

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number FAM 251 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Application to add FAM 251 to the SBS menu.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

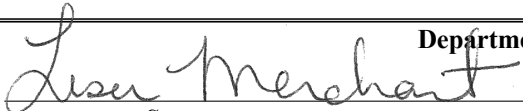
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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	<u>9/16/2022</u> _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform an annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	FAM 251.02: Introduction to Family Studies
Terms offered:	Fall and Spring
Catalog description:	The study of relationships, marriages and families as a social science. 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 prerequisites:	n/a
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	FAMO 251
Other general education menus on which the course appears or you are applying for:	n/a

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

FAM 251.02 is a social science course that introduces 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 healthy relationships, particularly within the context of singleness, dating, and marriage and family life, as they live out their Christian faith.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

Students in FAM 251.02 will explore family and relational life, related to the course's focus of establishing and maintaining healthy relationships. Specific examples of this material include course modules within Canvas, course readings, and reflective writing and quizzes that incorporate course content on family and relationships.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

There are no prerequisites for this course.

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Quiz 1: What is family?
Outcome A2	SOS 4: The Art of Conflict (see below for prompt)
Outcome C1	Discussion Board 1: Family Decline Theory vs Family Transformation Theory (see below for prompt)
Outcome C2	Discussion Board 8: Forming Loving and Healthy Relationships (see below for prompt)

Outcome A2 Assignment Prompt:

Song of Solomon Podcast #4 - The Art of Conflict

The Song of Solomon series by Tommy Nelson is a popular collection of lessons on God's intention for romantic relationships and marriage. He applies humor and knowledge of the text to weave a detailed description of a man and woman's love journey. You will listen to each podcast, ranging from 40-50 minutes each. For each podcast there will be a written journal assignment to go along with it. See below for instructions and link to podcast.

Podcast: <https://dentonbible.org/sermon/the-art-of-conflict/>

Complete both of the following prompts with a minimum of 150-300 words each. Remember to provide depth and evidence that you listened to the podcast. Be sure that you have listened to the podcast first. Follow along in your bible. For full credit, you need to provide evidence that you listened to the podcast, by writing about information that Nelson shares, as well as your own response to the question.

1. Nelson identifies a number of unhealthy ways to "fight"... criticism, guilt, yelling, anger, manipulation. Which of these are you most prone to using? Why do you think this is? Think critically about this to identify moments or situations that may bring out these "fighting" techniques.
2. After listening to the podcast, and identifying which unhealthy conflict strategy you are most prone to, what do you need to do in order to "fight" in a way that shows love? Are there certain qualities or skills that would help? Be specific and introspective.

Outcome C1 Assignment Prompt:

Discussion Board 1: Family Decline Theory vs Family Transformation Theory

As you have been learning in Module 2, the American family has evolved over time. Some theorists argue that the contemporary family is declining in terms of its values and stability. Other theorists argue that it is not declining but is just changing. These two theories are referred to as:

Family Decline Theory

Family Change/Transformation Theory

According to Laplant (2016), "Family decline theory suggests that families as an institution are changing in such a way that they are in a state of decline. It is argued that the overall functions of the family, to have children and to nurture those children into functioning adults, are being threatened by changes in values and norms in society. The decline of the traditional nuclear family has brought about changes in many spheres of life throughout history. Proponents of family decline say that the decline in marriage rates, rise in divorce rates, changes in marital roles, and changing family structure are hindering the function of the family as an institution".

According to Laplant (2016), "However, many scholars also believe that the family is undergoing a state of change or transformation leading to new family values and structures that reflect the changes in societal norms and values." Thus it is not declining, just evolving.

Read the following to learn more about family decline theory and family change/transformation theory. After reading, complete the following instructions for this discussion board.

Reading:

<https://researchingparents.wordpress.com/2012/02/20/family-change-vs-family-decline/>

For this discussion board you need to:

1. Explain which theory best aligns with your view of families today. Are families declining or changing? Explain.
2. Identify and explain 3 strengths and 3 weaknesses you see in contemporary families today.
3. By the due date you also need to respond to at least 1 person's post.

