

Abilene Approval Chart for Curriculum Changes

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

Course Number SOCI 368 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add SOCI 368 to the social and behavioral science menu. See attached application and syllabus.

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>	_____ 9-15-2022 <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:	SOCI 368, Sociology of the Family
Terms offered:	Fall, even years
Catalog description:	This course is designed to provide an understanding of contemporary courtship, marriage, and family interaction as cultural, social, and social-psychological phenomena. With special consideration of the major sources of marital strain and conflict within a heterogeneous, rapidly changing society.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None

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).

This course provides students with a sociological perspective on kinship, family formation, family dynamics, and family maintenance, primarily in U.S. society. Through course readings and exercises, students develop their understanding of the role of families in our society and the causes and consequences of stresses and strains on the institution of the family.

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).

Both the course content: chapters in a standard Sociology of the Family text, supplementary readings and media, and assignments, help students develop their understanding of the sociology of the family as a part of the scholarly discipline. The analytic skills students gain have a broad range of applications both within and outside of professional sociology. Course texts and media content offer complex and nuanced perspectives on families and family life, including topics such as marriage, divorce, cohabitation, remarriage, and tensions between work and family, to name a few.

Assessments, like 13 online quizzes, help students demonstrate their content knowledge on a variety of topics covered in the course. Each topic requires students to examine human behavior at the micro-, meso-, and macro-levels.

Special assignments like the Family Tree exercise, the film analysis, and “families in the news” develop students’ skills in analyzing their family’s history as well as cultural artifacts and social change. These skills are central to the development of competent creators and users of social science.

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).

None

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	Online quizzes
Outcome A2	Online quizzes
Outcome C1	Families in the News
Outcome C2	Book Review

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	Fewer than 84% of students will earn a "C" or above average on online quizzes.	84% of students will earn a "C" or above average on online quizzes.	90% of students will earn a "C" or above average on online quizzes.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Fewer than 84% of students will earn a "C" or above average on online quizzes.	84% of students will earn a "C" or above average on online quizzes.	90% of students will earn a "C" or above average on online quizzes.
Interpret source within rhetorical context			
Evaluate relevance of source within multiple contexts			

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			
Develop and express an evidence-based viewpoint on a topic	Fewer than 84% of students will earn a "C" or above average on an assessment of sources for their Families in the News project.	84% of students will earn a "C" or above average on an assessment of sources for their Families in the News project.	90% of students will earn a "C" or above average on an assessment of sources for their Families in the News project.
Synthesize information from multiple sources			

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	Fewer than 84% of students will earn a "C" or above average on an	84% of students will earn a "C" or above average on an assessment of their	90% of students will earn a "C" or above average on an assessment of their

	assessment of their Book Review Assignment.	Book Review Assignment.	Book Review Assignment.
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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 SOCI 368 “Sociology of the Family”

Instructor:

Office Hours: By appointment, please e-mail to set up a meeting time.

Office: Sherrod 128

E-mail:

Phone:

Mission of ACU

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

Mission of the College of Arts and Sciences

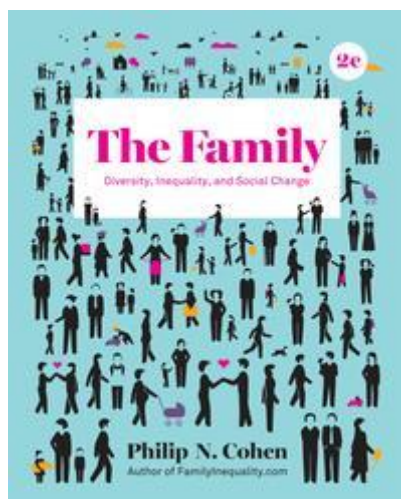
The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Course Description of SOCI 368 – Sociology of the Family

This course is designed to provide an understanding of contemporary courtship, marriage, and family interaction as cultural, social, and social-psychological phenomena. With special consideration of the major sources of marital strain and conflict within a heterogeneous, rapidly changing society.

Required Textbook

The Family: Diversity, Inequality, and Social Change by Philip Cohen, 2018 edition



Student Learning Objectives

Competency	Measurement Instrument
Demonstrate an ability to assess the impact of demographics (e.g., class, race, ethnicity, and gender) on contemporary families.	1. Reading quizzes 2. Family Tree 3. Class discussions & activities
Demonstrate an ability to identify and explain the functions of families.	1. Reading quizzes 2. Book Review 3. Class activities and discussions
Demonstrate an ability to identify social and cultural influences on dating, courtship, marital choice, marital relations, family forms, and family life.	1. Reading quizzes 2. Families in the News 3. Movie Analysis 4. Class discussions and activities

Course Requirements

Course requirements consist of daily readings with reading quizzes, lecture attendance and participation, and out of class assignments. Please read the descriptions below.

