

Abilene Approval Chart for Curriculum Changes

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

Course Number FAM 262 or Degree Plan(s) _____

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

Application to add FAM 262 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

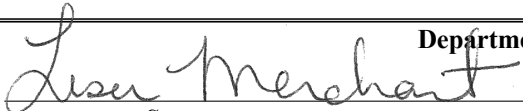
A = Approve I = Information Item R = Respond in Writing

	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)	
	9/16/2022
<i>Signature</i>	<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 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 262, Intimate Relationships and Marriage
Terms offered:	Fall
Catalog description:	Introduction to the scientific study of intimate relationships, including theory, research methods, healthy and unhealthy relationship dynamics, and processes such as relationship formation, maintenance, and dissolution. Explores diversity in the context of intimate relationships. Discussions of Biblical principles related to intimate relationships will take place throughout the course.
Course prerequisites:	none
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	FAMO 262

Other general education menus on which the course appears or you are applying for:	none
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Description of Menu Fit

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

FAM 262 provides an introduction to the scientific study of intimate relationships, which is a topic of general interest and not narrowly focused on skills, techniques, or procedures specific to the field of Family Science. The course surveys the formation, maintenance, dissolution, and internal processes of intimate relationships, as well as the methods of inquiry and theories which drive inquiry regarding those relationships.

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 262 will examine behavior and interactions among individuals and institutions (such as the state and the marketplace) related to the course and functioning of intimate relationships. Specific examples of this material include course modules, with associated reflective writing and summative quizzes, on the processes that drive interpersonal attraction; the formation, maintenance, and dissolution of cohabiting or married relationships; and the effects of stress and conflict on intimate 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).

The course has no prerequisites

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 over chapter 11: Conflict
Outcome A2	Book Review assignment (see below for assignment prompt)
Outcome C1	Weekly Reflection Response, Week 6 (see below for reflection prompt)
Outcome C2	Weekly Reflection Response, Week 7 (see below for reflection prompt)

Outcome A2 assignment prompt

To complete this assignment you will read an advice book about intimate relationships from a list provided in the assignment instructions on Canvas. You will make a set of slides, and then use the Studio tool in Canvas to make a 5 to 15 minute video in which you narrate your slides to review the book. To receive a Complete grade your video must:

- Be submitted on time, and be more than 5 minutes long and fewer than 15 minutes long
- Be logically organized and professionally presented with no more than three errors of grammar or proofreading
- Your slides *and* the narration of your video must include:
 - the title of the book and the author's name
 - a brief and accurate summary of the book's main points
 - a discussion of at least one example of something said in the book that agrees with a concept or advice we've discussed in class
 - a discussion of at least one example of something in the book that you disagree with or have questions about
 - a discussion of whether you would recommend the book, answering the following questions: If so, who would you recommend it to? If not, why not?

Outcome C1 assignment prompt

Week 6 Reflection Prompt: Social exchange theory claims that a person will stay committed to a relationship if it provides greater rewards than the person thinks they could get by leaving that relationship.

Jesus said, "...at the beginning the Creator 'made them male and female,' and said, 'For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh.' So they are no longer two, but one. Therefore what God has joined together, let no one separate." (Matthew 19:4-6).

Think about these two ideas of commitment. What kind of commitment do you think God expects among believers who are married? Do you think social exchange theory describes

that kind of commitment, or not? You must correctly use terms and ideas from social exchange theory in your answer.

Outcome C2 assignment prompt

Week 7 Reflection Prompt: Go to <https://www.psytoolkit.org/c/3.4.0/survey?s=salze> and complete the Love Attitudes Scale there. According to the results of that scale, what is your primary Love Style? Based on the reading and class discussion about Love Styles, do you agree with the results of the scale? If you can, give an example of something you've done or an event in your life that illustrates the love style you scored highest on.

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 11: Conflict	Students correctly answer at least 85% of questions on Quiz 11: Conflict	Students correctly answer 90% or more of questions on Quiz 11: Conflict

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students fail to accurately summarize the content of their Book Review source	Students accurately summarize the content of their Book Review source	N/A
Interpret source within rhetorical context		Not assessed.	
Evaluate relevance of source within multiple contexts	In the Book Review, students fail to accurately describe an example of agreement between their source and the course material	In the Book Review, students accurately describe an example of agreement between their source and the course material	In the Book Review, students accurately describe more than one example of agreement between their source and the course material