Discussion Expectations:

Please provide comprehensive posts and responses and keep comments focused on the discussion topic. To receive full credit, postings and responses need to be thoughtful; that is, they need to address the topic at hand, and include personal related experiences, references to readings, relevant issues in the news, information obtained from other sources, or ideas expressed in the postings of other classmates, as appropriate. Comments such as, "I agree," or "Nice job," do not count. Postings and responses must be professional, respectful, and appropriate.

Outcome C2 Assignment Prompt:

Discussion Board 8: Forming Loving and Healthy Relationships

As you have been reading and examining the course material on forming loving healthy relationships, this discussion board question allows you to reflect on the material we have been studying.

For this discussion board you need to:

1. Answer the following question: What course material (notes, readings) on forming loving relationships has been most helpful and insightful for you? Your response needs to include a specific reference to course material (notes, readings) and is clearly explained. You need to write a minimum of 300 words.
2. By the due date you also need to respond to at least 1 person's post.

Discussion Expectations:

Please provide comprehensive responses and keep comments focused on the discussion topic. To receive full credit, postings need to be thoughtful; that is, they need to address the topic at hand, and include personal related experiences, references to the readings, relevant issues in the news, information obtained from other sources, or ideas expressed in the postings of other classmates, as appropriate. Comments such as, "I agree," or "Nice job," do not count.

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write "Not Assessed" in the "Meets Expectations" section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 85% of questions on Quiz 1: What is family?	Students correctly answer at least 85% of questions on Quiz 1: What is family?	Students correctly answer 90% or more of questions on Quiz 1: What is family?

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students provide inaccurate or incomplete response to essay prompts	Students respond accurately and completely to essay prompts	Student response to prompt is especially thorough and/or reflective
Interpret source within rhetorical context		Not assessed	
Evaluate relevance of source within multiple contexts		Not assessed	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic	Students take ideas/information from only a single source to form a position	Students take ideas/information from multiple sources to form a position	Student response to prompt is especially thorough and/or insightful
Develop and express an evidence-based viewpoint on a topic	Students fail to reference source material in defense of their own position, or misuse source material	Students use source material to defend their own position	Students recognize the conflict between multiple sources and build a position that solves that conflict
Synthesize information from multiple sources		Not assessed	

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students take ideas/information from only a single source to form a position	Students accurately paraphrase source material in their own words	Student response to prompt successfully integrates course content

Abilene Christian University
College of Biblical Studies
Department of Marriage and Family Studies
FAM 251.M1: Introduction to Family Studies - Majors
Fall 2021
MWF 9-9:50 BSB 112
3 Credit Hours

Instructor: Heidi Morris, Ph.D., LPC, CFLE

Office: BSB Room 275

Office Phone: 325.674.6964

Email Contact: heidi.morris@acu.edu

Office Hours: * M: 10-12 pm; W: 10-1 pm; Tues: 8:30-9:30 am; Thur: 2-3

***Other times by appointment. To make sure I am available to meet with you, it is best to email me and schedule an appointment.**

Face Mask Requirement for this Class: In an effort to keep all members of our community safe, this course has received university approval to require all students to wear face coverings over their mouth and nose, regardless of vaccination status. Students who refuse to comply with this course requirement may be referred to the Dean of Students.

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 Child and Family Services 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. **Brown. S. L. (2017). *Families in America*. California: University of California Press.**
2. **Parrot, L., & Parrot, L. (2011). *Real relationships: From bad to better and good to great*. Zondervan. OR 2019 edition**
3. **Course Packet (provided online).**

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 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

1. Family of Origin Assignment 20%

You will complete a 1000-1200 word paper where you identify how your family of origin has shaped your view of self and family. Instructions are provided in Canvas 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. A rubric is attached to the syllabus. The paper must comply with APA 7th edition writing style. You will need a cover page, main text, and reference page where applicable. You will submit this assignment via turnitin.com on the assigned date on the course calendar. (Measures competencies 1-11)

