Dixie State College Family and Consumer Science
Syllabus
Fall 2012

COURSE INFORMATION

Course Number: FCS 2400
Course Name: Family Relationships
Credit Hours: 3
Prerequisites: None
Dates: August 20, 2012 – December 14, 2012
Times: Tues, 5:15 - 7:45 pm
Location: Education and Family Studies Building, #111
Text: Marriages, Families and Intimate Relationships, 2nd Edition
      Williams, Sawyer, Wahlstrom, Published by Allyn and Bacon

INSTRUCTOR

Name: Demaree Johnson, M.S.
Phone: (435) 652-7856
Email johnsond@dixie.edu
Office EFS Building, #125
Office Hours MWF 9:30-10 am, other times by appointment

STUDENT SUPPORT SERVICES

For information on semester dates, final exam dates, available resources, college policies and Dmail, click the following link:

http://www.dixie.edu/reg/syllabus/

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 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.
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. Show, in writing, the ability to think critically.
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. Examines socialization with specific examination of cultural and demographic influences on expectations in family roles and functioning.
4. Compare and contrast one’s own ethnocentric beliefs against those of another culture or demographic group with a goal of tolerance, understanding the challenges as well as appreciation for other cultures.
5. Develop sensitivity and appreciation for multicultural and personal differences through ongoing analysis of diverse norms throughout the world.
6. Become more aware of gender related issues and articulate how these issues impact family.
7. 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.
8. Recognize areas of risk in families and relationships, from microsystem sources and macrosystem cultural attitudes and beliefs, and name resources to diminish the likelihood of problems.
9. Discuss issues of human reproduction and human sexuality within relationships.
10. Explain theories of parent-child relationships and styles of parenting, including cultural differences in child rearing.
11. Recognize the signs of violence and stressors in relationships and give methods for protecting at-risk individuals within the family.
12. Identifies cultural norms that lead to patterns of transition and change within families, including divorce and separation, remarriage, and blended families, and explain the impact of these changes on the individuals within the family.
13. Discuss research findings on the distribution of resources within the family and family dynamics for managing resources.
14. Explains the effect of society, government, and laws on distribution of resources, on a global level, national level, community level, and the direct effects on families.
15. Articulate in conversation and/or in writing traditional as well as current sociological theories explaining predicted outcomes in diverse family dynamics, diverse family systems, and diverse family development.

**CLASS POLICIES**

**IMPORTANT!!!! Please Read**

**Attendance**

Disruptive behavior in class may lead to an administrative withdrawal. Disruptive behavior is defined as any behavior that interferes with the teacher’s ability to teach or the learning of other students.

You will be notified of your withdrawal in this way:
1. A verbal request to comply with behavioral expectations of the class.
2. One written “warning” informing you that you have not made the required behavioral change.
3. Administrative withdrawal.

**Academic Integrity**

Failure to comply with academic integrity, honesty, and behavior standards may result in course failure or administrative withdrawal from the class. Don’t cheat!

**ASSIGNMENTS**

1. Assignments are due by **noon** on the day after the assignment. Put assignments in the basket labeled **Johnson in room 111 during class**. **After class, assignments should be turned in to the instructor’s office (EFS 125). I will not find them if they are left in the classroom.**
2. They are to be done on standard size paper, typed, and double spaced.
3. Papers torn from a loose leaf binder or written in pencil will be returned without a grade.
4. Spelling and grammar are graded in all assignments.
5. No assignments will be accepted more than a week late.
6. **Twenty percent** of the grade will be deducted for the first day late and **ten percent** each day after that.
EMAILING ASSIGNMENTS

You may email your assignments to your instructor however you are responsible for making sure they arrive on time. Technology failure (i.e. computer crashes, internet or email failures, viruses, corrupt files, etc) will not be an acceptable excuse for late or missing work. **It is your responsibility** to make sure you can open any files prior to sending them to the instructor. Lateness will be determined by the date the correct file is sent.

GRADING

Grades will be based on the following:

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>6 Tests</td>
<td>(40 points each) 240</td>
</tr>
<tr>
<td>5 Required assignments</td>
<td>(15 points each) 75</td>
</tr>
<tr>
<td>2 Activities</td>
<td>(15 points each) 30</td>
</tr>
<tr>
<td>2 On the Web</td>
<td>(15 points each) 30</td>
</tr>
<tr>
<td>Genogram</td>
<td>(50 points each) 50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>(100 points each) 100</td>
</tr>
<tr>
<td>Quizzes and in class activities</td>
<td>(5-10 points each) ?</td>
</tr>
</tbody>
</table>

The final grade will be calculated upon the following percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>91-94%</td>
</tr>
<tr>
<td>B+</td>
<td>88-90%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>81-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-80%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>C-</td>
<td>71-73%</td>
</tr>
<tr>
<td>D+</td>
<td>68-70%</td>
</tr>
<tr>
<td>D</td>
<td>64-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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Grades will be posted after every assignment or test. However, you are responsible for keeping track of your own grade and making sure that it is correct. Use the Student Assignment Record to record your assignments.

TESTS

Six tests will be given throughout the semester. You will be held accountable for content covered in the reading, class discussions, and lectures. Tests may include multiple choice, true and false, short answer and essay type question. The final exam will be comprehensive.

**Students must take tests during the scheduled day.** The only exceptions to this are true emergencies! **You must contact the instructor before Sunday.** Late tests are only given at the discretion of the instructor. If a late test is allowed, ten percent will be deducted.
EXTRA CREDIT

Keep up with your reading and do your assignments as outlined and you won’t need extra credit. One extra credit assignment for 10 points will be given. No other extra credit is allowed. Don’t ask for more!

Remember, I don’t give grades--
You earn them!