Course Description: Family Relationships is an introductory course on the study of family systems, sociology of the family, and interaction patterns within families. It includes an analysis on research methods of studying the family, conceptual theories for understanding family dynamics, and family systems theory. Other topics covered will be resource management within the family, parent-child relationships, marriage relationships, patterns of problem solving within families, and the study of family change and transition.

FCS Department Objectives:
Students taking courses in FCS will:
1. Study currently accepted theory within the discipline.
2. Expand understanding of theory using applications and exercises that personalize the depth of knowledge and understanding.
3. Complete assignments demonstrating professional practices specific to the discipline.
4. Analyze course concepts against previously held schema prior to experience in the course.
5. Demonstrate the ability to think critically through writing assignments.
6. Achieve a passing grade on the comprehensive final exam for the course.

Course Objectives:
Social Science General Education Objectives:
1. Students will demonstrate knowledge of human development and the human condition.
2. Students will recognize the ideas, people, and events in the past that are generally thought to be important to society and civilization.
3. Students will develop informed points of view based on knowledge in psychological, social, economic, and/or political theory which can be expressed orally or in writing.

Upon completion of this course, the student will:
1. Describe methods for studying the family and frameworks for evaluating family relationships.
2. Develop a better understanding of self and personal interaction within relationships.
3. Gain an increased awareness of gender related issues and articulate how these issues impact family.
4. Consider and explain current studies on communication and conflict resolution skills that contribute to successful family living. Students will practice these skills in course assignments.
5. Recognize areas of risk in families and relationships and name resources to diminish the likelihood of problems.
6. Discuss issues of human reproduction and human sexuality within relationships.
7. Explain theories of parent-child relationships and styles of parenting.
8. Recognize the signs of violence and stressors in relationships and give methods for protecting at-risk individuals within the family.
9. Define current patterns of transition and change within families, including divorce, separation, remarriage, blended families, and explain the impact of these changes on the individuals within the family.
10. Discuss research findings on the distribution of resources within the family and family dynamics for managing resources.
11. Articulate in conversation and/or in writing, traditional, as well as, current sociological theories explaining family dynamics, family systems, and family development.

Assignments
Written Assignments and Exercises: These are all short typewritten papers that will help you apply course concepts in a personal manner. These are the core of what will bring you personal growth during this class.

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<thead>
<tr>
<th>Written Assignments</th>
<th>Exercises</th>
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<tr>
<td>These are 1-2 page responses to guest speakers, classroom activities, and videos. There are 5 assignments required to complete during the semester. They are worth 10 points each. Instructions will be given during class time.</td>
<td>These are often interactive; you will be completing some of these exercises with another person. There are 5 assignments required to complete during the semester. They are worth 25 points each. Instructions will be given during class time.</td>
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<tr>
<td>Written Assignments:</td>
<td>Exercises:</td>
</tr>
<tr>
<td>1. Video Response Paper 1</td>
<td>1. Related Research</td>
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<td>2. Video Response Paper 2</td>
<td>2. Intimacy Exercise</td>
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<tr>
<td>3. Class Guest Speaker Response Paper 1</td>
<td>3. Genogram (worth 50 points)</td>
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<td>5. Class Activity TBA</td>
<td>5. Interview of Married Couple</td>
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In completing the written assignments and exercises, give a typewritten personal response to what you are learning from the experience. These will be graded as follows: 80% for completing the assignment/exercise, 10% on writing skills, and 10% on your personal investment in the experience. Due dates are in the outline; if you are unable to turn in the assignments when due, please text or email BEFORE that date. If it is an emergency, please text or email. Otherwise, NO assignments will be accepted late.

3. Quizzes: Quizzes cannot be made up. You must be in class to take them.

4. Large Project: This project will be due at the end of the semester. This may be a book project, research efforts, a service project, or another form of study/involvement with family and relationships. The intent of this assignment is to learn more about yourself by completing something relevant to your current life situation by choosing an activity that promotes your personal development or by doing research that does the same. Books and research must be related to family and personal relationships. The project must be preapproved by the instructor. Any book that is used or activity completed that hasn’t been preapproved, the project will only be worth 70% of the final score.

The project includes a 2-3 page typewritten summary of the book, your research, or your activity. In addition, a 2-4 page typewritten reflection summary on how the information or experience relates to
your life, how it affected you, what you have learned specifically to your own situation and present relationships.