2. Song of Solomon (SoS) Podcast Assignments 30%

The Song of Solomon series by Tommy Nelson is a collection of lessons on God's intention for romantic relationships using the biblical chapter, Song of Solomon. He applies humor and knowledge of the text to weave a detailed description of a man and woman's love journey. You are assigned 6 podcasts assignments. You will listen to each podcast, ranging from 40-50 minutes each. While these podcasts follow a more traditional and biblical view of marriage, some students may not agree with all points. Use the podcasts as a way to explore relational and marital dynamics from a Biblical perspective. For each podcast there will be a written journal assignment to go along with it, see Canvas. A rubric can be found on Canvas. You will submit this assignment via turnitin.com on the assigned date on the course calendar. (Measures competencies 3-11)

3. Chapter Quizzes 40%

Multiple choice quizzes will be designed to test your knowledge of the content of the Brown text and course packet and notes. These will be on-line quizzes. At the end of the semester you have the option of having your lowest quiz replaced with a higher grade by completing the following extra credit assignment:

Extra Credit for Quiz Replacement: Write a 500-word minimum essay describing what you have learned about relationships after taking this course, and how you will use your learning personally and professionally. Be specific in your analysis. Do not write generally, but focus on some specific aspect of learning (i.e. singlehood, marriage, etc). This paper must be typed using correct APA format. It must be typed and printed out and turned in at the beginning of class, on the last day of class for the semester. No late make-up quizzes will be accepted. Excellent work will allow your lowest quiz grade to be replaced with a 100.
(Measures competencies 1-11)

4. Discussion Boards (10%)

There will be a series of discussion boards on Canvas that relate to course content. These will be completed outside of class and allow students to engage the course content while also reading and responding to other students in class. Each discussion board will require students to make a post based on the instructions and reply to another student. All posts and replies must be professional and well-written and respectful. See Canvas Modules for Discussion Boards.

5. Final (10%) The final will be over the book, *Real Relationships*. More details will be provided later in the semester about the final.

Classroom Management and Other Policies

Class Attendance/Participation: +/-

I will take roll at the beginning of each class period, via Canvas. If you come to class late and I have already taken attendance, you will need to speak to me so that your absence is changed to “tardy.” Otherwise the absence will stand. Only excused absences will qualify a student to make-up quizzes/examinations. Any exceptions to the attendance policy are made solely at my discretion. See the additional attendance policies section of the syllabus for a further explanation of class attendance policies.

Covid Attendance Policy: This class will follow all of ACU’s related Covid policies. If a student tests positive for Covid or is exposed and has to quarantine, these will count as absences. Medical or ACU documentation is needed in order for this type of absence to be excused. Zoom will not be offered for students in quarantine, so absent students are expected to catch-up on missed work.

The following absence and tardy policy will be followed:

# of Absences	Actions
7	If you reach this number of absences for any reason (excused or unexcused) you will be dropped from the course.
# Tardies	Actions
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.

Additional Attendance Policies/Excused and Unexcused Absences/Make-up Quizzes and Exams

If you are late, it is your responsibility to contact me after that class period to have your absence changed to a “tardy”. Otherwise the absence will stand. If you are significantly late you may still be counted absent. If you leave class early you can be counted absent, unless approved.

- a) 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:
 - 1) 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.
 - 2) 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.
 - 3) 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.
- b) 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.

- c) Only excused absences (as indicated above) will qualify a student to make-up examinations. 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.
- d) 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 and stay up to date on Canvas.

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 and 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, visiting, working on day planners, or working on other classes 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 and/or inappropriate behavior, as indicated by repeated actions such as:

- a. working on assignments or studying for another class (i.e., multi-tasking)
- b. excessive talking/visiting with other students in class
- c. disrespectful attitude
- d. failure to participate in class discussions
- e. texting or any unauthorized use of a mobile device

Computers, Cell Phones, Etc.

