Child Development 255
Marriage and Family Relationships
Fall 2017

Instructor: Carol Ann Marshall, MA, MFT
Contact Information: Email – camarshall@csuchico.edu
Office Location: Modoc 102
Office Hours: Monday 2:30 – 4:30, Tuesday 12:45 – 2:45

Required Texts

This text is available for purchase at the Associated Students Bookstore. The text will also be available on Reserve in the Meriam Library on the Chico State campus.

Course Objectives
1. To introduce student knowledge about historical and theoretical perspectives of marriage and family relationships, including issues of human rights and personal responsibility related to human rights.
2. To increase student understanding of the variations in marriage and family relationships, including issues of composition, age, culture, gender, sexuality, and function.
3. To increase student knowledge about the dating process and other issues concerning intimate relationships including issues of composition, age, culture, gender, sexuality, and function.
4. To increase student awareness of the physiological, psychological, and social contributions of intimate relationships in marriage and the family.
5. To help the student make informed decisions in his/her own life regarding marriage and family issues, including aspects of personal identity, gender expression, family, religion, and profession.
6. To facilitate student appreciation of and respect for various paired relationships and family lifestyles in cultures across the globe.

Related Gender and Sexuality Pathway Objectives
The primary Gender and Sexuality Pathway Objectives focused on within this course are as follows:
1. Identify, understand and discuss (orally and in written form) various theories, perspectives and methods of studying gender and sexuality.
2. Recognize and describe historical and current human rights movements that relate to issues of gender and sexuality.
3. Apply knowledge of complexity of sexuality and gender in order to make informed decisions in all areas of daily life, including personal identity, gender expression, relationships, family, religion, profession, politics, recreation, and enjoyment of the arts.
4. Comprehend and respect the diversity of sexualities, gender expression, and gender performance in cultures and cultural expression across the globe.

Related General Education Objectives
The primary General Education areas focused on within this course are critical thinking, personal and social responsibility, and diversity. The course will meet and assess each of these General Education objectives in the following ways:
1. Critical thinking will be addressed as students consider critical issues in the areas of marriage and family from multiple perspectives. These issues will be the focus of weekly writing assignments as students compare their experiences in these areas to their readings.
2. Personal and social responsibility will be met and assessed as students are asked to demonstrate knowledge and skills related to the development of healthy children. Based on this information, students will be able to become more responsible for making lifelong decisions which benefit the development of healthy children, relationships, and families in their current and future roles as parents, relatives, community members and voters. Specific activities related to this objective are readings, class conversations and in class activities, exams, and related sections of the weekly writing assignments.
3. Diversity within families and partnerships is an underpinning of the course. Within all course assignments, activities, and discussions, attention to the wide range of practices and ideas about families and partnerships will be represented. Diversity will be a component in the exams, discussions, in class activities, and the weekly writing assignments.

Course Requirements

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<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>*Regular class participation and attendance</td>
<td>50</td>
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<tr>
<td>*Four exams @ 75 pts.</td>
<td>300</td>
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<tr>
<td>*Writing assignments (There will be 5 assignments offered)</td>
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<td>*In class activities/ quizzes (There will be 11 assignments offered with the lowest score dropped. You must be present in class on the day of the activity/ quiz as no make-ups will be allowed)</td>
<td>50</td>
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<tr>
<td>Total</td>
<td>450</td>
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Grades
Grades are determined by each student's point totals applied to the following percentages: (total points = 450)

Scores will be posted on a regular basis on Blackboard under My Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-60</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
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Class Expectations
This syllabus represents a contract between you, the student, and myself. Continued enrollment in this class implies your agreement to these requirements. Reading assignments, lecture, discussion, writing assignments, and in-class activities will be the primary modes of instruction. Progress towards meeting the objectives of the course listed above will be measured by examination, in-class activities, writing assignments, periodic quizzes.