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 ignore or misrepresent the models of commitment described by social exchange theory and Matthew 19:4-6	Students identify at least one area of agreement or divergence between the models of commitment described by social exchange theory and Matthew 19:4-6	Students identify more than one area of agreement or divergence between the models of commitment described by social exchange theory and Matthew 19:4-6
Develop and express an evidence-based viewpoint on a topic		Not assessed	
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 fail to accurately use the results of the Love	Students accurately use the results of the Love Attitudes Scale to	N/A

	Attitudes Scale to describe their own primary Love Style	describe their own primary Love Style	
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Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

Example Rubric

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 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their paraphrasing of source material in Essay 2	Students accurately paraphrase source material in their own words in Essay 2	N/A
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in Essay 2	Students identify relevant aspects of context for a source in Essay 2	Students correctly use the context of a source to explain their own position in Essay 2
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		Not assessed.	
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from one or fewer sources in Essay 2.	Students cite evidence from two or more sources that effectively supports their position in Essay 2	Students cite evidence from four or more sources that effectively supports their position in Essay 2.
Synthesize information from multiple sources		Not assessed.	

Student 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 answer fewer than 50% of test questions on data correctly in Exam 1.	Students answer the majority of test questions related to reading data correctly in Exam 1.	Students answer 80% or more of test questions related to reading data correctly in Exam 1.

Abilene Christian University
Department of Marriage and Family Studies
FAM 262 Intimate Relationships and Marriage-Fall 2021

Instructor: Greg Brooks, PhD, LMFT-S, Assistant Professor

Classroom and meeting times: Biblical Studies Building room 115; MWF 3:00-3:50

Prerequisites or corequisites: None

Course Description: An introduction to the scientific study of intimate relationships, including theory, research methods, healthy and unhealthy relationship dynamics, and processes such as relationship formation, maintenance, and dissolution. Explores diversity in the context of intimate relationships. Discussions of Biblical principles related to intimate relationships will take place throughout the course.

Instructor: Greg Brooks, PhD, LMFT-S, Associate Professor

Office: BSB 276, 325-674-3774

E-mail: greg.brooks@acu.edu

Office Hours: Make an appointment at tinyurl.com/brooksoffice: Monday and Wednesday 9-11 AM; Tuesday 1-5 PM.

Course Canvas site: Log in at acu.instructure.com

Mission of Abilene Christian University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Mission of the Department of Marriage and Family Studies

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 interventions, while cultivating Christian leadership and character in each student.

Mission of the Child and Family Services Program

The undergraduate program in Child and Family Services achieves the missions of ACU and the Department of Marriage and Family Studies by:

- 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;
- providing diverse practicum experiences that prepare students for future employment.

Faith and Learning

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

Course Audience and Format of Class Sessions

The course is required for majors in Child and Family Services and is open to other students with a personal or professional interest in intimate relationships. The format of the course includes group discussion and lecture.

Certified Family Life Educator Content Areas

This course addresses these [CFLE Content Areas](#):

- 1 Families and Individuals in Societal Contexts
- 2 Internal Dynamics of Families
- 5 Interpersonal Relationships

Course Goals:

Students will be prepared for these [CFLE Practice Guidelines](#):

- 1.d. Identify social and cultural influences affecting dating, courtship, partner/marital choice and relationships, family composition, and family life
- 1.f. Assess the impact of demographics (e.g., class, race, ethnicity, religion, generation, gender, sexual orientation) on contemporary families
- 2.a. Recognize and define healthy and unhealthy characteristics pertaining to family relationships and family development
- 5.a. Recognize the impact of personality and communication styles on intimate relationships
- 5.b. Recognize the developmental stages of relationships
- 5.f. Recognize the impact of violence and coercion in intimate relationships
- 5.g. Recognize the influence of unhealthy coping strategies on intimate relationships

MFS Departmental Student Learning Outcomes (SLOs) and Measurements

Student Learning Outcome	Measurement Instrument
SLO 1.2: Demonstrate an ability to recognize the reciprocal interaction and influence between individuals, families, and various social systems	Reflection prompts
SLO 5.2: Demonstrate an ability to identify factors that are predictive of marital health and distress	Chapter 10 quiz
SLO 5.4: Explain the process of divorce & remarriage	Chapter 13 quiz

ACU University Requirements General Education Competencies, Measurements, & Goals

General Education Competency	Measurement Instrument	Acceptable Goal	Ideal Goal
General Education Competency 2: Knowledge and inquiry practices of natural, socio-cultural, aesthetic, and religious disciplines.	Average score of all chapter quizzes	70% of students achieve 75% or higher average score on all chapter quizzes	85% of students achieve 75% or higher average score on all chapter quizzes

Required Materials

Miller, R. S. (2022). *Intimate relationships* (9th ed.). New York: McGraw-Hill.