Please assure that all cell phones, iPhones, iPads and other portable devices are turned off for the duration of class unless we engage in a mobile learning activity and/or there is a specific need for you to be “on call.” Please alert me before class if there are extreme or unusual circumstances that would require you to be “on call.” Otherwise, all electronic devices should be stored away while in class. Absolutely no texting or other forms of electronic correspondence are allowed during class as this behavior is distracting to me and your fellow classmates.

The only exceptions to this policy are laptop computers and electronic devices that are used for note taking purposes, access to an e-book for course text reading, and a class activity given by the professor. If a student is found to be using an electronic device for anything other than note taking, e-book reading, or an in-class activity given by the professor, he/she will be asked to leave class that day, and will be assigned an absence. Also, inappropriate use of technology during class will negatively impact your final grade. Please be responsible and know your computer usage is being seen by those around you and you are also being held accountable by your peers. No portable technological devices may be used or placed on your work area during a quiz or exam (unless an on-line in-class quiz/exam is given by the professor). All such devices must be stored away; failure to comply will result in a failing grade for that quiz or exam.

Canvas and Email Communication

All students are expected to have access to computers and ACU email. You are expected to check ACU email daily and to regularly view the Canvas site for this class as messages and updates may be posted on Canvas. In addition, if an emergency arises and we are unable to meet at our regularly scheduled class date and time,

students must check Canvas and email for updates, announcements and alternate assignments. 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; therefore, emails which are not formatted may be subject to delayed response times or no response. Emails must include a subject line using the following format:

FAM 275 First Name Last Name Subject

Example: FAM 275 Jane Doe Group Project Questions

Instructor Availability

If you wish to discuss any issue related to the class, particularly pertaining to your performance in this class, please do not hesitate to make an appointment with me. Please do not wait until it is too late to help make this course a successful and rewarding learning experience for you. More specifically, do not wait until the end of the semester to discuss extreme or unusual circumstances affecting your grades, it is too late at that point. Your suggestions and ideas are always welcome.

Testing Services

If you are enrolled in programs offered by Alpha Academic Services, then you must have a staff member inform me of your testing needs. All tests must be taken the same day and time on which it is regularly scheduled.

Retention Policy

You should retain an electronic or hard copy of all work submitted for grading, including the graded copy of all assignments returned to you. This policy is designed to resolve any potential questions regarding whether assignments have been submitted or graded.

Incompletes

Under extreme and very unusual circumstances, you may receive a grade of "I" (Incomplete) for this course. You are responsible for requesting an "I" in writing no later than the last day of classes prior to the week of final exams. Your correspondence should clearly describe the extreme and unusual circumstances that precluded your completion of the required coursework. Your correspondence should also identify any assignments you have not submitted and your plan (i.e., expected date) for completion of each assignment. The approval of your request and the submission of a grade of an "I" is solely at my discretion. You are responsible for completing an "I" by the end of the next long term (i.e., semester); otherwise, it becomes an "F" on your academic record. It should be noted that a grade of "I" is calculated in your GPA as an "F" until it is removed.

Self-Disclosure

Although you may be asked to disclose thoughts and feelings that are personal in nature in class, please remember that you are in charge of what you choose to disclose in front of classmates. You should not feel compelled to reveal any information that you choose not to share. You may have an emotional reaction to some of our class discussions; please consult with me along the way if you have questions or concerns.

Confidentiality

In order to provide a safe environment for all students and guests in the class and to protect confidentiality, students are asked to refrain from discussing shared information outside of class. By attending this class, you agree to respect one another's vulnerabilities and to avoid discussing specific classmates' disclosures outside of class, especially with people not in the class, unless you are talking directly with that person.

Respect for Individual Differences

The Department of Marriage and Family Studies endorses a learning environment which respects all individual differences and encourages the open-minded exploration of ideas among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while you are students you will be respectful of differences and strive to understand other peoples' perspectives, behaviors, and world views. Civil discourse is an important competent of learning environments.

