

**Abilene Christian University
College of Biblical Studies
Department of Marriage and Family Studies**

**FAM 251: Introduction to Family Studies
Fall 2012**

FAM1 – Monday, Wednesday, Friday, 9-9:50, CBS 112

FAM2 – Tuesday, Thursday, 9:30-10:50, CBS 112

3 Credit Hours

Instructor: Alan Wages, Ph.D., CFLE
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Office Hours: **Monday** 12:00-4:00, **Tuesday** 12:00-3pm, **Other:** by appointment please.

Mission of Abilene Christian University: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The mission of the Department of Marriage and Family Studies is to equip students to strengthen family relationships and solve personal and relational problems through child and family services or therapeutic intervention while cultivating Christian leadership and character in each student.

The undergraduate program in Family Studies accomplishes this mission through:

- emphasizing the formation of healthy relationships and the promotion of optimal human development;
- examining current research and theory regarding the normal issues with which individuals and families must contend as they grow and evolve;
- creating opportunities for students to design, implement, and evaluate family life education programs; and
- providing diverse practicum experiences that prepare students for future employment.

Catalog Description: This course provides an introduction to the study of relationships, marriages and families as a social science. It examines interpersonal relationships and the dynamics of marriage and family life with an emphasis on the formation of healthy relationships and the maintenance of marital and family strengths.

Course Goal: The goal of this course is to introduce students to the study of family as a social institution via a survey of existing family science literature, theory, research, and practice. The course surveys topics relevant to marriage and family life including current demographic trends, family of origin influences, personal identity, singlehood, dating/courtship, loving relationships, gender roles, marital and family strengths, communication and conflict resolution, human sexuality, parenting, work-family relationships, divorce and remarriage. This course seeks to equip students to establish and maintain loving relationships, particularly within the context of marriage and family life, in accordance with God's plan.

Faith and Learning:

Courses in the Family Studies Program are designed to provide students with the opportunity to discover how Christian faith influences marriage and family life.

Textbooks:

1. **Welch, Kelly. (2010). Family life now. 2nd ed. 2010 Census Update.**

Publishers Note: The inclusion of data from the 2010 Census throughout is an exciting opportunity for you to explore the history, methods, and application of one of the largest and longest-running sociological studies ever conducted.

2. **Course Packet in bookstore.**

Course Competencies:

As a result of your participation in this course, you will be able to:

1. describe the basic research process and methodologies employed within the discipline to study the dynamics of interpersonal relationships, marriage and family life.
2. demonstrate a knowledge of current research findings relevant to the discipline of family studies including current demographic trends (i.e., statistics) regarding the dynamics interpersonal relationships, marriage, and family life.
3. understand families and interpersonal relationships from a variety of theoretical and conceptual frameworks, and particularly, from a Christian perspective.
4. assess the influence of one's family of origin on their personal style of relating (i.e., relationships).
5. evaluate factors that contribute to the formation of a healthy or unhealthy self-concept and personal esteem.
6. acquire multiple definitions of love that are descriptive/characteristic of both healthy and unhealthy relationship dynamics.
7. identify factors that are predictive of both early marital distress as well as couples growing apart over time.
8. identify current trends and factors contributing to the dissolution of marriages (i.e., divorce).
8. enumerate specific strategies designed to promote healthy relationships and marital satisfaction and stability over time.
9. acquire a variety of interpersonal skills (e.g., communication, conflict resolution, human sexuality) relevant to interpersonal relationships, marriage and family life.
10. understand salient issues relevant to gender roles, work and family relationships.

Evaluation Measures

Class Attendance/Participation:

+/-

You are responsible for signing the class roll documenting your attendance for each class period.

Under no circumstances are you to sign the class roll for anyone other than yourself, doing so is considered a violation of the academic integrity policies of the class and University. With respect to your class attendance/participation grade, no distinction will be made between excused and unexcused absences (excluding recognized religious holidays, approved university functions, and extreme illness with a doctor/parent signed note) as absenteeism affects your learning experience in the class. Only excused absences will qualify a student to make-up examinations. Any exceptions to the attendance policy are made solely at my discretion. See the course policies section of the syllabus for a further explanation of class attendance policies.