Attendance and General Class Policies
- Regular attendance and class participation is essential!! The more often you are here, the better you will do!! It is unnecessary to contact/email me should you need to miss class.
- Assignments are due at the beginning of the class period – anything turned in after that is considered late; specific time guidelines will be given with assignments. Late papers will be reduced two points per day.
- Any paper over one week late will only receive half credit.
- No assignments will be accepted the last week of classes.
- Any work turned in that is found to be copied, plagiarized, or in any way uncited and claimed to be the student’s own work, will receive a ZERO for the assignment and the issue will be referred to Judicial Affairs.
- Missed In-class assignments cannot be “made up”.
- Notifying me in advance that you will be missing class does not constitute an excused absence.
• In-Class Activities/Participation points will be given during class lecture. If you are not here and participating, you will not receive credit.
• Class attendance will be recorded each class period

• **Classroom Protocol**

You are expected to be considerate of others at all times by being on time and seated when class begins; remaining in your seat until class is dismissed (except in the event of an emergency); and refraining from talking or causing distractions when others are speaking. Students will lose participation points for not following these guidelines!

**Cell phones, texting, and laptop classroom rules**
- Turn off your cell phones or set them on silent mode when you come to class.
- Text messaging will not be tolerated in class; any student found to be sending or checking text messages during class will be invited to make a choice either to cease the texting or leave the classroom.
- DO NOT use your laptop in class unless obtaining specific permission from the instructor and then laptops can only be used for activities directly related to this class.
- Class participation points will be deducted for these violations.

**Literacy Requirements**
All written assignments will be graded for literacy, spelling and grammar. Please read in your UNIVERSITY CATALOG regarding the University’s literacy requirements. One point is taken for each four spelling or grammar errors. Due to the large volume of papers submitted for grading in this course, the instructor/grader will discontinue grading if there are more than ten spelling or grammar errors and the paper will be returned for correction, **late points will be taken**. **Proofreading of your papers will be a necessity.** If you know you have difficulty with spelling and grammar, please see me for helpful resources.

*There is no extra credit option (other than the extra credit offered on exams).*

**Participation**
Participation is based on attendance, class discussion and activities. It is the student's responsibility to sign in or turn in assignments.

**Exams**
Exams consist of multiple choice/true-false/short answer questions and are based upon class notes and text reading. They must be taken at the assigned times and dates. Make-up exams will not be allowed except for serious and verifiable reasons. Make-up exams will be essay format and offered during finals week only.
In Class Activities
In class activities are short in-class or class assigned exercises/questions/quizzes to add insight and introspection. They will be used to assess your knowledge or ideas about family relations concepts. These are worth five points each and no make-ups are permitted.

Writing Assignments
The objective of the writing assignments is to encourage student exploration of important aspects of his/her life with course material. Special emphasis will be placed upon the integration of the physical, psychological and social aspects of student lives. These are worth 10 points each.

Incompletes & Withdrawing from this Course
Incompletes are given only in rare instances. To be considered, a student must have a passing grade and be up to date on assignments. See the university catalog for details. University policies also specify the criterion for withdrawing from classes during certain time periods of the semester. Please consult the catalog for these policies.

Students With Disabilities from Accessibility Resource Center (ARC)
If you have a documented disability that may require reasonable accommodation, please contact the Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at 898-5959. Information about their services can be found here: ARC.

Academic Honesty as it relates to written work, from the Student Judicial Affairs Website
- All written work is to be individually produced unless otherwise noted in the assignment.
- Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one’s own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
- When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

Academic Honesty as it relates to all student work
All assignments, quizzes, exams and writing are expected to be individually produced without assistance from others unless otherwise noted in the assignment.

Department of Child Development Mission Statement
Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on learning the foundations of child development (prenatal through adolescence); assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

**Department of Child Development Vision Statement**
Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students’ professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

**Department of Child Development Student Learning Objectives**

1. **Foundations of Child Development**
   Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.

2. **Child and Environmental Assessment and Study**
   Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.

3. **Developmental Context**
   Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children’s well-being.

4. **Professionalism**
   Students will engage in professional behavior appropriate to the discipline in professional contexts.

5. **Critical Thinking**
   Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children’s well-being.

**Title IX: Confidentiality and Mandatory Reporting**
As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share
private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: Title IX

This syllabus constitutes a contract between the instructor and student. Your continued enrollment in this class establishes an agreement to abide by the elements stated in this syllabus. The instructor reserves the right to amend this syllabus as deemed appropriate to best fit student learning.

Changes will be posted on Blackboard, sent by campus email, and/or announced in class if possible. Regular monitoring of your campus email is recommended.