I. Daily Reading

The course schedule at the end of the syllabus provides an overview of the required reading for this course. It is very important that you read the chapter prior to class. By reading the book, hearing the course material during lecture and taking notes you will set yourself up for success in this course.

II. Online Reading Quizzes

There will be 13 online reading quizzes. They are to be done prior to coming to class. They will consist of multiple-choice and true/false questions.

III. Lecture Attendance/Participation

Class participation is comprised of two components: attendance and discussion. It is imperative that you arrive to class on time each day prepared to work and discuss. Read the course material prior to coming to class so that you can participate fully in discussions. PowerPoint slides will be posted on Canvas prior to the start of each class. While having the slides is not a substitute for taking notes or attending class they will help you focus on what I say in class rather than worrying about copying down the notes on the screen.

*Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of

lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

IV. Sociological Family Tree (Required for all grade bundles)

You will make a sociological family tree in which you talk about the social aspects of your family and present it in a creative way. Please see Canvas for further instructions.

V. Movie Presentation (Required for the A, B and C grade bundles)

You will select a movie that has families or marriage as the theme (see the list posted on Canvas for ideas). You will watch the movie and do a basic qualitative content analysis. You will present the themes and your findings in a five-minute in-class presentation.

VI. Families in the News (Required for the A and B grade bundles)

You will find three recent news articles (from September or October 2016) from a mainstream news outlet (no dubious blog posts) that discuss families in society and analyze them from a sociological perspective. Please see additional specifications on Canvas.

VI. Literature Review (Required for the A grade bundle)

You will write a brief literature review using a minimum of 10 academic, peer-reviewed sources. and theory paper to accompany the content analysis of the movie that you have already completed. More instructions can be found on Canvas

Evaluation

Adult-learning theory will be used to evaluate your performance in this class. Adult-learning theory tells us that adults learn better in a safe, flexible, and challenging environment. In order to provide an optimal environment for learning you will have a choice about which grade you will pursue in this course depending on your personal learning objectives.

Each grade is associated with a set of required assignments that you must complete in order to earn that grade. All assignments except quizzes will be graded as satisfactory or unsatisfactory. I will provide clear assignment specifications with examples of satisfactory work. Only assignments completed by the deadline will count toward your final grade. Research has shown that this kind of grading system provides a safe, flexible, and more rigorous learning environment than traditional points based systems.

Grade Criteria

Following are lists of assignments and criteria required to earn a specific grade in this class. You can find the specifications for each assignment posted on Canvas. Please note that failure to satisfactorily complete any of the requirements for a particular assignment will result in a grade of “unsatisfactory” on that assignment. Each student will be given 3 tokens at the start of the semester. Each token may be used to reattempt one assignment that did not receive a satisfactory grade (multiple tokens may be used to reattempt an assignment more than one time). A token may also be used to excuse one absence.

A grade of A indicates complete mastery of the three learning objectives. In order to obtain complete mastery on these objectives and earn an A you will need to:

1. Have no more than 1 unexcused absences during the semester.

2. Earn an average of 80% on all online quizzes.
3. Complete the Sociological Family Tree
4. Complete the Movie Analysis Presentation
5. Complete the Families in the News assignment
6. Complete the Literature Review

A grade of B indicates above average mastery of the three learning objectives. In order to obtain above average mastery on these objectives and earn a B you will need to:

1. Have no more than 2 unexcused absences during the semester.
2. Earn an average of 77% on all online quizzes.
3. Complete the Sociological Family Tree
4. Complete the Movie Analysis Presentation
5. Complete the Families in the News assignment

A grade of C indicates average mastery of the three learning objectives. In order to obtain average mastery on these objectives and earn a C you will need to:

1. Have no more than 3 unexcused absences during the semester.
2. Earn an average of 70% on all online quizzes.
3. Complete the Sociological Family Tree
4. Complete the Movie Analysis Presentation

A grade of D indicates below average mastery of the three learning objectives. In order to obtain below average mastery on these objectives and earn a D you will need to:

1. Have no more than 4 unexcused absences during the semester.
2. Earn an average of 67% on all online quizzes.
3. Complete the Sociological Family Tree

A grade of F indicates that you did not meet any of the learning objectives for the course. Failure to meet the requirements for a D will earn an F in the course.

Grade Book

I will post complete/incomplete grades on Canvas as well as the quiz grades (shown as a percent). You should use the grade book on Canvas as an indicator of how many assignments you have completed at a satisfactory level. You may also use the grades in Canvas to get an average for your quizzes. The grade listed on Canvas as your overall grade does not correspond to your final grade in the class. Grades will be determined based on which grade bundle you choose to complete.

SOCI 368 Grade Form					
		Required for an A	Required for a B	Required for a C	Required for a D
Number of Absences		1	2	3	4
Quiz Average		80%	77%	70%	67%
Sociological Family Tree		Yes	Yes	Yes	Yes
Families in Film		Yes	Yes	Yes	No

Families in the News		Yes	Yes	No	No
Literature Review		Yes	No	No	No

Late Work

Work will be considered late if it is not submitted to Canvas by the due date and time. All assignments that are submitted late will be graded as unsatisfactory.

