence and variability of diverse family forms.
2. Summarize and discuss current research in the field of family science.
3. Demonstrate critical thinking skills in the field of family science.
4. Apply theories and empirical evidence to identifying and analyzing the legal, social, political, and economic issues related to diverse family forms.
5. Identify potential strengths and vulnerabilities of diverse family forms as well as factors associated with increasing resiliency of families.
6. Demonstrate knowledge and skills for writing in the field of family science.
7. Demonstrate successful behavior of group work such as leading discussions and listening to others' perspectives during small group discussions, relying on and learning from each other, and giving and receiving peer feedback.

Each exam will be comprised of **50 multiple-choice questions**, worth 1 point each, and **five short-answer questions**, worth three points each, for a total of **65 points**. Each exam is worth approximately **20%** of your total grade. Questions from lectures, class discussions, in-class exercises, guest speakers, videos, handouts and the Readings are all fair game for the exams. **Please note: There will be exam questions about topics from the Readings that will not be covered in class. Students are responsible for the material in all of the reading assignments.**

The final exam will occur during the final exam period. It is currently scheduled for **Wednesday, May 10, 2017** from **11:00 am – 1:30 pm**, but is subject to change. I do not schedule early or alternate exam times for the final. Therefore, I recommend that you do NOT make travel plans to leave town until after the entire final exam period is completed on Wednesday, May 10, 2017.

There will not be an exam review. Exams will not be returned. Students who would like to review their exams may do so during regularly scheduled office hours. Exams may not be removed from the office.

Quizzes

On four class days (see the course schedule for dates), I will give a quiz regarding the assigned readings and previous lectures. The questions may be multiple choice, True or False, or some combination of these types. Each quiz will include five questions that individuals answer twice, first individually and then with their group (see description below). Each quiz is worth **10 points** with five points earned from the individual portion and five points earned from the group contribution. The quiz component is worth a total of **40 points**. Please bring a #2 pencil with you to class on quiz days.

The quiz questions will be answered in two steps. In step one, each student will individually complete the items based on their own knowledge. Students **will not** be allowed to use their class notes, laptops, textbooks, or any others materials to answer the questions. Students must complete the quiz by circling the answers on their quiz sheet and then bubbling in their answers on their scantron. The quiz sheet must include the student's full name, Net ID, group #, and date. No credit will be given for the quiz if the student does not complete a quiz sheet in addition to their scantron. After students have had sufficient time to answer the questions individually, their quiz sheet and scantron will be put into their group folder. In step two, students will meet in their respective groups to answer the same questions together. One quiz sheet per group will be collected and each group will also complete one scratch-off. The scratch-offs allow the group members to know instantly if they answered a question correctly. If the group answers the question incorrectly, they may receive half credit for answering a question correctly on the second attempt. For each quiz, a student's final score will be an equally weighted combination of both the student's own score and his or her group's score on the items.

The more prepared you are for class in terms of reading your assignments posted on TRACS and paying attention during the lectures, the more likely you will be able to answer the quiz questions correctly. In addition, everyone in your group will benefit if you are coming to class prepared. Some of these questions or similar questions will appear on the exam. Therefore, it is in your best interest to keep up with the assigned readings and come to class prepared.

You may make up **one** quiz, regardless of your reason for missing the quiz, during regularly scheduled office hours. You **do not** need to provide documentation for missing the quiz in order to make up the missed work. Your score, however, on the make-up quiz will not include your group's contribution; it will be derived from only your own score out of five questions that is doubled to equal a possible 10 points. You have **two weeks** from the quiz date listed on the course schedule to complete the make-up.

Movie Analysis Paper

Students will choose one of the following three options for submitting their paper based on the topic they desire to write about:

1. Option 1 paper topics include: cohabiting families, single-parent families, and adolescent families.
2. Option 2 paper topics include: stepfamilies, same-sex families, grandparent-headed families, and foster families.
3. Option 3 paper topics include: families with a child with a disability, adoptive families, childfree or childless families, and military families.

Once you have decided which topic you wish to write about, use the Sign Up tool in our TRACS course site to sign up for a paper option by the date specified in the course schedule. Space is limited to 32 students for Options 1 and 2 and only 18 students for Option 3 and will operate on a first come, first serve basis. Once you have signed up for a paper option, you have until the date specified in the course schedule to change, assuming there is still space available in another option.

Select a movie from the list of choices listed in TRACS or a movie that you choose (you must get prior approval via email from me about 10 days before your paper due date). By the due date listed in the course schedule, submit an outline for your analysis to Assignments. An outline form as well as additional instructions and a grading rubric for the paper assignment will be provided on TRACS in the Resources tool under the Assignment Instructions and Rubrics folder.