The class attendance portion of your grade will be determined based on the time you are absent from class as follows:

FAM 1 # of Absences	Actions	FAM 2 # of Absences
0	1 point added to final course average	0
1-3	no change to grade	1-2
4-6	1 point deducted from final course average for each absence.	3-4
7-9	2 additional points deducted from final course average for each absence.	5-6
10	If you reach this number of absences for any reason (excused or unexcused) you will be dropped from the course.	7
FAM 1 Tardies	Actions	FAM 2 Tardies
3	This number of tardies will equal 1 absence. Above this number will require a meeting with the instructor regarding your interruption of class time.	3

This is a highly interactive class that benefits from your participation in group discussions and sharing of different perspectives. In addition to regular class attendance, you are expected to be attentive as well as openly participate in class discussions. To enhance your learning experience and performance on exams it is highly recommended that you take notes!! Diversions, such as text messaging, playing on the computer, personal notes, visiting, working on day planners, or studying for other exams is not considered appropriate and you **will be called out in class**.

Your course average may be reduced by up to 5% due to a lack of class participation as indicated by repeated actions such as:

- working on assignments or studying for another class (i.e., multi-tasking),
- excessive talking/visiting with other students in class,
- otherwise being distractive to myself or your class mates.
- failure to participate in class discussions
- failure to bring your course packet to class
- texting or any unauthorized use of a mobile device

1. Family of Origin Personal Journal 5%

You will complete a 1000 word minimum journal entry, identify how your family of origin has shaped your view of self and family. Instructions are provided in blackboard for the questions you are to address. Points will be awarded based on the depth of your reflection and the extent that your journal reflects the content of our class discussions. (Measures competencies 1-11).

2. Song of Solomon (SoS) Podcast Assignments 15%

The Song of Solomon series by Tommy Nelson is a popular collection of lessons on God's intention for romantic relationships. He applies humor and knowledge of the text to weave a detailed description of a man and woman's love journey. You should complete 5 of 6 podcasts assignments. You will listen to each podcast, ranging from 40-50 minutes each. They are entertaining and will leave you shaking your head with his descriptions of Song of Solomon and the truths about God's vision of marriage. For each podcast there will be a written journal assignment to go along with it, submitted in Blackboard. (Measures competencies 3-11).

3. Chapter Quizzes* 20%

Multiple choice quizzes will be designed to test your knowledge of the content of the Welch text. These will be out-of-class quizzes completed in Blackboard (Bb) and must be submitted by the assigned due date. You should complete a total of 10 quizzes. There will be 11 quizzes total, and you should complete 10 of them. Quizzes are not group work and must be taken individually. Any evidence of quizzes being taken in groups or sharing answers will fall under the academic integrity policy. These quizzes are created to aide you in the upcoming week's discussion. If you get locked out of the quiz, email the instructor immediately with the subject line FAM1_your name_Locked out quiz. Quizzes that get locked out on the day of class may not be able to be unlocked and will result in a "0" for the quiz. (Measures competencies 1-11).

4. Strong Marriage Interview 10%

You are to interview a married couple with the primary objective being to gather information about marriage and family life based on the married couple's experiences. Instructions and suggested "interview" questions are attached and should be used to guide the interview. Your paper should provide evidence that you asked appropriate follow-up questions to explore the couple's responses to key issues in depth. You will write a 4-5 page double-spaced paper in a question and answer format summarizing the results of your interview, specifically what you learned from the interview. Your report should include an APA title page, be set at one inch margins, and use a 12 point font (measures competencies 3-11).

5. Exams* 50%

The final exam may be comprehensive, based on your textbook, course packet, and in-class lectures/discussions. Additional exams will be scheduled periodically to examine your retention of the course content, based on the textbook, course packet, and in-class lectures/discussions. These exams may include multiple choice questions, true/false, and short answer/essay questions. Exams during the semester are not comprehensive. See "Additional Attendance Policy" regarding absence on the day of in-class exam.