Grade Related Policies and Procedures

Work submission

All assignments will be submitted through turnitin.com, and quizzes will be submitted through Canvas. All paper submissions must be typed in 12 point Times New Roman font with 1-inch margins and double-spaced. Grading of written work will be influenced by following all instructions, as well as neatness, organization, and command of the English language. **Please do not email me your assignment unless explicitly requested.** Partial responses or incomplete assignments or drafts pending revisions, etc., will only receive partial credit or no credit depending on expectations for the assignment. 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 of 50 points.

Any indication or evidence that a student has submitted work for this class that was submitted for a previous course will result in significant grade deductions and/or dropped from the course. Likewise, any assignment submission made in this course that is not the work of the student who submitted it (e.g. plagiarism or submitting another student's work as your own) will result in being dropped from the course. These scenarios are considered unethical behavior.

Policy Pertaining to Late Work

It is your responsibility to remit course assignments by the required due date as stated in the course syllabus or otherwise designated. You should plan and coordinate your schedule to allow sufficient time to complete assignments by the scheduled due date allowing for unexpected events (e.g., printer problems) and other demands (e.g., assignments due in other classes, employment schedules). Technology problems, unless acknowledge 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.

Late work (other than work associated with excused absences or extreme and unusual circumstances) will lower your grade on class assignments by 3 points per day (including weekends) until submitted. **You will receive a**

zero on any assignment that is not remitted within ten days of the due date. No assignments will be accepted for credit after 4:30 p.m. on the last day this class meets this semester, without you having made prior arrangements with me. As previously noted, the only exceptions to this policy will be excused absences or extreme and unusual circumstances (e.g., death in the family, extended illnesses) and will be at the sole discretion of your professor. Check Canvas for all due dates.

APA 7th edition

APA is the adopted writing style of the Department of Marriage and Family Studies. All written assignments are expected to be formatted in accordance with the APA (7th edition) and you may lose points for noncompliance with APA requirements. See <http://www.apastyle.org> for additional help. You may also want to purchase the APA 7th edition manual.

Another helpful online resource is owl.purdue.edu

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 5 point 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 cover page,
- 2) the assignment does not have the course number and title on the first page or required cover 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 (includes having to borrow the department's stapler),
- 6) failure to comply with typing, margin, font, or spacing requirements on written assignments,
- 7) violation of page length standards (note: penalty may exceed five points),
- 8) failure to attach an Early/Late Submission of Work Form when required, and
- 9) violation of professional appearance standards.

Course, 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. Consequences for violations of academic integrity may include, but are not limited to (1) a lowered grade on the exam/assignment, (2) an "F" on the exam/assignment, (3) an F in the course, and (4) possible expulsion from the University. Plagiarism and cheating will not be tolerated under any circumstances.

The American College Dictionary defines plagiarism as “copying or imitating the language, ideas, and thoughts of another and passing off the same as one’s original work.” Cheating refers to the unauthorized use of books, notes, or otherwise securing help on a test; copying tests, assignments, and papers; representing the work of another person as one’s own; collaborating without authorization with another student during an examination or in preparing academic work; signing another student’s name on an attendance sheet; or otherwise practicing 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.

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.

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.

A statement from your professor:

Welcome to class! I am looking forward to working with you this semester. I hope the time you invest in this course will be rewarding and helpful as you continue with your studies and plan for your future. I will do my best to prepare you and help you along the way. If you have any concerns that you need to discuss with me, please don’t hesitate in contacting me. Be ready to work hard, have fun, learn a lot, and grow in God’s wisdom and knowledge. Blessings this semester. – Dr. Morris

Grade Totals	
1. Family of Origin Assignment	20%
2. SOS Podcast Assignments	30%
3. Quizzes	40%
4. Final	10%
Total	100%