Assignments and Grading

Grading Plan

Grading and assessment in this class is based on a “specifications grading” model. You will create a personal learning plan that includes the grade you plan to pursue in this course. Your final grade will be determined by the work you complete.

I have created requirements for each letter grade in this course. I will provide clear specifications for what constitutes “Complete” work for each requirement.

Reflection Prompt Responses, Book Reviews, the Academic Integrity Quiz, and the Learning Plan will be graded as either Complete or Incomplete. To be graded Complete, they must be submitted on time (according to the due dates listed on Canvas) and must satisfy all the instructions described in the syllabus and on Canvas.

Chapter Quizzes will be graded with traditional percentage grades.

You will receive three virtual Tokens at the beginning of the semester. You may spend a Token to purchase a resubmission for the Learning Plan, a Reflection Prompt Response, or a Book Review that was late or graded Incomplete. To spend a token, simply submit the relevant assignment on Canvas and leave a comment announcing that you wish to spend a token. You must spend the Token within 2 weeks of the assignment’s due date. I will not accept any Tokens after 11:59 pm on Dead Day. Tokens may not be used for Chapter Quizzes or class attendance.

You will receive an F if any of the following occur:

- Have more than 6 unexcused absences, OR:
- Fail to complete the Learning Plan, OR:
- Fail to complete the Academic Integrity Quiz, OR:
- Earn a total average of 74% or lower on the chapter quizzes

To earn a D you must:

- Have fewer than 7 unexcused absences
- Complete a learning plan for the semester
- Complete the Academic Integrity Quiz
- Earn a total average of 75% or higher on the chapter quizzes

To earn a C you must:

- Have fewer than 7 unexcused absences
- Complete a learning plan for the semester
- Complete the Academic Integrity Quiz
- Earn a total average of 80% or higher on the chapter quizzes
- Complete 8 Reflection Prompt Responses

To earn a B you must:

- Have fewer than 7 unexcused absences
- Complete a learning plan for the semester
- Complete the Academic Integrity Quiz
- Earn a total average of 85% or higher on the chapter quizzes
- Complete 10 Reflection Prompt Responses

To earn an A you must:

- Have fewer than 7 unexcused absences
- Complete a learning plan for the semester
- Complete the Academic Integrity Quiz
- Earn a total average of 90% or higher on the chapter quizzes
- Complete 12 Reflection Prompt Responses
- Complete 1 Book Review Assignment

All the relevant requirements must be met for you to receive a particular grade. If you do not meet all the requirements for an A, you will not receive an A. For example, if a student earns an average of 97% on the chapter quizzes but only completes 10 Reflection Prompt Responses, that student could not receive higher than a B in the class.

Attendance Policy

A sign in sheet or in-class activity will be used every class period to take attendance.

Each day's sign-in sheet or in-class activity will be the only and final proof of your attendance. *You are responsible for demonstrating your attendance for each class period.*

Under no circumstances are you to sign the class roll or hand in an activity for another student.

A student will be counted absent who attends class but fails to sign the class attendance sheet or turn in an in-class activity that day. No student may sign the class attendance sheet more than 10 minutes after class starts.

Absences may be excused only for the following reasons:

- You are required to participate in an official University activity such as athletics or a research activity
- You are sick and require medical care, or you self-isolate or quarantine
- You are experiencing circumstances that warrant a referral to the SOAR program (See www.acu.edu/about/offices/soar.html for details)
- You are granted a leave of absence from the University

In all cases, documentation is required before an absence will be excused. If you email me to request an excused absence, please include the course number (FAM 262) and the date(s) of your absence in your email. No excuses will be accepted after the final exam time assigned to this course.

Learning Plan:

On Canvas you will indicate the grade you plan to pursue in this class, and you will answer questions about the requirements of your chosen grade level. To receive a Complete grade your learning plan must:

- Be submitted on time and respond to all of the assignment questions

Academic Integrity Quiz:

To complete this assignment you will view a video tutorial and complete a quiz online. You will receive a PDF Certificate of Completion, which you must submit on Canvas. Keep this certificate! You will use it in *all* of Dr. Brooks' classes, so it might come in handy later!