*** These assignments (quizzes, exams) are excluded from the late work policy. These assignments cannot be turned in late. They must be turned in on time. See Late work policy for additional information.**

Grade Totals

1. Family of Origin Journal	5%
2. SoS Podcast Assignments	15%
3. Chapter Quizzes	20%
4. Strong Marriage Interview	10%
5. Exams	50%
Total = 100%	

Evaluation Criteria:

A= (90-100%)
B= (80-89%)
C= (70-79%)
D= (60-69%)
F= (0-59%)

Family Studies Program Outcomes and Assessments

Objective 1: Families in Society

Demonstrate an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

Student Learning Outcome	Measurement Instrument
SLO 1.1 Demonstrate an ability to recognize the reciprocal interaction and influence between individuals, families, and various social systems.	1. Class discussions 2. Chapter Quizzes 3. Exam MC/Essay Questions
SLO 1.2 Demonstrate an ability to identify social and cultural influences on dating, courtship, marital choice, marital relations, family forms and family life.	1. Class discussions 2. Chapter Quizzes 3. Exam MC/Essay Questions
SLO 1.3 Demonstrate an ability to assess the impact of demographics (e.g., class, race, ethnicity, and gender) on contemporary families.	1. Class discussions 2. Chapter Quizzes 3. Exam MC/Essay Questions
SLO 1.4 Demonstrate an ability to describe the basic research methodologies employed to study the dynamics of interpersonal relationships and marriage and family life including the major findings of social research.	1. Class discussions 2. Chapter Quizzes 3. Exam MC/Essay Questions

Objective 2: Internal Dynamics of Families

Demonstrate an understanding of family strengths and weaknesses and how family members relate to each other.

Student Learning Outcome	Measurement Instrument
SLO 2.1 Demonstrate an ability to identify and explain the functions of families.	1. Class discussions 2. Chapter Quizzes 3. Exam MC/Essay Questions
SLO 2.3 Demonstrate an ability to describe and analyze interpersonal relationships and internal family dynamics utilizing a variety of theoretical and conceptual models.	1. Class discussions 2. Chapter Quizzes 3. Exam MC/Essay Questions

Objective 5: Interpersonal Relationships

Demonstrate an understanding of the development and maintenance of interpersonal relationships.

Student Learning Outcome	Measurement Instrument
SLO 5.1 Demonstrate an ability to assess the influence of one's family of origin on their personal style of relating to others.	1. Class discussions 2. Personal Journal #1 3. Exam MC questions
SLO 5.2 Demonstrate an ability to identify healthy and unhealthy definitions of love and to explain factors that contribute to the formation of healthy versus unhealthy interpersonal relationships.	1. Exam MC Questions 2. SoS #1 3. SoS #3
SLO 5.3 Demonstrate an ability to identify factors that are predictive of early marital distress and enumerate specific strategies designed to promote marital satisfaction and stability.	1. Strong Marriage Interview 2. SoS #1 3. SoS #2 4. SoS #5 5. Exam MC/Essay Questions
SLO 5.4 Demonstrate an ability to utilize multiple models of effective communication and conflict resolution skills.	1.Exam MC/Essay Questions 2.Chapter Quizzes 3.SoS #4

Course Policies and Procedures

Blackboard and Email

All students are expected to have access to computers and ACU email. Students are expected to check ACU email daily and to regularly view the Blackboard site for this class. Many messages and updates will be posted on this site. In addition, if an emergency arises and we are unable to meet at our regularly scheduled class date and time, students must check Blackboard and email for updates, announcements and alternate assignments.