Provide a brief summary of the movie and then analyze the movie by providing **at least two examples** of how the movie *corresponds to or contradicts the research* presented in class or in the Readings. Include a title page and references page following APA style (6th ed.). Refer to a minimum of four sources (plus a citation for the movie) within the body of the text using APA style for internal citations. See the APA style folder in the Resources tool in TRACS for more information about writing using APA style. Also, there is additional information about resources for APA style on p. 11 in the syllabus. You must refer to at least one syllabus source and two professional sources outside the syllabus, including book chapters, textbooks, or journal articles. Only one source may be from a professional internet site. Your paper should be written using **Microsoft Word in Times New Roman, 12-point font with 1-inch margins** on all sides with a total of **500-650 words**. **Note:** Your total word count does not include the title page or page of references but will include your internal citations. See the rubric for details on the penalty for submitting papers that do not adhere to the total word count requirements. Submit your completed paper to **Assignments** in TRACS by the due listed in the course schedule.

Each set of papers will take approximately 2.5 weeks to grade. The graded paper and completed rubric will be returned to students through the Assignments tool in our TRACS course site. Taken together, the brief outline and movie analysis paper are worth a total of **35 points**.

Late assignments will receive a 10% deduction per 24 hours (with 11:59 pm as the time deadline). For example, if a student submits her paper at 2:30 am on February 28th (Option 1's due date is Feb. 27 by 11:59 pm) to Assignments, she will lose 10% or 3.5 points for lateness; however, if she submits her paper at 10:00 am on February 29th, the paper will be considered two days late and will lose 20% or 7 points for lateness.

In-Class Group Exercises

On six class days, there will be an in-class group exercise worth **five points each** but only five exercises will count towards your grade for a total of **25 points**. You may miss one in-class group exercise without penalty. Students should have completed the Readings for each topic **prior to class** and be ready to apply their knowledge to the exercise. Please bring a copy (electronic or hard) of each of the Readings to class, all class

notes, paper, and a writing instrument to use for completing the exercise. For each exercise, students within a group will receive their group's score out of a possible five points. If you are not in class when the exercise is completed by your group, you will receive a zero on the assignment. In-class group exercises cannot be made up even with documentation of an excused absence. If you miss an in-class group exercise but have an excused absence, save your documentation until the end of the semester in order to determine eligibility for the extra credit assignment (see p. 6 for details regarding the extra credit assignment). Before submitting the exercise, verify that the names of all of the students present for the exercise are listed on the document.

Class Attendance

On 12 days, attendance will be taken at some point either at the beginning, middle, or end of the class period. You must be present at the time attendance is taken to receive credit for that day. For every class that your attendance is recorded, you will receive **one point**. Ten points of attendance represents a perfect score, allowing you to miss two days that attendance was taken and still receive full credit for attendance. If, however, you are present during the 12 days attendance is taken, you will receive two bonus points toward your final grade.

There will be two pieces of data used for taking attendance in the Top Hat platform: (1) students will have a specified window of time to enter a randomly-generated attendance code into their devices; and, (2) using their devices, students will respond to an open-ended response question, termed a *one-minute paper assignment*, in which they reflect and answer questions such as: "What new material did you learn in class?"; "What, if any, information felt confusing?"; or "What material was most interesting to you?" Research has shown that the one-minute paper assignment allows students to synthesize the class material for deeper comprehension as well as providing the instructor instant feedback. Students who respond to one-minute paper assignments or any open-ended questions with unprofessional or irrelevant information will have their attendance scores negatively adjusted. In addition, students who use their device to enter the attendance code but leave class early before the one-minute paper assignment is completed are subject to have their attendance score negatively adjusted.

Due to the nature of our 80-minute class format and that there is so much interesting material in the class, you only want to miss class if you are very ill or have an emergency. On those occasions, please find a classmate or group member who takes good quality notes to get the missed material. Be available to return the favor. **I do not provide students with copies of my class notes or Powerpoint slides.** If you do miss class, save your documentation of the illness or emergency until the end of the semester so that you may be eligible for the extra credit assignment (see details below). If you are a Texas State athlete and know that there are several classes that you will miss, you must provide me with a travel schedule by **Wednesday, February 1st**. **Note:** Throughout the semester, I will update the attendance grade on TRACS. If you think there has been some error, you have *two weeks* following the class to contest your attendance grade.

Group Member Evaluations

The ability to function in group efforts correlates highly with success in professional fields and in families. This course has as one of its objectives, the development of skills in working in groups.

Twice during the course, every student will evaluate himself and his group members and submit these evaluations to **Assignments** by the due dates listed in the course schedule. Each student will complete a confidential evaluation of his group members' performance (and his own) using a Likert scale as well as answer some open-ended items. The midterm open-ended feedback provides me with further insight as to how the group is operating and helps to identify any problems that need to be addressed.

Only the Likert scale items will be used to create the group participation and evaluation grade. A total of **10 points** is possible for this component. This score will be derived from combining both the midterm and end

of the semester Likert scores. A detailed list of these Likert-scale evaluation criteria will be posted on TRACS later in the semester.

In-Class Participation (Top Hat)

Periodically throughout the class period, I will ask questions posed through the Top Hat technology. Students will respond to these participation questions using their registered device(s). The overall percentage of participation across the semester will be used to generate a score out of a possible **10 points**. Students who respond to open-ended questions with unprofessional or irrelevant information will have their participation and/or class attendance scores negatively adjusted. Please bring your device to every class. Students are responsible for checking the accuracy of their participation data both on Top Hat and in the Gradebook in TRACS. If you think there has been some error, you have *two weeks* following the class to contest your participation grade.