Absences for In-Class assignments

If you are a student athlete or have an official, University related absence you must notify the instructor prior to missing class with written documentation signed by your coach/instructor/advisor. It is the student's responsibility to make arrangements for making up missed assignments.

If you do not have an official University excused absence then there is no make-up allowed for in-class assignments. If your dog dies, your alarm doesn't go off, your car breaks down, you are sick, etc. Please feel free to come by during my office hours to discuss the class material that you missed and to clarify any material from the reading that you did not understand.

Several extra credit opportunities will be given during class throughout the semester to make up for any missed classes. All extra credit will be available to the entire class and will not be given to individual students alone. If you think you may need extra credit or are not sure if you will miss a class, take the opportunity to do the extra credit as it comes up.

Grade Challenges

There are two types of grade challenges, "administrative" and "substantive." Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on Canvas. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor's attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Communication

I will communicate any changes to the syllabus through e-mail. I will also post all changes to this courses Canvas website. Please be sure to check your e-mail and mark it as unread if you are unable to address it immediately.

I will check e-mail regularly between 9am and 5pm on weekdays. I will also check e-mail several times during the evening and on weekends. I will not check e-mail between the hours of 9pm and 7:30am, if you e-mail me after 9pm please do not expect to receive a response until the following day.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God.

Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/academics/provost/policies/index.html>.

Special Accommodations

Abilene Christian University and the Department of Communication & Sociology comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a 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. You may also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

Classroom Environment

Many view a college education as a solid investment in their future. Here are some suggestions and ground rules for making this class a wise investment:

1. Come to class on time. If you are late to class, please quietly take a seat near the door.
2. Turn off cell phones; even vibrating phones create a distraction. Also, please refrain from making or taking calls during this time.
 - a. Exceptions may be made if we are using the iphone/ipods for an in-class activity
 - b. If you are caught using your mobile device unauthorized I will confiscate it until the end of the class period.
3. Come to class prepared. Read the assigned material prior to the start of class.
4. If you have a question, raise your hand and wait until you are called on.
5. Class Climate and Conduct: One of the hallmarks of good sociology is the ability to embrace and even welcome different points of view. Rather than immediately voicing objections, ridiculing, or making jokes with your neighbor about viewpoints that differ from yours, respect that all your classmates bring their particular social histories to class. Carefully listening to and seeking out multiple perspectives on an issue allows us to engage in critical thinking. Many of the issues we talk about in class are controversial and may spark intense emotional reactions from some people. As such, we need to create and maintain a safe, open, and respectful environment for the sharing of divergent viewpoints. **By enrolling and staying in this class, you are acknowledging the importance of and agreeing to work within this respectful class climate and class conduct rule.**
6. Please refrain from talking during lectures.

7. Please refrain from reading the newspaper or doing work for another class during our class time.
8. **NO LAPTOPS IN CLASS:** The amount of note taking required for this course should not require the use of a laptop, therefore laptops may not be used in class. Exceptions will be made on a case by case basis per my policy under “special accommodations.”
9. Preparing for Exams:
 - a. Read all assigned materials and highlight and take notes over significant material as you go.
 - b. Review highlighted material and notes several times a day in the week leading up to the exam.
 - c. Attend every class, take notes, participate in discussion, and ask questions. You will find that if you read prior to coming to class you will have something to add to class discussion. If you are unable to attend a class, be sure to get the notes from a classmate.
 - d. Form study groups and meet to discuss course material.
 - e. Make use of office hours if you have any questions or concerns about the course.

Schedule

The following is a tentative schedule of the topics that will be covered this semester. This schedule is subject to change. Any changes will be communicated orally in class and in writing on Canvas.

Dates:	Topic to be Covered	Reading	Assignment
Aug 28	A Sociology of The Family	Ch 1	Q1
Sep 4	The Family in History	Ch 2	Q2
11	Race, Ethnicity, and Immigration	Ch 3	Q3, Family Tree
18	Families and Social Class	Ch 4	Q4
25	Gender	Ch 5	Q5, Movie Presentations
Oct 2	Sexuality	Ch 6	Q6, Movie Presentations
9	Love and Romantic Relationships	Ch 7	Q7, Movie Presentations
16	Marriage and Cohabitation	Ch 8	Q8, Movie Presentations
23	Families and Children	Ch 9	Q9
30	Divorce, Remarriage, and Blended Families	Ch 10	Q10, Family in News
Nov 6	Work and Families	Ch 11	Q11
13	Family Violence and Abuse	Ch 12	Q12
20	Thanksgiving Break – No Class		
27	The Future of The Family	Ch 13	Q13
Dec 4	Catch Up		Literature Review

11	Tuesday - All Tokens/Redos to be completed by the final exam period		All Tokens/Redos
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