Computers/Cell Phones

Computers/cell phones/iPhones/iTouch/iPads are only to be used as directed by the instructor. These devices are not to be used for personal use during class time. Please be respectful of this policy. This policy exists because of previous difficulties with monitoring mobile devices and the distraction caused during class time. All mobile devices are to be placed out of sight until called upon by the instructor. Failure to adhere to the policy will result in being asked to leave the classroom for that day, point deductions from final grade, or be withdrawn from the course. Please assure that all cell phones are **turned off** during class unless you have an unusual circumstance or need to be accessible (e.g., you have children). Failure to comply with this policy will result in a reduction in your class attendance/participation grade. Thank you for your cooperation.

Attendance

The University's Class Attendance policy is stated in the Academic Policies Section of the ACU Catalog. Your attendance and participation in class discussions is vital to the learning process and essential to maximizing the benefits of the course. You are responsible for signing the class roll documenting your attendance for each class period; under no circumstance are you to sign the class roll in behalf of another student. Excessive tardies may lead to being considered "absent".

Additional Attendance Policies

- a) If you are late, it is your responsibility to sign the class roll documenting attendance. If you are significantly late you may receive only partial credit for that class period. If you leave class early you should so indicate on the class roll.
- b) An excused absence will only be granted on the following conditions, and must be verified: verifiable extreme illness, death of a near relative, or participation in University sponsored and approved activity. I will make the final decision if the absence is deemed excused. To be considered for an approved/excused absence, the following must be completed:
 - i. For an extreme illness, a doctor note documenting the illness or medical event must be submitted to the professor within 7 calendar days of missing class.
 - ii. For the death of a near relative, a parent note with contact information must be submitted to the professor within 7 calendar days of missing class.
 - iii. An absence may be excused due to the student's participation as a representative of the University in an official school function or during attendance on a field trip when: approved by the Provost and verified by a printed list of participants that has been prepared by the Dean and presented to the professor in advance.
- c) It is the student's responsibility to be in contact with the professor about any of the issues above. Also, students are responsible for making up any missed work and must sign in if late to class.
- d) Only excused absences (as indicated above) will qualify a student to make-up examinations. Make-up exams will be given on Monday's 8:30-10:30 and Thursday's 1:00-3:00 of each week and will be proctored by student workers in the Department's Conference Room. Make-up exams must be taken within seven calendar days of the original exam date. Being absent does not excuse a student from assignment due dates.
- e) You are responsible for discovering all assignments, materials, or work missed due to an absence or tardy. Ignorance of an assignment will not excuse late work.
- g) If you are absent, please get the notes you missed from a classmate.

APA 6th ed.

APA is the adopted writing style of the Department of Sociology and Family Studies. All assignments are expected to be formatted in accordance with APA 6th ed. The instructor will provide examples of APA writing as necessary for this course. Also see <http://www.apastyle.org>. There are many additional resources on the web for APA 6th edition. All you have to do is google it!

Email Communication

Every attempt will be made to respond to emails within 24-48 hours, usually sooner. I receive a large number of emails daily and must organize my inbox. Emails not formatted may be subject to delayed response times or no response. Emails must include a subject line using the following format:

[FAM1 First Last Name Subject]

Example: FAM1 Jane Doe Group Project Questions

[FAM 2 First Last Name Subject]

Example: FAM2 Jon Doe Family of Origin Journal #1

Late Work

It is your responsibility to remit course assignments by the required due date as stated in the course syllabus or otherwise designated. It is not the role of the instructor to constantly remind you of due dates. Also, being absent does not excuse you from assignment due dates. You should plan and coordinate your schedule to allow sufficient time to complete assignments by the scheduled due date allowing for unexpected events and other demands (e.g., assignments due in other classes, employment schedules). Technology problems, unless acknowledged by campus officials, is not an excuse for turning in an assignment late. It is my responsibility to help you foster effective time management skills and to hold you accountable for establishing and maintaining priorities. These skills reflect expectations and demands of most employers and are essential to performing effectively in the workplace and other settings. For example, there are serious consequences for being late for a job interview or failing to deliver a client's work on time.

If you choose to turn in an assignment late, there is a 30% penalty. You have 1 week from the due date to complete the assignment and submit it appropriately. There are no lesser deductions for late work turned in less than a week. Whether 1 day or 6 days, the assignment is 30%, so make sure you take the time to turn in a well-polished product if turning in late.