Miscellaneous Participation

- **Pretest:** In order to better serve my students, I like to gather information regarding their prior knowledge of theories used to study families, APA style guidelines for writing, and components of empirical research articles. Results of this pretest will shape the type and depth of review material I provide students in the second week of class and across the semester. Completion of the pretest is worth **two participation points**. Complete the pretest in **Assessments** in our TRACS course site by 11:59 pm on the due date listed in the course schedule.
- **Syllabus & Course Site Quiz:** After reading the syllabus and navigating the TRACS course site, students will complete a quiz that measures their basic knowledge of the course. Completion of this quiz is worth **one participation point**. Complete this quiz in **Assessments** in our TRACS course site by 11:59 pm on the due date listed in the course schedule.
- **Midterm Course Evaluation:** In order to better serve my students, I like to gather information regarding what is going well and what, if any, problems may exist. Whenever possible, I will use this information to either make adjustments midsemester or, if that is not possible, I will make adjustments for the next time I teach this course. Because I greatly value students' feedback at the midway point of the semester, I offer one participation point for completing an anonymous evaluation in **Assessments** in our TRACS course site by 11:59 pm on the due date listed in the course schedule.
- **Final Course Evaluation:** Similar to the midterm course evaluation, I offer students an opportunity to provide me with detailed information at the conclusion of the course. Students will receive **one participation point** for completing an anonymous evaluation in **Assessments** in our TRACS course site by 11:59 pm on the due date listed in the course schedule.

Extra Credit

There will be at least one extra credit opportunity. I will be offering **five points** of extra credit to complete a media assignment that you **submit to Assignments** in TRACS by 11:59 pm on the date listed on the course schedule. In order to be eligible for this extra credit opportunity, you must have completed all required assignments including at least 5 out of 6 in-class group exercises (if you have an excused absence, you may miss an additional group exercise), exams, quizzes, media analysis paper, group member evaluations, course evaluations, and have received at least nine points for attendance (if you have an excused absence, you may miss an additional day that attendance was taken). A handout with more information about the media assignment is posted on TRACS under the Resources tool. Please do not ask for additional extra credit assignments.

Letters of Recommendation

If you would like me to write a letter of recommendation for you, please plan ahead and allow a **minimum of four weeks** between when you first inquire and the deadline. This time line may be increased if you are inquiring during semester gaps or summer. This time line will allow plenty of time for me to juggle my other work responsibilities and not feel time pressured by your request. I usually require that students provide me with supporting materials that may include: a current resume, information about your academic record, the extent of my knowledge of you (complete a form listed online), and the type of graduate program or scholarship for which you are applying. Please have these supporting materials to me **at least three weeks prior** to the deadline. In addition, I suggest that in your initial request, you ask if I would be willing to “write you a *good* letter of recommendation.” This allows me (as well as the other professors you ask using this phrase) the opportunity to suggest that you select another professor if for some reason I am unable to write a good letter on your behalf. Many times professors are asked to write a letter and do so, but the letter may not be glowing. A lack luster letter may be the difference of admission into an academic program or internship. Also important, you want to make sure that you carefully select professors to be your recommenders, those that you know personally by having had many occasions of face-to-face contact, and those in which you had a stellar performance in their class(es). If you plan to ask me to write a letter for you, please plan on attending a couple of office hours so that I can get to know you more thoroughly.

General Course Policies:

Communication

Please use email to get in touch with me. Typically, I will respond to your email within 24 hours, and plan to check my email about 3 times daily, except on weekends. On weekends, I may take closer to 48 hours to respond.

Your emails to me should have a professional tone such that they include a greeting (i.e., Dear Dr. Gray), grammatical structure, and end with your full name. Please do not use texting language, abbreviations, or slang. Please include the term “**FCD 3359**” or “**Family Diversity**” in the subject so that your email will be sorted into my class folder. If you do not include “**FCD 3359**” or “**Family Diversity**” in the subject, your email may not be responded to quickly.

If you have a complaint or specific concern, I will ask you to come to my office hours to discuss the matter with me in person. Email is not the appropriate venue for such discussion and any emails with this tone will be responded to with the following response, “This matter should be discussed in person. Please come to my office hours to address this issue.”

Students are responsible for checking announcements posted on the TRACS course site.

Academic Honesty

Academic honesty is expected of all students. Dishonesty will not be tolerated. Dishonesty includes cheating, plagiarism (accidental or deliberate), collusion, and falsifying academic records, or the attempt to do these things. Plagiarism is one of the most common forms of academic dishonesty with some students committing it out of lack of knowledge. The following was excerpted directly from the Texas State Library Site:

Defining Plagiarism: *Plagiarism is a very serious offense. Plagiarism includes:*

- *Using someone else's ideas or writings and presenting them as your own*
- *Using someone else's paper or paying someone to write your paper*
- *Restating someone else's ideas or writings too closely*
- *Not citing quotations*

Avoiding Plagiarism: *When you are writing your paper, you can use several ways to present information you have found in the body of your paper, and consciously avoid plagiarizing.*

- **Direct quote**

If you want to use a sentence or a passage exactly as it was written, you can include a direct quote, surrounded by quotation marks, and either using an inline citation, or a sentence before the quote referencing the author and work of origin.