Chapter Quizzes:

There will be a quiz over each assigned chapter in the Miller (2017) textbook, for a total of 13 quizzes (notice that chapter 7 is not assigned). You will complete these quizzes on Canvas outside of class. Every quiz will be open-book: you may use the textbook, your lecture notes, and the lecture slides to complete the quiz. You should complete the quizzes alone without the help of classmates or anyone else. You should not use online resources such as Quizlet, or other resources from outside the class, to complete the quizzes.

You will have 20 minutes to complete a quiz once you start, so if you have not read the material you will struggle to complete the quiz in the allowed time.

You will be automatically allowed to retake each quiz one time to try to achieve a higher score if you wish. If you choose to retake a quiz you must do so before the due date. **Tokens may not be used to retake an online quiz again or to take a quiz late.**

Due dates for quizzes are listed on Canvas. Absence from class, even if excused, does not excuse you from assignment and quiz due dates. **Late quizzes will not be accepted under any circumstances. If you fail to take a quiz before it is due, you will get a 0% on that quiz.**

Reflection Prompt Responses:

Each week a Reflection Prompt will be provided for you on Canvas. Your responses are due each Friday at 11:59 PM. To receive a Complete grade your response to each prompt must:

- Be submitted on time and respond to the appropriate Reflection Prompt question or statement
- Be professionally written with no more than two errors of spelling, punctuation, or grammar
- Be no fewer than 200 words

Book Review Assignment:

To complete this assignment you will read an advice book about intimate relationships from the list provided in the assignment instructions on Canvas. You will make a set of slides, and then use the Studio tool in Canvas to make a 5 to 15 minute video in which you review the book. To receive a Complete grade your video must:

- Be submitted on time, and be more than 5 minutes long and less than 15 minutes long
- Be logically organized and professionally presented without errors of grammar
- Your slides *and* the narration of your video must include:
 - the title of the book and the author's name
 - a brief and accurate summary of the book's main points
 - a discussion of at least one example of something said in the book that agrees with a concept or advice we've discussed in class

- a discussion of at least one example of something in the book that you disagree with or have questions about
- a discussion of whether you would recommend the book, answering the following questions: If so, who would you recommend it to? If not, why not?

Fall 2021 FAM 262 Course Calendar of Class Periods and Assignments
All Reflection Prompt Responses are due Fridays at 11:59 PM.

	Monday	Wednesday	Friday
Week 1 Aug. 22-28	Introduction, syllabus	No reading Theology of Intimacy	No reading Theology of Intimacy
Week 2 Aug. 29-Sept. 4	Ch. 1 Building Blocks	Ch. 1 Building Blocks	Ch. 2 Research Methods
Week 3 Sept. 5-11	Ch. 3 Attraction	Ch. 3 Attraction	Ch. 3 Attraction Quizzes 1-3 Due
Week 4 Sept. 12-18	Ch. 4 Social Cognition	Ch. 4 Social Cognition	Ch. 4 Social Cognition
Week 5 Sept. 19-25	Ch. 5 Communication	Ch. 5 Communication	Ch. 5 Communication
Week 6 Sept. 26-Oct. 2	Ch. 6 Interdependency	Ch. 6 Interdependency	Ch. 6 Interdependency Quizzes 4-6 Due
Week 7 Oct. 3-9	Ch. 8 Love	Ch. 8 Love	Ch. 8 Love
Week 8 Oct. 10-16	Ch. 9 Sexuality	Ch. 9 Sexuality	Ch. 9 Sexuality
Week 9 Oct. 17-23	Ch. 10 Stress	Ch. 10 Stress	NO CLASS: Fall Break
Week 10 Oct. 24-30	Ch. 10 Stress	Ch. 11 Conflict	Ch. 11 Conflict Quizzes 8-11 Due
Week 11 Oct. 31- Nov. 6	Ch. 11 Conflict	NO CLASS	NO CLASS
Week 12 Nov. 7-13	Ch. 12 Power & Violence	Ch. 12 Power & Violence	Ch. 12 Power & Violence
Week 13	Ch. 13 Dissolution	Ch. 13 Dissolution	Ch. 13 Dissolution

Nov. 14-20			Book Review Assignment Due
Week 14 Nov. 21-27	Ch. 14 Maintenance	NO CLASS Thanksgiving	NO CLASS Thanksgiving
Week 15 Nov. 28-Dec. 4	Ch. 14 Maintenance	Ch. 14 Maintenance	Theology of Intimacy & Class wrap-up
Week 16, Finals Dec. 5-11	NO Tokens will be accepted after 11:59 PM on Dead Day		Quizzes 12-14 Due at 3:45 PM, Thursday Dec. 9

Classroom Policies

Reality Check

Material in this course might seem like common sense and I hope the class meetings will be interesting and entertaining, but the assignments will test your knowledge of concepts, terms and processes and your ability to synthesize and apply them. Without careful reading and reflection the ideas we cover in class will blend together and the assignments will be very difficult. You must study to do well in this course!