Examples.

If SoS #1 is due on a Tuesday and you turn it in the following Tuesday, there is a 30% penalty.

If SoS #1 is due on Tuesday and you turn it in the next day, Wednesday, there is a 30% penalty.

If SoS #1 is due on Tuesday and you try to turn it in the following Wednesday it will not be accepted.

Please keep track of your assignments. If you need help with making a schedule for your assignments for this class, please let me know.

Mobile Device

Texting (or any unauthorized use of a mobile device) is considered rude, disrespectful, and disruptive to the instructor. Texting will not be tolerated during class time. You will face penalties starting with your first unauthorized use of a mobile device including, but not limited to, participation deductions towards final grade, being counted absent, being asked to leave class for the day, meeting with student life, or being dropped from the course. I may or may not call you out in class for such an offense during class, but it will be documented.

Participation in class

Participation by all students is both essential and valued in order to create an active learning community. The course will be conducted in a seminar style with students actively contributing to the social and learning environment. Students are required to show a professional approach in the use of language, attitudes, Blackboard posts, assignments, presentations, projects and class participation. Students will be expected to come prepared to discuss the topics covered in the assigned readings for the day. Participation in activities is critical to the development and assessment of the course competencies that include specific knowledge, skills, and attitudes. Students will be expected to demonstrate professional attitudes and behaviors during class meetings and while working on cooperative learning projects. Cooperative group learning experiences will be promoted throughout the course. The goals will focus on shared decision-making, individual and group responsibilities, and effective written and oral communication skills. Guidelines for group work will be discussed in class sessions.

Readings and Assignments

Students will be responsible for reading the assigned materials in the textbook and any other handouts given by the instructor. Dates on the projected course calendar indicate the class times scheduled for discussions and other activities related to the designated topics.

Professionalism

Your role as a student and performance on academic assignments is preparatory for the responsibilities you will eventually assume in your role as an employee in your chosen profession. Your academic experience is an opportunity to cultivate habits that will serve you well in the workplace. Your class work should exhibit an attention to detail and level of professionalism that an employer will expect of you one day. For example, you would not submit an important document to your boss with the corner turned over because you did not have a stapler. Therefore, there will be a minimum 5% penalty on any assignment for each of the following violations that exhibit a lack of professionalism and attention to detail:

- 1) the assignment does not have your name on the first page or on a required APA title page,
- 2) the assignment does not have the course number and title on the first page or required title page,
- 3) the assignment does not have the date submitted or has an erroneous date submitted,
- 4) the assignment does not have the title of the assignment on the first page or required cover page,
- 5) multiple pages are not properly stapled,
- 6) large white space used to take up space in order to meet page length requirements,
- 7) failure to comply with typing, margin, font, or spacing requirements on written assignments,
- 8) violation of page length standards (note: penalty will exceed 5%),
- 9) violation of professional appearance standards.

Retention and Backup: Students are advised to back up all of their work in the event of technology failure or to aid in portfolio evidences. In the event that the instructor is unable to open a document, a request for an additional copy may be necessary. Save all your creative work to your ACU-provided space, a class folder on your personal computer or flash drive, or save to your email account.

Work submission:

Assignments will be submitted in 2 different ways. Typically assignments will be submitted via Blackboard. You must remember to attach your document and hit "Submit". Some typed assignment (class exercises) may be asked to bring to class for in-class discussion. All such assignments should be typed and follow the professionalism guidelines and any additional guidelines from the instructor. All assignments completed outside of the classroom must be typed.

Other assignments will be submitted via Blackboard using one of the following file extensions - .doc, .docx, .rtf (No pdf files). Please do not email me your assignment or give me a hard copy unless explicitly stated. Grading of student work will be influenced by neatness, organization, and the policy on professionalism. APA style is expected. All submissions must be typed with 1-inch margins, double-spaced; 12 point font in Times Roman. All electronic submissions must include a header with the student name, course number, and assignment name.