- **Summary**

You can also write a summary (in your own words of course) of the ideas or text you want to use. It helps to write the summary from your memory rather than looking directly at the passage.

- **Paraphrase**

Paraphrasing is similar to a summary. It just means taking what you have read and rewriting it in your own words.

According to University policies on academic dishonesty will be strictly enforced. All work submitted for credit must be a student's original work. Any assignment of questionable origin will be investigated and subject to the disciplinary actions recommended under the Texas State University-San Marcos Policies (UPPS No. 07.10.01 <http://www.txstate.edu/effective/upps/upps-07-10-01.html>). **You are held to these rules even if you choose not to read them.**

Texas State Honor Code

Students are expected to adhere to the Texas State Honor Code as follows:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another, and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

Conduct and Civility

Every student is held accountable for abiding by the guidelines for conduct outlined in the TX State Student Handbook (<http://www.dos.txstate.edu/handbook.html>). Students are expected to contribute to the learning environment by respectfully interacting with their colleagues and professor regardless of any difference of opinion. When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner. This approach can help us enhance the free flow of ideas. Students must not interfere with the learning of their colleagues. Any student who communicates in an unprofessional or uncivil manner, whether directed towards the instructor or other classmates or group members, in writing or in person, may be asked to leave class and/or their behavior may result in an adjustment to his or her overall grade.

Other Policies on Conduct:

Arrival and Departure: I expect students to come to class on time. If you do come late, please be as unnoticeable as possible. Do not start packing up your items early – it is very disrupting. I will announce when class is over.

Cell phones, alarms, pagers, etc.: Turn any devices to silent that might disrupt class. Cell phones may be used for only Top Hat in-class participation and specific class-related purposes that I sanction. Unless you are a medical doctor, nurse, firefighter, or some type of emergency worker, there is no reason that requires you to be reached during class. If there is some emergency and you need to be able to be contacted (i.e., your significant other is expecting a baby), then please let me know before class begins. **Do not text message** during class. I reserve the right to ask any student to leave class if their behavior regarding these devices becomes disruptive.

Laptops: Refrain from using your laptop for any other purpose than to take notes or respond to Top Hat participation questions. It is distracting to other students if you are surfing the web, posting your facebook status, shopping on eBay, answering emails, managing your webpage, etc.

Writing and Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. In addition, students must follow APA guidelines (6th edition), use non-racist and non-sexist language, and include sufficient references to support their ideas in the media analysis paper. Students who do not demonstrate these college-level writing skills should plan accordingly to obtain assistance to improve their writing; otherwise, students should expect reduced grades on assignments. Texas State University provides several tutoring services in the area of writing that students may wish to utilize, including [SLAC's Online Writing Lab](#) (select from the Writing Help pull-down menu) and [Writing Center's Online Tutoring](#) (select from the Student Resources pull-down menu).

Disability Services

If you are a student with a disability who will require accommodations to participate in this course, please contact me within the first two weeks of the semester. You will be asked to provide documentation from the Office of Disability Services. Failure to contact me in a timely manner may delay your accommodations. Please contact the Office of Disability Services at <http://www.ods.txstate.edu/> or (512) 245-3451 (voice mail) for assistance with the documentation.

Student Athletes

If you are a student athlete, please provide me with written documentation of a spring travel/events schedule that specifies the classes that you will miss by **Wednesday, February 1st, 2017**.

Religious Holy Days

“In accordance with Texas Education Code § 51.911, the university allows students who are absent from classes for the observation of a religious holy day to take an examination or complete an assignment scheduled for the day within a reasonable time after the absence” (student handbook, <http://www.dos.txstate.edu/handbook/rules/procedures.html#Religious Holy Days>; see UPPS No.

02.06.01 <http://www.txstate.edu/effective/upps/upps-02-06-01.html> for more details). I request that proper notice be given prior to the absence. Proper notice in this course is defined as notifying the instructor in writing at least two weeks in advance of the absence for observation of a religious holy day. During this time, I will assign a new due date or exam date to accommodate your observance of the religious holy day. For religious holy days that fall within the first two weeks of the semester, the notice should be given on the first day of the semester.

