SYLLABUS: FCS 2400: FAMILY RELATIONSHIPS (GE *SS)

SEMESTER: Spring 2013  
Professor: Angela Hinton  
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Email: hinton33@gmail.com  
Office: Adjunct Office, Education and Family Studies Building

Office Hours: By an appointment only, please e-mail, call or text to schedule.

Begin/Ending Dates: Jan 7 – May 2, 2013

Hour/Course ID: TR 9:00-10:15a, Section #02 CRN 20437  
Course ID: hinton71563

TR 10:30-11:45a, Section #03 CRN 24507  
Course ID: hinton25057

Location: EDFAM 111  
Credit Hours: 3.0  
Prerequisites: None


This section will be taught as a lecture course but will include an extensive computer based component. This means that many of the assignments will be done, checked and submitted to the instructor on the computer through a program called MySocLab at www.mysoclab.com you will also be given tests on the computer. You will need access to a computer with internet for daily assignments. Computer labs on campus are available to all students. You can find your course ID number on this syllabus, just before this paragraph.

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.

NOTE TO STUDENTS***

The Family Relationships Class will give you many opportunities to apply sociological practices to your own life. Yes, there are many assignments and they will keep you busy during the semester. Believe me, you will not regret putting this effort forth. I promise you that the time you spend practicing the concepts encountered in this class will enhance your life...it's worth the work!

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 that can be expressed orally or in writing. Syllabus page 2

**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. Become more aware 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 and separation, remarriage, and 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.

**Exercises**

1. Each of these are to be submitted as a 2 page *typewritten paper* that will help you apply course concepts in a personal manner. These are the core, the meat, of what will bring you personal growth during this class.

**Assigned Exercises**

1. Communication and Intimacy
2. Division of Labor
3. Personal Safety work
4. Love Attitude Scale
5. Fair Fighting Exercise

In completing the above assignments, give a typewritten *personal response* to what you are learning from the experience. These will be graded as follows: 80% for thoughtfully completing the assignment/exercise, 10% on writing skills, and 10% on your personal investment in the experience. *These are due the day designated on the outline; they need to be turned in via Canvas. No late assignments will be given full credit.*

2. **Quizzes and in class exercises:** Prepare for each class period by reading the chapter(s) assigned for that day in your outline. Pop quizzes and in class exercises can happen any time. These don’t make up a lot of your grade, but it will make a difference if you are in class and prepared. *Neither quizzes nor in class can exercises be made up if you miss them.*

3. **Project:** There will be a *Project* due during the course of the semester. These may be book/media projects, research efforts, service projects, or other forms of study/involvement with family and relationships. There is a description on-line in MySocLab under Chapter 2 and 7 and in Canvas to clarify the nature of this project, called the Project Description. The intent of this assignment is to stretch you to learn about yourself by reading something relevant to your situation right now, by choosing an activity that promotes your personal development, or by doing research that does the same. Books/Media and research must be related to family and personal relationships, and *they must have teacher approval. Any book that does not have teacher approval will lose an automatic 30%, and perhaps more.* As you complete your project, you should have a 3-4 page typewritten summary of the book you read, your research, or your activity and information or experience relates to your life, how it affects you, what you have learned specific to your own situation and present relationships. *Final Page:*
Whether you choose a book or another project, add to your paper a short reflection on how this class has affected your personal growth and development. This assignment must be submitted via Canvas.

4. **Chapter Tests:** Chapter tests will be given as scheduled on the course outline. Tests will be completed in the testing center using MySocLab; you will have a space of a few days to take the test in the Testing Center. Please check the class outline for test due dates. The due dates in the outline mark the last day you can take the test. There are no make-up tests. Tests will be Matching, Multiple Choice/True-False, with short essay questions.

5. **In Class Simulation Activities:** We may conduct simulation activities in class this semester. Please remember that these activities are to be kept confidential to the class so that subsequent students also have the benefit of learning from them.

6. **MySocLab Assignments:** These assignments are; reading of the chapter, chapter objectives, video with related quiz, and flash cards. These assignments will assist you in learning the textbook information presented. All of these assignments are accessible through MySocLab. Many of these assignments have a short 5 question quiz as a formative assessment.

7. The **Choice Seminar:** In class you will have an opportunity to learn material from Arbinger’s Choice Seminar. These classes cannot be missed. Look to the outline and identify the dates this material will be taught. If you know you will miss one or more of these dates, you might be able to attend a night class early in the semester to make it up. Please inform me if you are going to miss these classes to plan to attend another time. These assignments must be submitted in class or through Canvas.

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

**GRADING:** There are 6 grading categories listed below, each categories has the indicated points. Your grade will be determined by the percentage of points you earn for each category out of the total possible. Your accumulation of points will also reflect the level of mastery of the outcomes identified above that you have achieved. Contact me any time you have a question about your grade or assignments. Points will be accumulated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>100 each test</td>
</tr>
<tr>
<td>MySocLab Assignments</td>
<td>20 points per chapter</td>
</tr>
<tr>
<td>Exercises/Choice Seminar</td>
<td>50 points each</td>
</tr>
<tr>
<td>Project</td>
<td>100 points</td>
</tr>
<tr>
<td>In class Quizzes</td>
<td>10 points each</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200 points</td>
</tr>
</tbody>
</table>
Total  2310 pts

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. Don’t be cheating. 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, you will find that if you don’t attend, you will lose points for missed quizzes, for classroom activities, and for the assignments that are due that day. It’s hard to get a good grade in this class without being there. You cannot make quizzes up!

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 Wahabu) 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/.

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

7. If you need help from a librarian, access this site: 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, 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 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.

This Syllabus is tentative; the instructor may change any assignments, exams, or other materials. Any changes will be announced in class.