Examples: FAM1_Jane Doe_Strong Marriage Interview
FAM2_Jane Doe_Strong Marriage Interview

Partial responses or incomplete assignments or drafts pending revisions, etc., will only receive partial credit or no credit depending on the appropriateness of

the answers/ responses/ projects/ posts suitable to the question. For example, if you turn in 2 pages for a 4 page minimum paper that is worth 100 points, you can only earn a maximum 50 points.

Department and ACU Policies

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying that represent actions contrary to the values of a Christian. The most powerful motive for honesty and truthfulness comes from our personal sense of integrity and desire to reflect God's will in our lives.

The full Policy is available for review at the Provost's office web site

(<http://www.acu.edu/campusoffices/provost>); violations will be addressed as described in the

Policy.

Plagiarism: This includes, but not limited to, the use of quotations without citation and extensive paraphrasing of others' ideas without citation. This also includes copying word for word from an author, citing the author, but not placing quotations around the quoted material.

dOu(Xú“ + É 2bŠ↑ ?μ■ • ->ŠI<+,”İ scholastic dishonesty. Cheating also involves knowingly allowing your work to be copied in whole or in part by another student. If you are ever in doubt about the legitimate use of sources for assignments, ask the instructor.

Statement on Cooperation with Americans with Disabilities Act (ADA)

Abilene Christian University and The College of Arts and Sciences comply with the ADA in making reasonable accommodation for qualified students with disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible.

Week/Date		Topic	Read during this week	Assignments Due
Week 1	Aug. 27-31	Syllabus and Introduction of Course Introduction to Family Studies	Syllabus	Read the syllabus. It's the key to your success and will save us both a lot of headaches.
Week 2	Sept. 3-7	Families in the 21 st Century	Welch Ch. 1, Course packet	Quiz #1
Week 3	Sept. 10-14	Understanding Families through Research and Theory	Welch Ch. 2, Course packet	Quiz #2
Week 4	Sept. 17-21	Understanding Families through Research and Theory Gender in Today's Society	Welch Ch. 4, Course packet	Family of Origin Journal Exam 1
Week 5	Sept. 24-28	Family of Origin Influence Singlehood and The Quest for Completion	Course packet	SoS #1
Week 6	Oct. 1-5	Love and Loving: Definitions of Love	Welch Ch. 6, Course Packet	Quiz #3 SoS #2
Week 7	Oct. 8-12	Intimacy: Developing and Experiencing Affectionate Bonds	Welch Ch. 5 Course Packet	Quiz #4 SoS #3
Week 8	Oct. 15-19	The Formation of Loving Relationships The Path to Commitment: Attraction, Dating, Partnering, and Cohabitation	Welch Ch. 7 Course Packet	Exam 2
Week 9	Oct. 22-25	The Wheel Theory of Love Coupling: From Singlehood to Marriage	Welch Ch. 8, Course Packet	Quiz #5
Week 10	Oct. 29-2	Predictors of Marital Distress: Relationship Deterioration and Divorce Strategies for Building a Strong Marriage	Welch Ch. 13, Course Packet	Quiz #6 SoS #4
Week 11	Nov. 5-9	Family Communication, Conflict, and Forgiveness	Welch Ch. 3, Course Packet	Exam 3
Week 12	Nov. 12-16	Communication and Conflict Resolution	Welch Ch. 3, Course Packet	Quiz #7 SoS #5
Week 13	Nov. 19-23	Becoming Parents: Choices and Challenges	Welch Ch. 10, 11 Course Packet	Quiz #8 Strong Marriage Interview
Week 14	Nov. 26-30	Sexual Aspects of Relationships	Welch Ch. 9 Course Packet	Quiz #9 SoS #6
Week 15	Dec. 3-7	Family Life and Work: A Balancing Act	Welch Ch. 12 Course Packet	Quiz #10 Quiz #11 (Make Up Quiz)
Week 16	Dec. 10-14	Final Exam		Mon - FAM2 - 1:30pm Wed - FAM1 - 8am