Sexual Misconduct Policy

Please be aware that the Sexual Misconduct Policy and Procedures 3.5 states that a faculty member... “who receives a report of sexual misconduct must report to the Title IX Coordinator all relevant details about the alleged sexual misconduct shared by the Victim.” A faculty member... “should not share information with law enforcement without the Victim’s consent, or unless the Victim has also reported the incident to law enforcement.” This policy requires faculty members to report any type of sexual misconduct that is conveyed to them to the Office of Equity and Access at Texas State University. Sexual misconduct includes, but is not limited to the following: domestic violence, sexual harassment, and sexual assault. Please see the following website for more information, including a complete list regarding sexual misconduct:
<http://www.txstate.edu/oea/Sexual-Misconduct--Title-IX-.html>

Policies on Examinations

Please comply with the following guidelines while taking any exam:

1. **BE ON TIME.** Late arrivals are disturbing to students already taking the exam.
2. Enter and leave the room quietly. Refrain from talking. Do not try to engage the instructor or other students in conversation. Be considerate of others taking the exam.
3. Remain in the classroom during the examination period. If you must use the restroom, let me know before you leave.
4. Leave all notes and books in inaccessible locations during the exam period.
5. Hats, dark sunglasses, cell phones, iPods, MP3 players and so on are **NOT** allowed.
6. Your cell phones must be turned off or in the silent mode (not on vibrate).
7. **KEEP YOUR EYES ON YOUR OWN PAPER. NO TALKING.**
8. Sign and turn in both your exam and the answer sheet.
9. Please bring at least one #2 pencil to the exam. Extra pencils may not be available.

Other Helpful Information

Counseling Services

It is common for students to experience a certain amount of stress; however, if you feel overwhelmed, there is free help available to you. Please contact the counseling center on campus with your concerns (counselingcenter@txstate.edu; 512-245-2208).

TRACS Technical Problems

If you have questions about TRACS, click TRACS Facts on the TRACS login page. Then click the For Students tab at the top of the page. The TRACS Facts site contains training documents, tutorials, and tips on using TRACS. If you are unable to find an answer to your question in TRACS Facts, contact the ITS help team by email at tracs@txstate.edu, or by telephone at (512) 245-2319.

Help/ITAC

The IT Assistance Center (ITAC) can help you resolve problems with campus technology (e.g., Internet connectivity, usernames and passwords, university network outages, peripheral equipment issues, desktop software/hardware, etc.). You can contact ITAC by phone/voicemail at (512) 245-4822, by email (itac@txstate.edu), by LiveChat (<https://livechat.tr.txstate.edu>) or on campus in MCS 262. The call center and LiveChat are available 24/7. Walk-up Center is available M-F, 7:30am-6pm.

Using the Alkek Library

Reference librarians at the Alkek Library help students with a wide variety of course-related and personal research needs. For example, reference librarians help with database and web searches, research strategy, article indexes, and the library catalog. Librarians also assist students with obtaining library materials (such as books, journal articles, and online texts) from the Alkek and other libraries.

Reference Assistance Reference Desk (Alkek 2nd floor) 512-245-2686

Helpful Links

Library Website: <http://www.library.txstate.edu>

Ask a Librarian: <http://www.library.txstate.edu/askalibrarian.html>

Full text articles are available from the library's databases:

<http://www.library.txstate.edu/ref/access/e-indexes.htm>, which you can access from your home or office. All you need is your Texas State University NetID and password.

Some articles may only be available in print at the library. These articles and other library materials such as books and videos can be mailed to your home address. If a needed book or article is not in the library, you can use the Interlibrary Loan service: <https://illiad.library.txstate.edu/illiad/>. The item(s) will be mailed to you.

APA Style

All assignments should follow APA style. For those of you unfamiliar with APA writing style, I would suggest the OWL website: <http://owl.english.purdue.edu/owl/resource/560/01/>

Other Websites for APA Style:

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

<http://www.apastyle.org/>

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

<http://www.library.txstate.edu/about/departments/ref/refworks.html>

<http://libguides.txstate.edu/writing-citation-style-guide>

I look forward to an exciting semester studying Family Diversity with you. Many of you have chosen a major in this field and will find many class discussions relevant to career opportunities and research ideas, and applicable to one's personal family circumstances.

**Family Diversity
Tentative Course Schedule***

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
W 1/18	Introduction, Syllabus, & Course Schedule; Student Background Info Sheets	Syllabus	
M 1/23	Intro to Family Diversity	Fostering Family Resiliency	Syllabus & Course Site Quiz
		Pew Research Report	Pre-test; Top Hat Sign-Up
W 1/25	Theories & Methods for Studying Families; APA Style: Title Page & References	Benokraitis - Chapter 2: Studying the Family	
M 1/30	Cohabiting Families; APA Style: Citations & Empirical Articles	Should We Live Together	
		Fact Checking Cohabitation...	
		Sharing a Room Before Sharing Vows?	
		Sliding vs. Deciding	
		NYT – The Downside of...	
W 2/1	Group Assignments; Cohabiting Families; APA Style Wrap-Up	Same as above	
M 2/6	Single-Parent Families	Comparison of Single-Mother, Single-Father, and Intact...	Sign-up for Paper Option
		Single-Parent Families – Risks, Resilience, and Change	
W 2/8	Single-Parent Families	Single Custodial Fathers	Quiz #1
M 2/13	Single-Parent Families	Same as above	
W 2/15	Adolescent Families	Child Trends – Teen Births	
		Promoting Protective Factors...	
		How to Support Pregnant...	
		The Upside of Teen Pregnancy	
M 2/20	Adolescent Families	Same as above	Option 1 – Paper Outline
W 2/22	Exam 1		
M 2/27	Stepfamilies	Remarriage and Stepfamilies	Option 1 – Media Analysis Paper
W 3/1	Stepfamilies	Same as above	
M 3/6	Same-Sex Families (Potential Guest Speaker)	Gay Marriage, Same-Sex...	Midterm Course Evaluation
		Parenting a Transgender Child	
		Restroom Access...	
		Timeline: Same-Sex Marriage...	
W 3/8	Same-Sex Families	Same as above	Quiz #2
			Midterm Grp Member Evaluations