Evaluation Criteria

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

Foundational Student Learning Outcomes

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
FSLO 1.1 Demonstrate an ability to recognize the reciprocal interaction and influence between individuals, families, and various social systems.	1. Chapter Quizzes
FSLO 1.2 Demonstrate an ability to identify social and cultural influences on dating, courtship, marital choice, marital relations, family forms and family life.	1. Chapter Quizzes
FSLO 1.3 Demonstrate an ability to assess the impact of demographics (e.g., class, race, ethnicity, and gender) on contemporary families.	1. Chapter Quizzes

Objective 5: Interpersonal Relationships

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

Student Learning Outcome	Measurement Instrument
FSLO 5.1 Demonstrate an ability to assess the influence of one's family of origin on their personal style of relating to others.	1. Family of Origin Paper
FSLO 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. SOS #1 2. SOS #3
FSLO 5.3 Demonstrate an ability to utilize multiple models of effective communication and conflict resolution skills.	1. SOS #4

Each Monday come to class having read all of the assigned material for that week.

	<u>Class Dates</u>	<u>Material Covered</u>	<u>Source</u>	<u>Due date</u>
Week 1	Aug 23,25,27	Syllabus and Introduction of Course Intro to Families	Syllabus Canvas Module Unit 2: "What is family?"	Read the syllabus. Assignments due by 11:59 pm on due date unless specified otherwise.
Week 2	Aug 30, Sept 1,3	Historical and Contemporary Perspectives on Families	Brown Ch. 1 Course packet	9/1 Quiz #1
Week 3	Sept 6,8,10	Families of Origin Influence	Genogram Course Packet	9/8 Quiz #2
Week 4	Sept 13,15,17	Family Theory Social Research Singlehood, Dating, Living Apart Together	Course packet Brown(p.36-51)	9/17 Family of Origin Assignment
Week 5	Sept 20,22,24	Cohabitation	Brown(p.51-59) Course packet	9/22 Quiz #3
Week 6	Sept 27,29, Oct 1	The Quest for Completion	Course Packet	9/29 Quiz #4
Week 7	Oct 4,6,8	Definitions of Love	Course Packet	10/6 Quiz #5 10/9 SoS #1
Week 8	Oct 11,13,15	The Formation of Loving Relationships: The Dating Funnel	Course Packet	10/13 SoS #2
Week 9	Oct 18,20,22	The Dating Funnel	Course Packet	10/20 Quiz #6
Week 10	Oct 25,27,29	The Formation of Loving Relationships: The Wheel Theory of Love	Course Packet	10/27 SoS #3
Week 11	Nov 1,3,5	Marriage Strategies for Building a Strong Marriage	Brown(p.59-67) Course Packet	11/3 Quiz #7
Week 12	Nov 8,10,12	Strategies for Building a Strong Marriage	Course Packet	11/10 Quiz #8
Week 13	Nov 15,17,19	Communication and Conflict Resolution	Course Packet	11/17 SoS #4 11/17 SoS #5

Week 14	Nov 22 Nov 24,26 Thanksgiving	Communication and Conflict Resolution Divorce; Remarriage; Stepfamilies	Course Packet Brown(ch. 3)	11/22 SoS #6 11/22 Quiz #9
Week 15	Nov 29, Dec 1,3	Divorce; Remarriage; Stepfamilies Childbearing/Childrearing Working Families; Sexual Aspects of Relationships	Brown(ch. 3) Course Packet	12/1 Quiz #10
Week 16		Final Exam- TBA		

FAM 251

Tentative Quiz Calendar
Fall 2021

Due Date	Quiz #	Material Location	Title/Pgs.
9/1	Quiz #1	Canvas Module Unit 2	<i>What is Family?</i>
9/8	Quiz #2	Brown Ch. 1	<i>Historical and Contemporary Perspectives on Families</i>
9/22	Quiz #3	Brown Ch. 2	<i>Brown pgs. 36-51: Singlehood, Dating, Living Apart Together</i>
9/29	Quiz #4	Brown Ch. 2 Course Packet/Notes	<i>Brown pgs. 51-59: Cohabitation Course Packet section on Cohabitation</i>
10/6	Quiz #5	Course Packet/Notes	<i>The Quest for Completion</i>
10/20	Quiz #6	Course Packet/Notes	<i>Definitions of Love; The Formation of Loving Relationships: The Dating Funnel</i>
11/3	Quiz #7	Course Packet/Notes	<i>The Formation of Loving Relationships: Wheel Theory of Love</i>
11/10	Quiz #8	Brown Ch. 2 Course Packet/Notes	<i>Brown pgs. 59-67: Marriage Strategies for Building a Strong Marriage</i>
11/22	Quiz #9	Course Packet/ Notes	<i>Communication and Conflict Resolution</i>
12/1	Quiz #10	Course Packet/ Notes	<i>Communication and Conflict Resolution</i>