Participation & Attendance

You and I share the responsibility of achieving your learning goals. Although I will assume the role of integrator and facilitator, I expect that you will come to class having read all assigned materials and prepared to engage in class activities and discussion, which is the backbone of the success of this course.

APA Style

All writing in this class should follow The Publication Manual of the American Psychological Association, 6th edition, with the exception that you are not required to write abstracts for your papers. A requirement for each written assignment is correct style, grammar, proofreading, organization, and presentation. I urge every student to buy a copy of the APA publication manual. For tutorials about APA style, visit:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

<https://owl.english.purdue.edu/owl/section/2/10/>

<http://www.vanguard.edu/psychology/wp-content/uploads/2014/07/apastyleessentials.pdf>

Late Assignments, Make-Up Quizzes/Exams, & Extra Credit

Late quizzes will receive a grade of zero (0%). Other late assignments will receive a grade of Incomplete. Assignments and quizzes are considered late immediately after the due date & time listed on the course Canvas site.

Make up quizzes or exams are not available. Absence from class, whether excused or not, does not excuse the student from assignment due dates.

Extra credit is not available in this course. If your grade is not at the level you would like, please talk with me as soon as possible to discuss ways in which you might improve your performance in the course.

Academic Integrity

According to ACU's Academic Integrity Policy, "Academic integrity is demonstrated by behavior that honors the learning environment -- regardless of setting, context, location or modality. Academic dishonesty, or failure to practice academic integrity, negatively affects the learning environment and other members of the ACU community. Academic dishonesty includes -- but is not limited to -- plagiarism, collusion, cheating, fabrication, facilitating academic dishonesty, failure to contribute to a collaborative project, and sabotage of another student's work. Academic dishonesty detracts from a student's personal learning, which will affect her or his academic grade, standing in a course or program, and/or standing in the university. Academic dishonesty also has a chilling effect on the ACU community creating an air of suspicion in the learning environment". See

<https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html> for more details.

Suspected academic integrity violations will be investigated according to the process described at

<https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html> and

<https://cdn01.acu.edu/content/dam/community/documents/admin/provost/academic-integrity-2.pdf>. Academic integrity violations in this class will be reported to the Marriage and Family Studies department chair, the College of Biblical Studies dean, the Dean of Student Life, and the Associate Athletic Director if the student is an athlete. A single academic integrity violation will result in an incomplete or zero grade on the relevant assignment and the student's final course grade will be reduced by one letter. The assignment may not be resubmitted for re-grading. The instructor may impose additional consequences or require additional work from the student. A second academic integrity violation will result in an F in the class.

You might have the right to appeal a finding that you violated academic integrity. Details about the appeals process are described at

<https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html>.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call Alpha Scholars directly at 325-674-2667. Visit <https://www.acu.edu/about/uap/overview/> for more information.

Use of Technology/E-Communication

Laptops and tablets are allowed in class solely for use with notes and class activities. They are not to be used for any other purpose. Any other use will result in the loss of the privilege of further use for the semester and might result in a reduced grade. Please silence your devices during class time.

Sending me an email or a message through Canvas is the easiest and quickest way to communicate with me. I will make every effort to respond to your emails quickly. Please do not send text messages to me with questions about class assignments.

Recording Lectures

In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member or instructor. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the permission of the faculty member or instructor and of any students who are recorded.

Content Warning, Respect, & Civility

We will discuss some issues that are very personal and about which some people hold strong beliefs. I am sure you will disagree with me and with other students during the semester about issues of values or opinion. I am committed to creating a learning environment characterized by safety, respect and civility. Safety means that my classroom is a safe place to discuss topics that might be disturbing or frightening; it does not mean those topics won't be discussed. Respect means that I acknowledge your capacity to form your own values and opinions; it does not mean that I or other students will always agree with you. Civility means that all students, and the instructor, are free to express their views in a supportive environment. Personal attacks or rude communications will not be tolerated and may result in a lower grade and further academic discipline.

Please do not do things that disrupt class, including but not limited to: carrying on side conversations during class time; using your cell phone; sleeping; and arriving late or leaving early, or leaving/reentering during class time. These behaviors keep you from paying attention, distract others around you and the professor, and are considered inappropriate.

Harassment Policy

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, or (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following [this link](#).