Course Schedule Continues*

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
M & W 3/13- 3/15	Spring Break – No class		
M 3/20	Grandparent-headed Families	Grandparents Raising Their Grandchildren: A Review of...	
		Grandparents Raising Grandchildren: The Rewards...	
		Challenges and Benefits for Grandparent Caregivers	
W 3/22	Grandparent-headed Families	Same as above	
M 3/27	Foster Families	Foster Parents: Who are They?	Quiz #3
		Psychological Adjustment of Children in Foster Care	
W 3/29	Foster Families	Same as above	Option 2 – Paper Outline
M 4/3	Exam 2		
W 4/5	Families with a Children with a Disability	Impact of Child Disability on the Family	Option 2 – Media Analysis Paper
		Siblings of Kids with Special Needs	
M 4/10	Guest Speaker: Extraordinary Marriages	N/A	
W 4/12	Adoptive Families	Impact of Adoption on Birth Parents	
		Impact of Adoption on Adoptive Parents	
		Tips for Parents on How to Talk to their Children about Adoption	
M 4/17	Adoptive Families	Same-Sex Couples and Adoption	Quiz #4
W 4/19	Childfree & Childless Families	Choosing to be Childfree	Option 3 – Paper Outline
		Infertility: A Social and...	
M 4/24	Military Families	Military Families: What We Know and Don't Know	Option 3 – Media Analysis Paper
		Tips for Understanding Military Couple Relationships After...	
		MFRI study examines risk and resilience	
		Reducing Mental Health Risks for Kids in Military Families	

Course Schedule Continues*

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
W 4/26	Military Families; Course Wrap-Up	Returning Home from Iraq and Afghanistan	Final Course Evaluation
		The Experience of Reintegration	Final Group Member Evaluations
M 5/1	Exam 3 Extra Credit Due		
W 5/10	COMPREHENSIVE FINAL EXAM: 11:00-1:30pm; Location: FCS 135		

* The course schedule is a reasonable outline, and is not set in stone. We may need more or less time to cover a specific topic and I will adjust my lecture materials accordingly. As a result, the dates for the topics and readings may change. If so, an updated course schedule will be posted on TRACS. Unless there is an error in the schedule, exam, quiz, and assignment dates **WILL NOT** change.

TEXAS STATE VITA

I. Academic/Professional Background

A. Christine R. Gray, Ph.D. Title: Lecturer

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>
Ph.D	2007	The University of Texas at Austin	HDFS
M.A.	2002	The University of Texas at Austin	HDFS
B.A. with high honors	1997	The Pennsylvania State University	Psychology

Dissertation Title: *Testing a Model of the Development of Trust in Situations of Conflicting Interests*

Thesis Title: *Agreeableness, Interdependence, and the Development of Trust in Premarital Relationships*

C. University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
Lecturer	Texas State University	2014 – 2017* *Selected Semesters: Spring 2017, Fall 2016, Sum. I 2016, Spring 2016, Fall 2015, Sum. I 2015, Fall 2014
Lecturer	The University of Texas at Austin	2008 – 2013* *Selected Semesters: Spring 2013, Spring 2012, Fall 2011, Sum. I 2010, Fall 2008, Spring 2008
Teaching Assistant	The University of Texas at Austin	Spring 2003
Assisted Instructor* *(a graduate student who designs and teaches a course with no other instructor)	The University of Texas at Austin	Fall 2002
Research Assistant	The University of Texas at Austin	2000 – 2002
Project Coordinator	The University of Texas at Austin	1999 – 2003
Teaching Assistant	The University of Texas at Austin	1998 – 2001

II. TEACHING

B. Courses Taught:

<u>Undergraduate Courses</u>	<u>University</u>	<u>Semesters</u>
Family Diversity (FCD 3359)	Texas State University	Spring 2017 Fall 2016 Spring 2016 Fall 2014
Family Relationships (FCD 3355)	Texas State University	Spring 2017 Fall 2016
Families in Transition (HDF 372K)	UT – Austin	Spring 2013 Spring 2012
Family Relationships (HDF 304)	UT – Austin	Fall 2011 Sum. I 2010 Spring 2008 Fall 2008 Fall 2003
<u>Graduate Online Courses</u>	<u>University</u>	<u>Semesters</u>
Advanced Child Development (FCD 5341)	Texas State University	Fall 2015
Advanced Theories in Family & Child Studies (FCD 5351)	Texas State University	Sum. I 2015 Sum. I 2016

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press)

1. Books (if not refereed, please indicate)

d. Chapters in Books:

Surra, C. A., **Gray, C. R.**, Boettcher, T. M. J., Cottle, N. R., West, A. (2006). From courtship to universal properties: Research on dating and mate selection. In A. Vangelisti & D. Perlman Eds.), *The Cambridge handbook of personal relationships* (pp. 113-130). Cambridge, England: Cambridge University Press.