LATE/EARLY SUBMISSION OF WORK FORM**STUDENT NAME:** _____**COURSE NAME** _____**ASSIGNMENT:** _____**DUE DATE:** _____**DATE SUBMITTED:** _____**DAYS LATE:** _____**IS A DOCTOR'S EXCUSE ATTACHED?** _____**COMMENTS: PLEASE DESCRIBE ANY EXTREME OR UNUSUAL CIRCUMSTANCES
THAT ARE THE PRIMARY CAUSE OF YOUR WORK BEING SUBMITTED LATE:**_____
STUDENT SIGNATURE_____
DATE SIGNED**FOR OFFICE USE ONLY:**_____
RECEIVED BY_____
DATE RECEIVED**COMPUTATION OF LATE WORK PENALTY:** _____

Name: _____

	Needs Improvement	Acceptable/Satisfactory	Excellent/Superior
CONTENT	Inadequate response to topic; little development of topic; quality of ideas is poor, quantity of content is lacking (24 points)	Reasonable response to topic in both quantity and quality of content; moderately sustained and developed ideas (32 points)	Outstanding response to topic; fully sustained and developed ideas; excellent in both quantity and quality of content (40 points)
ORGANIZATION/ PARAGRAPHS	Purpose absent or unclear; illogical arrangement; poor transitions; introduction lacks elements; weak paragraph structure; conclusion weak or missing (9 points)	Introduction has subject, purpose, scope, background and plan of development; Paragraphs have controlling ideas, transitions and relate ideas or details to thesis; Conclusions & recommendations are appropriate (12 points)	Purpose fully supported with details arranged logically and effectively; introduction is notable; very effective paragraphs, development of ideas; Conclusions & recommendations are significant (15 points)
SENTENCES	Little control over sentences evidenced by incomplete, run-on or awkward sentences; little variety in sentence length or pattern (9 points)	Reasonable control over sentence evidenced; some variation in sentence length and pattern (12 points)	Fluent sentences with few if any structural weaknesses; syntactically mature or sophisticated sentences demonstrating variation in length and pattern (15 points)
USE/CITATION OF SOURCES (when applicable for assignment; if not applicable 15 points will automatically be applied to grade)	Little variety of sources in works cited/consulted; inappropriate use of quotations, paraphrase, or summary; many errors in punctuation of parenthetical citations or quotes; many errors in chosen format (9 points)	Some variety of sources in works cited/consulted; uses quotations, paraphrases and summaries correctly to support topic; introduces quotations & paraphrases; occasional error in punctuation or format of quotations and parenthetical citations (12 points)	Evidence of significant research in works cited/consulted; excellent use of quotations, paraphrases, and summaries in paragraphs; excellent punctuation of parenthetical citations; excellent use of chosen format (15 points)
USAGE/GRAMMAR	Difficulty with edited American English; many errors in punctuation, mechanics, grammar, spelling (9 points)	Reasonable control of edited American English; contains minor errors in punctuation, mechanics, grammar, spelling (12 points)	Excellent mastery of edited American English; excellent punctuation, mechanics, grammar, spelling (15 points)

Course: _____ **Written Assignment Evaluation Rubric:** _____

Total: _____

Minus: ____ Deductions for name, font, spacing, margins, cover pg., staples, title, date, course #, page length (see syllabus)

Grade: _____