5. Chapter Tests: Chapter tests will be given as scheduled on the course outline. The lowest scored test will be dropped before final grades are posted at the end of the semester. Unless previously arranged with the instructor, tests cannot be made up at a later time. There are NO make-up tests that have not been previously arranged with the instructor. Due dates are in the outline; if you are unable to take a test on the scheduled date, please text or email BEFORE that date. If it is an emergency, please text or email, and a determination will be made whether the test can be taken. Tests will primarily be Multiple Choice/True-False, with some short essay questions.

6. Comprehensive Final Exam: There will be a comprehensive final for this class. If you focus on the concepts as we encounter them in class, you will find yourself prepared for the final. There WILL be a study guide.

GRADING: Your grade will be determined by the percentage of points earned out of the total possible for the required assignments. If you would like to meet with me regarding your current grade or if you have any questions about assignments, please text or email me. I will be happy to set up an appointment with you.

Points will be accumulated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Tests</td>
<td>30</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>10</td>
</tr>
<tr>
<td>Large Project</td>
<td>100</td>
</tr>
<tr>
<td>Exercises</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5</td>
</tr>
<tr>
<td>Genogram</td>
<td>50</td>
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</table>

The grade earned is based upon the following percentages:

A = 95%-100%  B+ = 88-90%  C+ = 78-80%  D+ = 68-70%
A- = 91%-94%  B = 84-87%  C = 74-77%  D = 64-67%
B- = 81-83%  C- = 71-73%  D- = 61-63%

ACADEMIC INTEGRITY: Failure to comply with academic integrity, honesty, and behavior standards of Dixie College may result in course failure or administrative withdrawal from the class. Do not cheat. Inappropriate classroom behavior may also result in an administrative withdrawal. You will be notified of your withdrawal in this way:

1. A verbal request to comply with behavioral expectations of the class.
2. On written “warning” letting you know that you have not made the required behavioral change.
3. Administrative withdrawal.
Special Class Notes:

1. In the Family Relationships Class we address issues of human sexuality as related to family living. The presentations are respectful and presented sensitively. They reflect current sociological perspectives consistent with other institutions of higher learning as well as current research. If these topics are offensive to a student, that student can negotiate with the instructor to personalize the assignments. Another option is to reconsider enrolling in this course. If these issues are of concern to you, you should look through Chapter 7 in the textbook, Sexuality and Sexual Expression throughout Life, to prepare you for these topics and decide if they are acceptable classroom material for you.

2. Attendance Policy- There is no attendance requirement for the class. However, if you choose not to attend, you will lose points for missed quizzes, for classroom activities, and for the assignments that are due that day.

3. Confidentiality- Often in a class about relationships students exercise their right to participate by disclosing personal information that is sensitive by nature. We respect these disclosures by not revealing personal information about others outside of class. You may speak about concepts and ideas, about our stories, but you may not connect these with a person or name.
4. **Student Support Services**  
**Americans with Disabilities Act (ADA) Statement:**  
Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wabatu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

5. If you need help with writing papers, you can physically go to the writing lab in the Browning Learning Center, room 105. You can also reach the Online Writing Center by going to [http://dsc.dixie.edu/owl/](http://dsc.dixie.edu/owl/).

6. Drop in tutoring is available to all registered Dixie State College students. Inquire at [http://dsc.dixie.edu/tutoring/index/htm](http://dsc.dixie.edu/tutoring/index/htm).

7. If you need help from a librarian, access this site: [Http://library.dixie.edu/](http://library.dixie.edu/)

8. Dmail: Important class and college information will be sent to your DMAIL email account. This information includes your DSC bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a DMAIL email account. If you don't know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select “DMAIL...” for complete instructions. You will be held responsible for information sent to your DMAIL email, so please check it often.

9. **Disruptive Behavior Policy:** If your conduct in class affects the learning atmosphere of the class, the instructor reserves the right to drop you from the class. This will happen using the following procedure:

   a. Verbal warning that your behavior is negatively affecting the class
   b. Written warning that you are negatively affecting the class
   c. Removal from the class. The instructor will inform the student in writing of this, along with contact information for a supervisor of the instructor so the student can appeal if desired.

10. **Policy for Absences Related to College Functions:** For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student’s grade. The student is required to provide the instructor with a schedule of days that will be missed, will be required to negotiate any scheduled work ahead of time with the instructor.