Surra, C. A., **Gray, C. R.**, Boettcher, T. M. J., Jarvis, M. O., & Cottle, N. R. (2003). Attraction, mate selection and courtship. In A. Vangelisti (Ed.), *Handbook of family communication* (pp. 53-82). Hillsdale, NJ: Lawrence Erlbaum.

Surra, C. A., & **Gray, C. R.** (2000). A typology of processes of commitment to marriage: Why do partners commit to problematic relationships? In L. J. Waite, C. Bachrach, M. Hindin, E. Thomson, & A. Thornton (Eds.), *Ties that bind: Perspectives on marriage and cohabitation* (pp. 253-280). New York, NY: Aldine de Gruyter.

f. Other books/manuals

Gustafson, A., **Robison, C.**, & Canary, D. (1997). *Competence in interpersonal conflict: Instructor's manual*. New York, NY: McGraw Hill.

2. Articles

a. Refereed Journal Articles:

Ogolsky, B. G., & **Gray, C. R.** (2016). Conflict, negative emotion, and reports of partners' relationship maintenance in same sex couples. *Journal of Family Psychology*. Advance online publication. <http://dx.doi.org/10.1037/fam0000148>

Surra, C. A., Boettcher, T. M. J., Cottle, N. R., West, A., **Gray, C. R.** (2006). The treatment of relationship status in research on dating and mate selection. *Journal of Marriage and the Family*, *69*, 207-221.

B. Works not in Print

1. Papers Presented at Professional Meetings:

Surra, C. A., **Gray, C. R.**, Boettcher, T. M. J., Cottle, N. R., West, A. R. (2004, November). *Changes in research on dating and mate selection, 1950 to 2003*. Paper presented to the 66th Annual National Council of Family Relations Conference, Orlando, FL.

Gray, C. R., Jarvis, M. O., & Cottle, N. R. (2004, November). *Juggling act: Balancing graduate school and family life*. Roundtable discussion presented to the 66th Annual National Council of Family Relations Conference, Orlando, FL.

Surra, C. A., Curran, M., & **Gray, C. R.** (2004, July). *Transformations and the development of beliefs about relationships*. Paper presented at the International Association on Relationship Research, Madison, WI.

Surra, C. A., Jarvis, M. O., Boettcher, T. M. J., Cottle, N. R., & **Gray, C. R.** (2002, November). *Research on dating and mate selection: Where does it stand?* Paper presented as a Theory, Construction, and Research Methodology workshop to the 64th Annual National Council of Family Relations Conference, Houston, TX.

Gray, C. R., & Surra, C. A. (2002, July). *Agreeableness, attachment style, and trust in premarital relationships*. Poster presented at the 11th International Conference on Personal Relationships, Halifax, Nova Scotia, Canada.

Gray, C. R., Surra, C. A., & Jarvis, Mark O. (2001, November). *Agreeableness and the development of trust in premarital relationships*. Paper presented at 63rd Annual National Council of Family Relations Conference, Rochester, NY.

Surra, C. A., Cottle, N. R., **Gray, C. R.,** Harmell, K., & Vandewater, E. (2000, November). *Activity preferences, companionship, and progress in premarital relationships*. Paper presented at 62nd Annual National Council of Family Relations Conference, Minneapolis, MN.

Robison, S. M., & **Gray, C. R.** (2000, November). *From mother to daughter: Combating marital cynicism with generational wisdom*. Paper presented at 62nd Annual National Council of Family Relations Conference, Minneapolis, MN.

Gray, C. R., & Surra, C. A. (2000, June). *Agreeableness and interdependence in premarital relationships*. Paper presented at 10th International Conference on Personal Relationships, Brisbane, Australia.

Robison, S. M., & **Gray, C. R.** (2000, March). *The magic of extraordinary marriages: A cognitive behavioral model for successful marital therapy*. Paper presented at Annual Meeting of Eastern Psychological Association, Baltimore, MD.

Robison, S. M., Robison, P. D., & **Gray, C. R.** (1999, February). *Links to successful marital therapy: The magic of extraordinary marriages*. Paper presented at 30th Annual American Psychological Association Mid-Winter Convention, West Palm Beach, FL.

Gray, C. R., & Robison, S. M. (1998, March). *The other rules: Women navigating toward better marriages*. Paper presented at 23rd Annual Feminist Psychology Conference, Association for Women in Psychology, Baltimore, MD.

Gray, C., & Robison, S. M. (1997, March). *Women and marriage: For better or for worse*. Paper presented at 22nd Annual Feminist Psychology Conference, Association for Women in Psychology, Pittsburgh, PA.

5. Other Works not in Print:

b. Works “in progress”

Ogolsky, B. G., & **Gray, C. R.** (2016). *Cohabitation trajectories and commitment to wed*.

6. Other - Initiated Research Project:

Latino Young Adult Attachment Project - This project focuses on the relationship of attachment and self-efficacy in relation to optimism and cynicism in cohabitation or marriage relationships.

D. Fellowships, Awards, Honors:

Mary Ellen Durrett Scholarship Recipient, 2000 – 2001
 Mary Ellen Durrett Scholarship Recipient, 1999 – 2000
 Senior Scholarship Recipient, Elmer R. Dever Foundation, 1996 – 1997
 Phi Beta Kappa National Honor Society
 Kappa Omicron Nu National Honor Society
 Golden Key National Honor Society
 Psi Chi National Honor Society
 Phi Eta Sigma National Honor Society
 The Pennsylvania State University Dean's List, 1993 – 1997

Other:

Professional Development Workshop, Dr. Mark Taylor, Texas State University – March, 2016.
Intergenerational Communication In and Out of the Classroom (1.5 hours).

Statistics Workshop, Dr. Runyan & Dr. Bishop, Texas State University - October, 2015.
Construct Conceptualization. (3.5 hours).

IV. SERVICE**A. Institutional**

3. Department/School:

2002 – 2003	HDFS Faculty Search Committee (Graduate Student Representative) Department of Human Ecology, Division of Human Development and Family Sciences, University of Texas at Austin
2001 – 2002	HDFS New Graduate Student Recruitment Committee Department of Human Ecology, Division of Human Development and Family Sciences, University of Texas at Austin
2000 – 2001	HDFS Elected Student Representative Department of Human Ecology, Division of Human Development and Family Sciences, University of Texas at Austin

B. Professional:

2002 – 2005	Student Reviewer of Manuscripts <i>Personal Relationships</i> , Blackwell Publishers
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C. Community:

- 2013-2016 Facilitator of PREPARE for engaged couples
Christine R. Gray
Saint Catherine of Siena Catholic Church, Austin, TX
- 2016; 2015; 2012; 2010; 2008; 2006 *Pathways to Creating Greater Intimacy, Connection, and Peace in your Marriage* (2016; 2008)
Keeping Marriage a Priority (2015)
Dreaming with Your Mate: Dreaming Your Way to Greater Fun, Friendship, and Fulfillment (2012)
Strengthening Our Marriage: Incorporating Wisdom from Research and Clinical Perspectives (2010)
Secrets of Extraordinary Marriages (2006)
Christine R. Gray
Invited Speaker, Reaching Out to Moms of Preschoolers,
Saint Catherine of Siena Catholic Church, Austin, TX
- 2004-2013 Invited Speaker – the Arps' *Ten Great Dates* Program
Ten Great Dates: Week 6 – Building a Creative Love Life (2013)
Ten Great Dates: Week 3 – Resolving Honest Conflict (2011)
Ten Great Dates: Week 1 – Choosing a High Priority Marriage (2008)
Ten Great Dates: Week 4 – Being an Encourager to Your Spouse (2007)
Ten Great Dates: Week 10 – Having an Intentional Marriage (2006)
Ten Great Dates: Week 5 – Finding Unity in Diversity (2006)
Ten Great Dates: Week 5 – Finding Unity in Diversity (2004)
Christine R. Gray
Saint Catherine of Siena Catholic Church, Austin, TX
- 2003; 2002 *From Mother to Daughter: Wise Women's Guide to Extraordinary Marriages*
Susan M. Robison & Christine R. Gray
St. Joseph, Columbia, MD (2003)
St. Bernadette, Severna Park, MD (2002)
- 2002; 2001 *Sexuality & Intimacy: Marital Wisdom for Engaged Couples*
Christine R. Gray & Jason L. Gray
Spring 2002 and Fall 2001 Engaged Encounter Program, University of Texas,
University Catholic Community Center, Austin, TX
- 2001 *Practical Matters: Applications of Marital Wisdom for Engaged Couples*
Christine R. Gray & Jason L. Gray
Spring Engaged Encounter Program, University of Texas,
University Catholic Community Center, Austin, TX
- 2001 *What To Do While True Love Waits*
Susan M. Robison & Christine R. Gray
Church of the Resurrection, Ellicott City, MD

- 2000 *From Mother to Daughter: Wise Women's Guide to Raising Marital Optimism*
Susan M. Robison & Christine R. Gray
Church of the Resurrection, Ellicott City, MD
- 2000 *Stressful Relationships and Family Communication*
Nathan R. Cottle & Christine R. Gray
Church of Jesus Christ of Latter-day Saints, Austin, TX
- 2000 – 2002 Couple-to-Couple Marriage Preparation Sponsor
Christine R. Gray & Jason L. Gray
University of Texas, University Catholic Community Center, Austin, TX